



**AMERICAN SCHOOL OF TEGUCIGALPA
HIGH SCHOOL / MIDDLE SCHOOL
STUDENT-PARENT HANDBOOK
2020-21**

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Mission

The American School is a student-centered, college-preparatory institution that fosters globally—responsible citizen and leaders by offering a rigorous, international education which promotes core values in a safe, innovative and collaborative

Vision

To be the leading, innovative educational institution that prepares responsible global citizens, leaders and life-long learners.

AST Student Attributes



Introduction

The American School is a private, non-denominational, non-profit, experimental-type college-preparatory school sponsored by The Interamerican Educational Society of Tegucigalpa (S.E.I.T.). The School is fully accredited by the **Honduran Ministry of Education, AdvancEd** and the **International Baccalaureate Organization (I.B.O.)**. The School is a member of **the College Board, the Association of American Schools in Central America (A.A.S.C.A.), the Association of American Schools of South America (A.A.S.S.A)** and **the Association of Bilingual Schools of Honduras (A.B.S.H.)**. Instruction is primarily in English, except in such courses as Spanish language and Honduran social studies.

S.E.I.T. is an organization formed by parents who have children at the American School. The governing body is the Parents' General Assembly, which elects a Board of Directors from the parents. The Board of Directors sets policies and the philosophical framework within which the school operates. Each member is elected for two years in his/her position. The Board of Directors names a superintendent to serve as head of school.

Notice

This Handbook does not in itself include all pertinent rules and regulations. The superintendent and principals of the school will use discretion in the handling of every individual case.

In the case of the emergent and rapidly developing COVID-19 pandemic, some of the Handbook language which describes a typical, in-person student experience, may not be equally appropriate to the hybrid or distance learning modalities.

I. ACADEMICS

Middle School Program of Study

The Middle School course offerings follow the middle-school model, including a character education program, age-appropriate methodology, and schedules, faculty, and facilities exclusively designated for the Middle School. Sixth grade is traditionally considered the culminating year of primary school in Honduras. The seventh- and eighth-grade school years fulfill requirements established by the Honduran Ministry of Education “Ciclo Común” Curriculum. Additionally, the school- wide (N-12) curriculum of the American School is aligned with and fulfills U.S. national standards in all academic areas.

<p>Sixth Grade Language Arts Spanish Mathematics General Science Social Studies Art & Computer Science (one semester) Library, Music or Band & P.E. (one semester) Special Elective Activity</p>	<p>Seventh Grade English Spanish Social Studies Mathematics Life Science Computer Science & Music or Band (one semester) Civics & P.E. (one semester) Special Elective Activity</p>
<p>Eighth Grade English Spanish Mathematics Earth Science Social Studies Art, Computer Science & Music or Band (one semester) P.E. & Civics (one semester) Special Elective Activity</p>	

High School Program of Study

The American School offers students the opportunity to earn a total of three diplomas upon completion of their high school careers, the American School of Tegucigalpa High School diploma, the Honduran Bachillerato, and the International Baccalaureate (I.B.) diploma. All students are understood to be working towards earning the High School diploma. Nearly all students annually earn the Honduran Bachillerato as well. Select students may qualify to earn the International Baccalaureate (I.B.) diploma in eleventh and twelfth grades.

Unless otherwise designated, all of the following courses are required to earn the American School High School diploma. In the case of new and/or transient international students, individual programs of study will be developed in order to best meet the individual needs of each student:

<p>Ninth Grade</p> <p>English</p> <p>Spanish</p> <p>World Civilization I</p> <p>Mathematics</p> <p>Physical Science</p> <p>Civics (one semester)/Computer Science (one semester)</p> <p>Music or Band (one semester)/Art I or Media Art I (one semester)</p> <p>P.E. (one semester)/Health (one semester)</p> <p>College Prep (one semester)</p>	<p>Tenth Grade</p> <p>English</p> <p>Spanish</p> <p>Mathematics</p> <p>Biology I (or) Physics</p> <p>World Civilization II (one semester) / Principles of Engineering (one semester)</p> <p>Psychology I (one semester)/Historia de Honduras (one semester)</p> <p>Statistics (one semester)/P.E. (one semester)</p> <p>Music or Band (one semester)/Art II or Media Art II (one semester)</p> <p>College Prep (one semester)</p>
<p>Eleventh Grade</p> <p>English or I.B. English (Higher Level)</p> <p>Spanish or I.B. Spanish (Higher Level)</p> <p>History of the Americas / I.B. History of the Americas (Higher Level) (or) IB Business and Management (Higher Level)</p> <p>Math Applications / IB Math Applications (Standard Level)</p> <p>Chemistry I or I.B. Chemistry (Standard Level)</p> <p>Biology II or I.B. Biology (Standard Level or Higher Level)</p> <p>Psychology II or I.B. Psychology (SL) or I.B. Studio Art (SL) or French Ab Initio SL (11th grade)</p> <p>Principles of Engineering (one semester) / Theory of Knowledge (I.B.) (one semester)</p>	<p>Twelfth Grade</p> <p>English or I.B. English (Higher Level)</p> <p>Spanish or I.B. English (Higher Level)</p> <p>History of the Americas / I.B. History of the Americas (Higher Level) (or) IB Business and Management (Higher Level)</p> <p>Pre-Calculus I or IB Math (Standard Level) or IB Math Studies (Standard Level)</p> <p>IB Chemistry (Standard Level) or Chemistry II (semester only)</p> <p>IB Biology (Higher Level)</p> <p>Physics</p> <p>Theory of Knowledge (I.B.) (one semester)/Economics (one semester)/Computer Science (one semester) Elective (one semester)/Elective (one semester) or I.B. Studio Art II or IB French Ab Initio II</p> <p>Semester-long electives: Yearbook, Fitness, Cultural Geography</p>

The American School

International Baccalaureate (I.B.) Program



The International Baccalaureate (I.B) program is a challenging pre-university course of studies that meets the needs of motivated high-school students. Founded in 1963 to offer students the opportunity to earn an internationally recognized and respected college-preparatory degree, the International Baccalaureate program and its prestigious diploma are now seen worldwide as one of the highest indicators of preparation for success in university. Only schools officially authorized by the International Baccalaureate Organization (I.B.O) headquartered in Geneva, Switzerland, may offer the I.B. Diploma Program and present candidates for examination. Of the over 1,200 participating schools in more than 100 countries, about one-third are located in the United States, Canada or the Caribbean, and one-third in the Africa/Europe/Middle East region.

With its reputation for rigorous assessment and thorough intercultural curriculum, students who have studied in I.B. programs have significantly increased opportunities for admission and success in the most competitive and demanding universities around the world.

The I.B. program in the AST Learning community is well-established and very successful. In recent years, a majority of seniors of each graduating class have participated in the program. The % of students passing each I.B. course has remained between 94% and 99%. Of the students who have participated in the Full Diploma Program (approximately 30%), we have consistently remained above the world average (80%) in the number of Full Diploma Candidates who earn the IB Diploma. These same students typically also earn the Honduran Bachillerato Diploma and the American School Diploma. One more distinguishing factor of our school is the fact 99% of the Full Diploma recipients are awarded the Bilingual Diploma; the world average is 32%.

Acceptance requirements for incoming IB students

(class of 2022)

Note: acceptance into each IB course is based on, but not limited to, the specific criteria below. Other factors that will be considered for each course include the student's level of maturity, his/her impact on the classroom learning environment, demonstrated interest in the subject, and his/her tardy and absence record.

***Also - IB acceptance requirements for the class of 2023 will be finalized and shared before October 1st, 2020.**

Group 1: English (Language and Literature) HL: minimum of 88% average for the year and a semester one exam score of 83%

Group 1: Spanish (Lingua y and Literatura) HL: minimum of 88% average for the year and a semester one exam score of 83%

Group 2: French ab initio SL: minimum of 86% average for the year in both 10th grade Spanish and English.

Group 2: Spanish B HL: placement will be determined after consultation with the Spanish B teacher, IB Coordinator, and HS Counselor

Group 3: History HL: minimum of 88% average in 10th grade History

Group 3: Business Management HL: minimum of 88% average in 10th grade History, a minimum of 83% average in 10th grade Math, and a minimum of 80% average in 10th grade Statistics

Group 3 Psychology SL: minimum of 88% average for the semester, a test average of at least 83% and a semester exam or semester final project grade of at least 83%. Additionally, there will be a writing assessment (to determine understanding of key skills needed for IB Psychology) in which the student must meet or exceed proficiency as determined by the criteria of that assignment.

Group 4: Biology SL: Enrollment in Honors Biology with a year average of 83%, a test average of at least 70%, and an 88% average in Statistics. Note* protocol for students taking Honors Biology is explained in the [10th grade Group 4 \(sciences\) contract:](#)

Group 4 Biology HL: 85% in 10th grade Physics – this option is only for the students that were accepted to 10th grade Physics. Students also need to be accepted to and enrolled in IB Math SL – Application and Interpretation

Group 4: Chemistry SL: minimum of 83 % average in 10th grade Honors Biology, an 88% average in Statistics, and the student needs to be accepted into (and taking) IB Math SL - Application and Interpretation

Group 5: Math Application and Interpretation SL: minimum of 85% average for the year, a semester one exam score of 83%. Teacher recommendations and MAP scores will also be taken into consideration

Group 6: Visual Arts: minimum of 90% average in 10th Grade Art. Additionally, students need to submit an assigned task (analysis of an artwork) that meets or exceeds proficiency as determined by the criteria of that assignment

***Important Note:**

Students can take only one of the following courses due to scheduling conflicts: IB Art, IB, French, and IB Chemistry.

Requirements to Maintain your IB Candidate Status

To remain in an IB Courses, students are expected to earn an 83% minimum average.

Students must meet the IB Attendance Requirements to remain in any/all IB courses. Effective August, 2017, students who miss more than 10 IB classes for any specific IB course in any semester may be removed from that IB course, and reimbursement to AST would then be mandatory. Please know this policy is meant to help the students maximize their academic growth and success in the IB program. Effectively prioritizing one's activities and work-load is a lifelong practice that increases a person's chances to be healthy, happy, and prosperous. Lastly, it is important to know that there are times when circumstances dictate the use of logic. Being proactive is very important; if any student has concerns about the attendance expectations to remain in an IB course they, and their parents, are welcome to discuss your individual situation with Mr. Dobbe.

When a student does not earn an 83%, or higher, for two consecutive quarters combined, the student may be removed from that course. In the case of a two year IB class, the 4th quarter of year one of the course counts as a quarter and then the 1st quarter of the 2nd year is factored in. Full Diploma Candidates will be removed from Full Diploma status if he/she does not comply with deadlines provided for CAS or the Extended Essay. This includes the expectation that the requirement is at a proficient level at the applicable deadline, as well.

Full Diploma Candidates are able to remain in an IB course with a 77%, or higher, in one of the six IB classes; the remaining five would need to be 83% or higher - as mentioned above.

Probation Status: Any student on probation for a course must meet the 83% average for the 1st two quarters. Failure to achieve that mark is grounds to be removed from that IB class.

Academic integrity is another important requirement for IB eligibility. Students who commit intentional or unintentional acts of plagiarism or academic dishonesty may lose IB status in a course. Should a student commit an act of plagiarism or academic dishonesty on a piece of work that will be assessed by and submitted to The IB Organization (an Internal or External Assessment), there will be a review by an administrative team which may result in a student being removed from the IB course. Students who sign that their work is original when it is, in fact not, may face a malpractice investigation conducted by the International Baccalaureate Organization.

Every IB class has required internal and/or external assessments and examinations that you must successfully complete and submit on-time. Please note: certain internal and external IB assessments, the process itself is being assessed in stages. Failure to maintain a proficient level of work of an IB specific assignment, or failure to submit an IB assignment on time, may result in removing the student from that IB course. Lastly, failure to submit a completed IB exam or attend an examination will result in a loss of IB status in that class, and the student will be required to reimburse AST the cost of that course. This is

typically \$100/course.

For more information on the AST IB Program, please visit the [“IB Program at AST” Google site.](#)

Senior Internship Program General Information

The Senior Internship Program is an opportunity for seniors to participate in various types of work and service projects in the local area, during the final three weeks of their senior year. To participate is considered a privilege; it is not a right. Students must qualify for participation based on eligibility criteria stipulated below. For participating students, classes end three weeks prior to the week that would normally be scheduled for twelfth-grade second semester final exams. This normally will correspond to the scheduled time of I.B. exams, annually being approximately the month of May. Each participating student spends these remaining three weeks of school as an intern in an organization that works in the field that student anticipates studying in university.

The internship period usually takes place the last three weeks of school.

Eligibility: All seniors taking **three or less** IB classes in good academic, attendance, punctuality, and disciplinary standing, qualify to participate in the internship program.

Good academic standing is defined as having passing averages in **all courses** for the year by the end of the Third Quarter **and** holding a minimum grade point average for twelfth grade of 80% by the time of the end of the Third Quarter. This average will be determined by adding the average of the first three quarters. Students that meet this expectation, but are not passing all their classes for the semester by the time of the internship will lose this privilege. Twelfth-grade students who are academically deficient in one or more courses or who have grade point averages for the twelfth grade below this minimum average will be denied participation in the Senior Internship Program.

Good disciplinary standing is determined by the administration. However, a student who has what is deemed to be a significant disciplinary record, which would normally include any suspension, and /or detention (for serious or very serious offenses) will be denied participation in the Senior Internship Program.

Punctuality and attendance are important criteria for participation. If a student has missed a considerable number of school days/periods, or is chronically tardy he/she will be denied participation.

Requirements of Participation

- The internship must be in an area of interest to the senior, an area that he or she anticipates studying in university. It cannot be simply a job. Payment, salary, or any form of compensation is strictly prohibited.
- During their internship, students are expected to be engaged in activities that will better educate them about their potential fields of university study and the career they will potentially pursue. They should not be engaged in tasks that are not conducive to this end nor should they spend their internships in fields that do not require university-level study. Operating a cash register, for example, would neither qualify as an internship assignment nor as a temporary internship activity.

Senior Internship Program (continued)

- Serving in an internship with a business or operation of any type that is owned or operated by one's own immediate or extended family is strictly prohibited. For example, it would not be permitted for a senior wishing to study business in university to serve an internship in his or her family's local business. A senior wishing to study medicine would not be permitted to serve an internship in his or her parent's medical office.

- Interns are required to be present at their internship sites and in the vicinity of their internship supervisors for a minimum of at least seven hours per day.

- Interns may only be absent from their internships in order to take I.B. exams. All other absences for any reason, to include illness, must be made up. If an intern fails to report an absence to his/her on-site supervisor and faculty adviser before the work day has begun, this privilege will be revoked and he/she will return to class and finish the school year.

- Interns must sign an attendance sheet held by their internship supervisor upon arrival and just prior to leaving each day.

- Each intern will have a faculty member assigned as his or her internship faculty adviser, who will guide the student and receive his or her written log and concluding paper. The faculty adviser will also verify one's participation through frequent communication with one's onsite internship supervisor and periodic onsite visits.

- Interns are required to read a pre-approved book of significance regarding their chosen field of internship. The contents and conclusions of this book will be addressed in the final internship paper. Interns are required to maintain an extensive log of their daily activities, which will become the basis of a final paper or video that will be presented to internship faculty adviser at the conclusion of the program. The specific requirements of this paper will be disseminated in pre-internship orientation sessions. Nevertheless, the basic content of this paper/video will explain the student's original university and career goals, describe the internship experience, provide a summary of the content and his or her reactions to the book or books read, and conclude with how the internship experience has affected his or her university and career goals

Nonparticipation

- Twelfth-grade students who are full I.B. Diploma candidates or are taking four or more exams during their senior year cannot participate in the Senior Internship Program, attend classes after the last Friday of April, nor take any Second Semester final exams. Because of their commitment to take and attend review sessions prior to at least four two-day I.B. external assessments, participation in the Senior Internship Program on the part of these candidates is not feasible.

- Twelfth-grade students who are not full I.B. Diploma candidates may elect not to participate in the Senior Internship Program. However, such students will be required to report to school daily throughout the period of the internship, throughout normal school hours and take Second Semester final exams in all courses .

- Interns who for any reason are determined to have to be removed by the school administration from the Senior Internship Program will be required to report to school daily throughout the period of the internship, throughout normal school hours and take Second Semester final exams in all courses.

Assessment Policy

Complying with the policy and philosophical requirements of the International Baccalaureate program and renowned educational authors on assessment (Doug Reeves, Myron Dueck, and Ken O'Connor), the American School of Tegucigalpa has devised an Assessment Policy. The policy is true to best practices, research, and the pedagogical climate of the building.



In short, the American School of Tegucigalpa has the following shared view of assessment:

- Assessment is feedback. The purpose of assessment is to provide feedback on student performance. Therefore, teachers should provide feedback to students after every assessment is administered.
- Feedback should be timely. Feedback should be given to students often and while the learning is taking place. The value of feedback is closely linked to when it is provided to the learner.
- The key design principle when designing assessments is alignment - not variety. A varied assessment mix is not an indicator of quality assessment; alignment to the standards is.
- Assessments should be authentic and meaningful. Students should understand the purpose of assessment and should be presented with tasks that are meaningful and in authentic contexts.
- Assessments should be engaging and empowering. Students should have a sense of ownership of their own assessments. They should be involved in the project topic selection whenever possible.
- Students should have the opportunity to self-assess their work and the work of others. Therefore, students should be given the opportunity to practice rating their performance and that of their peers in accordance to clear identified criteria. A rubric should be provided by the teacher for this purpose.
- People learn at different rates. Therefore, making mistakes is a valuable part of the learning journey. Teachers should encourage students to take risks in the learning process. Students should not be penalized for taking risks or thinking creatively.

The full [Assessment Policy \(32 pages\)](#) may be viewed separately.

MIDDLE AND HIGH SCHOOL LATE WORK POLICY

Classwork, homework, projects, and essays that are not turned in on time will be dealt with in the following way:

- **a)** regardless of if the student is excused or not, the teacher will immediately place a zero for that assignment (or 10% for a classwork/project/test/quiz wherein the student is present) into PowerSchool and mark it Missing and students will see the ‘missing’ yellow square from the student’s view .
- **b)** For each school day that passes without turning in the assignment, a 10 percent penalty will be applied and it shall be marked in PowerSchool as ‘late’ and students will see the ‘late’ red triangle. 
 - If one school day late, score and multiply by 0.9
 - If two school days late, score and multiply by 0.8
 - If three school days late, score and multiply by 0.7
- **c)** Once an assignment is three school days late, it is eligible for submission for up to 70% credit up until five school days preceding the end of the same quarter.
 - For Q1 2020-21, the final ‘make-up’ submission date is Wednesday, September 30th
 - For Q2 2020-21, the final ‘make-up’ submission date is Friday, December 11th
 - For Q3 2020-21, the final ‘make-up’ submission date is Friday, March 5th
 - For Q4 2020-21, the final ‘make-up’ submission date is Friday, May 21st
- **d)** An assignment that does not meet the final ‘make-up’ submission date will permanently be marked as a zero and in PowerSchool, via score inspector, it shall be recorded as never turned in alongside teacher interventions (i.e: I’ve had two conversations with the student and sent an email).
- **e)** If a student has 3 or more missing assignments at the Mid-Quarter Grade Check, then the teacher can arrange for the student to stay after school on a weekly basis from 2:30-3pm (or during a session of Office Hours via Distance Learning) in order to complete the missing assignments. The student will continue staying after school on a weekly basis until all missing assignments are completed for the course and attendance will be documented.
- **f)** If an assignment is a ‘draft’ of a future assignment (i.e: rough draft of an essay), the first work turned in by the student must be treated as the draft work, not the final.
 - If a student never submits a final, but turns in a rough draft, that should be treated as both their rough and final. A student who never received feedback due to late submission missed an opportunity to learn.
- **g)** IB assignments may still be completed for a class grade per this policy, but a student who misses a ‘hard’ submission deadline for an IB work may lose their IB candidacy.
- **h)** Teachers are encouraged to ask students to fill out late assignment forms per best practices described by Myron Dueck in *Grading Smarter, not Harder* and Doug Reeves in *Elements of Grading*.
- **i)** Math homework and classwork are exempt from this policy and detailed within their own department’s policy.

High School Semester Exams

In the High School, comprehensive final exams are required in all subjects at the end of each semester. For **ninth grade only** final grades in year-long courses are determined by averaging the four final quarter grades, each counting 25% of the final grade for the year. For **tenth to twelfth grades**, all courses are taken as semester-long courses and so averaged. The first semester final exam in each subject will count 20% of the second quarter final grade, and the second semester final exam will count 20% of the fourth quarter final grade in each subject. In rare cases, an alternative form of assessment may be used in place of a semester final. An example of this would be a project submitted in art in lieu of the final exam. This alternative form of assessment would nevertheless count 20% of the final grade for its respective quarter. As semester exams are comprehensive, **it is required that they cover the entire semester curriculum in each course.**

Semester exams are scheduled to last **ninety minutes each**, with students taking no more than two per day. On the days of final exams, students are only required to be at school during their exams. Students are required to remain in the classroom where each exam takes place **for the first sixty of the ninety minute** examination period even if they finish early. Therefore, students should arrive at each final exam prepared to read or study if they finish early.

In the event that the school is in a 'Distance Learning' modality, semester exams will continue to take place. These will be comprehensive of the learning covered in the semester, and will likely take an alternate form, such as a project, with an adjusted completion timeline to account for this altered modality.

PLEASE NOTE: As the semester exams weeks are scheduled for the last week of each semester, parents and students are expected to plan any trips after the last day of school of each semester. No semester exam can be taken in advance due to travel of any sort. As of August 2013, only a [Certificacion Medica](#) will be admitted as documentation to reschedule any semester exam. Hence, any non-medical absence during semester exams week will result in the forfeit of the exam(s).

Academic Distinctions and Awards

High Honor Roll and Honor Roll are posted at the end of each academic quarter. Awards ceremonies take place at the end of the first semester and again at the end of the third quarter. Students qualify for these two honor rolls by earning the following quarterly averages and by exhibiting character and behavior in keeping with the standards of the American School:

High Honor Roll: quarterly average of at least **96.5%**

Honor Roll: quarterly average of between **92.5% - 96.4%**

Valedictorian and Salutatorian (Board Policy 7.61)

Valedictorian

The Valedictorian is the senior with the highest academic average during grades 9-12. At least three of these years must have been completed at the American School. To calculate the academic average, the final numerical grade in each course must be multiplied by the number of credits each course

is worth. The results are to be called academic points. The sum of all the academic points must then be divided by the total number of credits. This will produce the academic average. These calculations are done automatically by the PowerSchool and verified by the Registrar.

Salutatorian

The Salutatorian is the senior with the second highest academic average during grades 9-12. At least three of these years must have been completed at the American School. The academic average will be derived using the formula described above.

Graduation Medals

During the Graduation ceremony, select medals are awarded to outstanding students. The winners are chosen with regards to a predetermined, long-standing criteria which is codified into a rubric and jointly scored by a committee of school, teacher, and activity leaders. The President's Medal (jointly given with the Honduran government) and Ambassador's Medal (jointly given with the US Embassy) are awarded on a yearly basis. Conversely, the Eagle Medal and Principal's Medal are only awarded when the committee identifies an outstanding candidate. In the case of a senior winning Athlete of the Year or Student Athlete of the Year, they will also receive this at graduation.

Field Trips

Field trips serve to support the written curriculum and the mission of the school. While it is hoped that the students find them a fun alternative to the classroom, their principle purpose is never simply to entertain. Field trips are planned by teachers as an extension of the classroom experience. When attending field trips, students are provided with a variety of instructional activities and participate in evaluation and review after the trip.

Students are required to attend field trips; they are not optional. Missing a field trip without an accepted excuse will be considered an unexcused absence, and, therefore, work missed during the field trip can not be made up. Examples of the few circumstances that might result in a student being excused from a field trip include illness or serious security risks.

Students who fail to turn in their signed permission forms on time will not be allowed to attend and will receive an unexcused absence. Aside from the duty of the school to teach students responsibility, another reason for this practice is that the activities coordinator must have time to conclude all logistical arrangements. All permission slips should be returned no later than the stipulated deadline.

Normally, at least one chaperone per ten students will be assigned in any school-sponsored trip off campus. While in assigned locations, such as the hotel, the mall, another school, chaperones may allow students to leave their direct eye-sight supervision as long as they are assigned in pairs. Any discipline issue during a field-trip will be handled according to the discipline code.

Mid-Quarter Grades & Report Cards

The school year is divided into four grading periods or quarters. Mid-Quarter grades will be posted on PowerSchool four times per year at the midpoint of each quarter and whenever the teacher feels it necessary to inform the student of academic deficiencies or improvements. Mid-quarter and end of quarter (report card) grades are used as significant metrics to assess the degree of risk associated with a student's academic performance. Report cards will be issued as hard copies. Students with outstanding debts, overdue library books or other incomplete or unfinished school matters will not be able to register for the subsequent school year until those debts are settled.

As of August 2013, and following the Ministry of Education policy #0700-SE-2013 of May 17 of 2013, the passing grade for any subject is a 70%. Any student unable to achieve such a grade will be considered as failing the course.

Progress Reports and Report Cards dates can be found in the school calendar.

Grade	Percent
A	93-100
B	92-85
C	84-78
D	77-70
F	10-69

Citizenship Description

The following description pertains to the criteria used to assess citizenship and behavior in the Middle School and High School report cards:

Unsatisfactory (U)	Satisfactory (S)	Excellent (E)
<p>Repeated incidence of any of the following behaviors:</p> <ul style="list-style-type: none"> • Disruptive in class. • Failure to come prepared for class (includes materials and homework). • Failure to follow class and school rules. • Impolite to teachers and/or peers. • Failure to take responsibility for own actions. • Asking questions unrelated to class material. • Cheating or copying on tests and homework. • Tardiness and/or absenteeism. • Inattentive or self-absorbed behavior. 	<p>Occasional incidence of unsatisfactory behaviors and consistent display of ALL the following behaviors:</p> <ul style="list-style-type: none"> • Politeness to other students and teachers. • Punctuality • Prepared for class • Seeks out and does make-up work. 	<p>Consistent display of the following behavior:</p> <ul style="list-style-type: none"> • Active and positive contribution to class activities. • Encourages peers to their best performance and behavior. • Shows extra effort in class work. • Displays self-discipline in academic and personal responsibilities.

Recuperation Exams

As required by Honduran law, a student who fails a subject necessary for obtaining the Honduran Baccalaureate for the semester or the year, has the right to take a recuperation exam to demonstrate a minimum degree of mastery of the objectives of the entire course, even though the student may have passed certain quarters. Recuperation exams are normally administered in late January (for First Semester course) or early June (for Second Semester courses and yearly courses). **As of August 2013, and following the Ministry of Education policy #0700-SE-2013 of May 17 of 2013, the passing grade for any subject is a 70%. Any student unable to achieve such a grade will be considered as failing the course.** Hence, seventy percent (70%) is considered a passing grade on recuperation exams as well. For all recuperation exams, a recuperation study guide will be provided, indicating all areas to be covered on the exam. Students taking recuperation exams will not be informed of their results on these exams until all scheduled recuperation exams in all subjects have been completed and the results have been attained. In the eyes of the Honduran Ministry of Education, all classes 10th-12th grade should be understood as semester classes.

Academic Probation Policy

8.504 Academic Probation

The American School Board of Directors, school administration, and faculty are very concerned about maintaining high academic standards. Measures need be taken to improve the academic performance and achievement of our students. Research and experience have demonstrated that a well-conceived and administered policy on academic probation stimulates the students to improve their learning skills, therefore maintaining high levels of academic achievement. To this end, the present policy is established:

1. Any student who fails a subject at the end of the course, at the end of the semester for semester- long courses or at the end of the year for year-long courses, will be placed on academic probation.
2. A student on academic probation has to show academic improvement and pass (70% or above) all the courses the following term to be removed from probation. A term will be understood as a semester for a failure in a semester-long course and a year for a failure in a year-long course. Note: **all** 10th-12th grade courses are to be understood as semester-long courses.
3. A student on academic probation who is entitled to accommodations in accordance to the established school policy, will have priority admittance in the school's Special Services program as this paid service will provide the student with close monitoring and guidance during the academic probation term. The student is also subject to being denied re-enrollment for lack of compliance.
4. A student on academic probation will need to stay after-school for one *academic reinforcement* sessions (Friday, 3:00-7:00pm) per month (to total ten in the academic year). This will provide the student with an environment conducive to completing pending work.
5. Any student on academic probation is subject to being denied re-enrollment to the school for the following school year **and/or** being denied the American School Diploma regardless of the results of the recuperation tests which the student may be entitled to take. Decisions concerning the denial of

re-enrollment **and/or** being denied the American School Diploma are made in the best interest of the student and the school by the administrative team (Superintendent, Division Principals, Assistant Principals, and Student Services Directors)”

High School Alternate Academic Program

An important academic component for select students is the annual A.S.T. Alternate Academic Program. Although courses may vary annually, the four courses below are generally offered each year. Students who qualify for these courses should make their plans for June and July accordingly.

Students are invited to participate based on the following criteria:

- (1) if they are enrolled into Student Services,
- (2) if they are a student with accommodations (504),
- (3) if the student has failed a quarter of the analogous classes (Math for Stats, Math/Science for Chem, Math/Science for Physics) and/or received tremendously low Semester exam grades,
- (4) if the student has a low Math PSAT and/or SAT grade (for Chem / Physics).

Students who choose this coursework will be assigned a library block or a Special Service block (if they qualify) in their schedule which they must attend during the regular school year.

As alternate school courses are very intensive, attendance at every class period is extremely important. Spending just six weeks in what is normally a year-long course, each class period equals what would normally be taught in a week during the regular school year. Understanding this and in accordance with the requirements for attendance, **students may not be absent from a summer school course more than two days in the case of a year-long course and more than one day in the case of a semester-long course.** This policy is indifferent to whether the student’s absence(s) is excused or unexcused. Therefore, even for medical reasons, family emergencies, or any other reason that would normally excuse an absence, a student who exceeds the allowed number of absences is subject to being disenrolled from the course without financial reimbursement and not receive credit.

Likewise due to the intensive nature of alternate courses, it is vitally important that students arrive to class on time.

Conceptual Physics & Conceptual Chemistry

Conceptual Chemistry is designed for students entering eleventh grade, and Conceptual Physics is for students entering twelfth grade. They both are designed for and limited to students who have long records of pronounced difficulty in math and/or science. By taking these courses during the summer school program, these students are able to study these challenging and required courses in small group settings and with a curricula that include a greater emphasis on theory and less on math. Students who successfully complete these courses then carry one less class than their other classmates during the following school years, which makes eleventh and/or twelfth grades more academically manageable.

Statistics

This course is designed for students entering tenth grade next school year and who have long records of pronounced difficulty in math. By taking Statistics during the summer school program, these

students are able to study this challenging and required course in a small group setting with more personalized attention. Students who successfully complete the course then carry one less semester-long class than their other classmates, which makes their sophomore much more academically manageable.

II. ACTIVITIES

The American School offers a wide variety of co- and extra- curricular activities, as well as a strong and varied athletic program. These various activities offer students venues for meeting friends, involving themselves more in the life of the school and its community, and in general enriching their school experience.

Although students are encouraged to take advantage of these various opportunities, they are also urged to make careful choices and serious commitments regarding activities and athletics. Many require time commitments, and some at times may even require students to miss class to attend special events. Careful consideration should be made as to what effects this will have on one’s overall attendance and academic performance, as participation does not excuse students from fulfilling their academic obligations. Additionally, once having joined an activity, students are expected to honor their commitment to the organization and its members and regularly attend and contribute to meetings, practices, events, etc.

Some of the many activities offered in the Middle and High Schools:

Middle & High School AST Clubs 2019-2020

	Middle School	Middle & High School	High School
STEAM Science, Technology, Engineering, Arts & Science 11	1. Band Club (MS) 2. Math Counts (MS) 3. Honor Choir (MS)	1. Drama Club (MS & HS) 2. GIN (MS & HS) 3. Math Olympics (MS & HS) 4. Rock Band (MS & HS)	1. Film Club (HS) 2. Honor Band (HS) 3. Robotics (HS) 4. STEM (HS)
Academics 6	1. Manualidades (MS) 2. News Paper Club (MS)	1. Knowledge Bowl (MS & HS) 2. Yearbook Club (MS & HS)	1. DECA (HS) 2. Bible Study (HS)
Debate Clubs 5	1. Debate Club (MS)		1. Hacia Democracy (HS) 2. Junior State of America (HS) 3. Model United Nations (HS) 4. TED ED (HS)
Leadership 6	1. National Junior Honor Society (MS)	1. Student Council (STUCO) (MS & HS) 2. Student Senate (MS & HS)	1. National Honor Society (HS) 2. Sociedad Honoraria Hispanica (HS) 3. National Art Honor Society (HS)
Social 15	1. TASU	1. CEPUDO (MS & HS) 2. Kids Hope (MS) 3. Operación Sonrisa 4. Relevo Por La Vida 5. Solidarity Club	1. Bencaleth 2. Creciendo Con Diabetes 3. Escuelas Apoyando Escuelas 4. Global Vision International 5. Habitat for Humanity 6. Miqueas 7. One for One Club 8. The Honduras Project/CEPUDO 9. SALSA
TOTAL	Middle School: 8	Middle & High School: 13	High School: 22
			<u>TOTAL 43 Clubs</u>

The Activities Fair takes place early in August. For more detail about extra-curricular, please visit [the Student Life -> AST Clubs school’s website.](#)

Student Travel Policy for Activities

Students will be allowed to participate in activities involving additional expenses like travel, hotels, club fees etc., as long as all tuition payments are paid with a maximum delay of 30 days to the activity travel date. The student whose tuition is not paid with a maximum delay of 30 days, will be allowed to train and participate as a member of the activity excluding the travel. At the beginning of the school year a document will be signed by the parent and student regarding knowledge of the travel policy for all clubs, sports teams, etc. that involve travel during the school year. Approved June 12, 2013 Board of Directors

Athletic Eligibility

Students must be eligible to travel. Below are the eligibility requirements for travel.

- A student earning a grade below a 70% in any subject at the time of eligibility check is ineligible to travel.
- A student that is not up to date with administration (i.e. payments) is not eligible to travel.
- A student that has had any disciplinary issue or is currently on social probation must receive the Principal's approval in order to travel with the school. Any student that is suspended during the time of the trip will not travel regardless of payments being made, etc. Principals will not change the day of suspension so that the child can attend. Students that have breached traveling policy and have been denied traveling privileges by the school cannot travel until the Principal authorizes it.
- All students must contact teachers to make arrangements for make-up work. Students are responsible for all work that is missed during the trip.

Academic/Administrative/Disciplinary Checks will be conducted as shown in the table below.

Obligations of all athletes:

Refer to Athletic Department Handbook, AASCA and ABSH Code of Conduct for student-athletes and parents.

Fund-Raising and School Representation

All activities involving fundraising by student groups must be authorized by the school administration, after being presented to the Development Office. All monies collected from any activity or by any student organization must be deposited in accounts managed by the school's activities coordinator. No individual student or student group may represent the American School without prior school authorization. The school's name may not be used to advertise groups or activities, without the school's expressed consent. Any donation received by the school must abide by the school's FUNDRAISING POLICY. Donations can also be made online, via our webpage www.amschool.org ALUMNI/GIVING.

III. STUDENT BEHAVIOR

Attendance

Students are encouraged to be punctual and attend every school day of the year. Attendance will be recorded in PowerSchool and it is the duty of the parent and student to keep track of this report. A student may lose credit or the right to examinations if the absences, excused or unexcused, are excessive. Determination of this will be done according to the school's accreditation agencies policies and practices. PLEASE TAKE THE FOLLOWING POINTS INTO CONSIDERATION IF ANY ACADEMIC TIME IS TO BE MISSED:

1. Because classroom attendance is of utmost importance, it is assumed that unless absolutely necessary medical appointments will not be scheduled during school hours. Students may be permitted to leave the school grounds during the school day only with prior permission in writing from parents and the approval of the Principal. Students are expected to check out with the Middle School or High School secretary before departing. Following an absence from school, it is the responsibility of students to get the material missed from the teacher and /or Schoology.

2. Students may take up to **five** personal days and receive excused absences for those days throughout the year. Due to the nature of personal days, it is expected that such dates can be communicated and excused ahead of time by students and their parents.

3. Students returning after an absence **MUST bring a written excuse (or have an email sent by their parent)** during the first two days after the absence. For absences extending over four days, the excuse must be accompanied by a [Certificacion Medica](#). Failure to bring a written excuse during the established time will result in an unexcused absence. Work may be made up only in the case of excused absences.

4. **Students and parents must notify the appropriate school office if an extended absence from school is anticipated.** Each case will be properly reviewed before any excuse can be given. In the case of any excused absences, whether anticipated or not, it is the responsibility of students to seek out their teachers to arrange to make up missed work. Parents/students must check PowerSchool to confirm status of excuse.

5. Students returning after absences will be given sufficient time to complete missed assignments and tests. Make-up time is usually equivalent to the number of days absent, however schedule assessments and assignments may not follow this make-up time period. Outside-of-School Extra-Curricular Activities (Tennis, Swimming, Equestrian, etc.) will all be excused only if an official document is presented from a specific organization. **Student will not get credit if he/she misses any make-up assessment without previously seeking teacher approval to change the time-frame of the make-up work.**

6. **Excessive tardiness to school and to class is not permitted.** Since unexcused tardiness is considered an unexcused absence, work missed in class due to unexcused tardiness cannot be made up. As the school follows a Closed-Campus policy any students arriving after 7:45 a.m. will NOT BE ADMITTED unless he/she brings an official excuse, (i.e. doctor's note, medical laboratory notes, official Immigration office document, etc.).

7. Students arriving late to school **must contact** those teachers whose classes the student missed to receive assignments. Such students will **normally be required to take that same day any tests or quizzes given earlier on the same day and turn in any significant assignments due that day.** Likewise, students who anticipate leaving school early are required to notify those teachers whose classes

the student will miss. Such students **will normally be required that same day to turn in any significant assignments due that day and take any tests or quizzes given that same day in classes that they will miss.** Students present in class when an assignment, quiz or test is announced but absent on the day that the assignment is due or test/quiz given must turn in the assignment or take the test/quiz on the day of their return to school. **Failure to do this will result in loss of credit.**

8. Should a student need to leave the school grounds for emergency reasons, parents will be contacted prior to the student's departure from school. Students will not be allowed to make up any missed work because they have left school early to watch soccer games, fashion shows and other entertainment venues. **In order to excuse said absence, valid documentation must later be provided (embassy appointment confirmation, doctor's note, etc) or the day must be claimed as a personal day.**

9. A note is required from the parent or guardian, if a student is to be excused from P.E.. But if a student is to be excused from P. E. for a week or longer a [Certificacion Medica](#) is necessary for students to get credit.

10. Students must have a pass to see the nurse. This pass must come from the teacher of the class they are assigned to. If the student wishes to see the nurse during passing time, they must acquire a pass from the teacher of their next class before they go to the nurse. Students typically should not be in the nurse's station for more than a few minutes. If there is an issue of concern that the student and/or nurse feels will impair the student's ability to be in class, the nurse will call the parent and a decision will be made as to what action will take place. Students who are too ill to attend a class will typically be required to be picked up from school. If a student returns to class after seeing the nurse, the student is responsible for bringing a signed pass.

11. If a student tests positive for a contagious disease (COVID-19, Influenza, Mumps, Rubella, etc) they must notify the school with the appropriate medical documentation so that students and faculty that shared space with them are aware. In these cases, the student's identity is always concealed and left anonymous.

12. If needing to make up an Individual IB Interview assessment, a [Certificacion Medica](#) is necessary. May IB exams cannot be made up, period.

MIDDLE SCHOOL TARDY POLICY

In accordance with practice and precedent, given the size of our Middle School and the number of classes in their schedule, consequences escalate in the following schema **per semester**:

- 4 unexcused tardies - warning
- 9 unexcused tardies - Friday after-school detention
- 13 unexcused tardies - Friday after-school detention
- 18 unexcused tardies - one day in-school suspension
- 22 unexcused tardies - two day in-school suspension
- 26 unexcused tardies - three day in-school suspension

HIGH SCHOOL TARDY POLICY

High School utilizes a tardy contract system. Students are placed on tardy contracts for the remainder of the school year upon receiving **20** unexcused tardies in any quarter. A student receiving 30 tardies in any quarter while not on a tardy contract will receive a detention as well as be placed on a tardy contract for the remainder of the school year.

Consequences while on a tardy contract are the following:

CONSEQUENCE LADDER ONCE ON A TARDY CONTRACT

If receiving 20-24 tardies in a quarter, a student will receive a Friday Detention
If receiving 25-29 tardies in a quarter, a student will receive a one-day suspension
If receiving 30-34 tardies in a quarter, a student will receive a two-day suspension
If receiving 35-39 tardies in a quarter, a student will receive a three-day suspension
If receiving 40-44 tardies in a quarter, a student will receive a four-day suspension
If receiving 45-49 tardies in a quarter, a student will receive a five-day suspension
If receiving 50-54 tardies in a quarter, a student will receive a six-day suspension

Seniors receiving a two-day suspension (or greater) for tardies, may have their final transcript note the number of tardies*

Tardies will also be looked at and considered for all HS students:

- a. before any school award is given
- b. when students apply to Honor Societies
- c. for students to remain in Honor Societies
- d. when University recommendation letters are written

Student Uniforms

American School students are expected to come to school appropriately dressed and groomed. **Students arriving at school inappropriately dressed will have such behavior recorded. A student will receive a Friday after-school detention upon accumulating 5 violations within a semester.** Uniforms may be purchased at the school store. Students new to the American School will be given two weeks from the date of enrollment to be in proper uniform.

Boys Uniform

Blue pin-striped slacks with a white polo shirt with embroidered school emblem. House shirts must be worn on House days. White, black, or navy blue ankle-length socks may be worn with slacks.

Girls Uniform

Blue pinstriped knee-length jumper with a tucked-in white polo shirts with embroidered school emblem. White ankle-length socks are to be worn with the jumper. Blue pin-striped slacks with a white polo shirt with embroidered school emblem.

House shirts must be worn on House days. White, black, or navy blue ankle-length socks may be worn with slacks.

The **P.E. uniform** consists of navy-blue school shorts, white school t-shirt, and tennis shoes. **No canvas-style shoes are to be worn for P.E.**

Footwear

Students may choose to wear leather dress shoes, which must be either black or navy blue, or sneakers, which must be solid navy blue, white, black, grey, or a combination of these colors. **SNEAKERS CANNOT HAVE ANY GRAPHICS**, other than the brand and its design.

For cool weather

Only official school jackets or school sweatshirts (available at the AST Eagles supply store) may be worn. If wearing long-sleeve undershirts, they should be solid navy blue, white, black, or grey.

Important

*The uniform should be worn **only** at school or when representing the school. It is considered inappropriate to wear the uniform in other public places. Inappropriate behavior while wearing the school uniform off campus may result in disciplinary consequences.*

*The uniform must be in proper **presentable condition at all times**. Examples of improper conditions of the uniform include missing pockets, torn or excessively frayed shirts or pants, writing on uniforms, un-hemmed pants, or pants that touch the floor.*

Expectations of Appearance

Aside from the proper wearing of the uniform, the following are guidelines regarding expectations of personal appearance. Adherence to these expectations is required at any time while representing the American School on or off campus, to include field trips, trips for co-or extra-curricular activities, athletic competitions, and school ceremonies, including the graduation ceremony. Infractions to these expectations will be considered under Uniform/Grooming on the school's Discipline Chart:

Jewelry: Students may wear jewelry, however no jewelry representing anything inappropriate is permitted. Boys may not wear earrings, nose-rings, nor any other rings or studs that pierce the skin. Girls may wear conservative earrings only. Nose rings are not allowed for girls either.

Hair: Boy's hair may not touch the back collar, the ears, or come down past the middle of the forehead. Sideburns may not be longer than one's earlobes. Students may not dye their hair colors that appear unnatural . Boys are expected to be clean shaven at all times.

Make-up: Middle School Girls are not allowed to wear any makeup at any time. High School girls who choose to wear make-up must make themselves up to look like they are not wearing any. Girls may only wear natural-looking nail polish.

Tattoos: Students may not have tattoos that are visible at any time during the school day nor during any school-related functions. This includes during participation in athletic competitions.

Headwear: Baseball caps or other forms of headwear are not to be worn on campus during school hours.

The administration reserves the authority to make all judgments concerning the appropriateness of all aspects of the appearance of each student, to include his/her wearing of the uniform.

Expectations of Student Conduct

Our conduct and behavior reflects upon the entire American School community. Our respect for rules, regulations, and procedures greatly enhances the educational atmosphere at school and reflects positively on the entire American School community. Respect for one another, cultural sensitivity, and understanding are essential elements in an international community and school.

The conduct of American School students on and off campus shall reflect standards of citizenship desired by members of the community and the people of Honduras. The ultimate goals for students are self-discipline and responsibility for one's actions.

American School rules and regulations are applicable and in effect at all times on the campus, including weekends, during school-sponsored events off campus, and in the immediate vicinity of the school. School officials are authorized to question any student concerning their behavior while the student is under school supervision. All property in school, including lockers or items brought onto the school's campus by students or others, is subject to search by school officials at their discretion. Students themselves may be searched in accordance with probable cause.

Students are encouraged to contribute to the appearance of their school. Discarding of trash anywhere except in the appropriate receptacles is absolutely forbidden. While in the dining hall, students are expected to conduct themselves civilly and politely. It is the responsibility of each student after eating to clear away anything brought to a table and to throw away one's trash.

Graffiti, vandalism, and any other form of intentional damage to property will normally result in

significant disciplinary consequences. Students will be charged for any damage to school property.

Food and beverages are allowed in classrooms, only on special celebrations. No food deliveries are allowed without prior authorization from the administration., and once authorized these deliveries should be made directly to the SCHOOL's OFFICE. DELIVERY OF COMMERCIAL FOOD IS NOT ALLOWED unless authorized by the Principal.

Electronic devices, to include cell-phones, tablets, laptops, I-pods, etc. are permitted to be used on campus only during breaks, lunch, and before and after school. During classes, such items must be put and kept away unless specifically allowed by the teacher. Any electronic device used or even exposed outside of these hours without the teacher's explicit permission are subject to being confiscated and held by the administration **until the end of the school day. 1st Instance = Warning; 2nd Instance = Friday Detention; 3rd Instance = 1-Day Internal Suspension; 4th Instance = 2-Day Internal Suspension; 5th Instance = 3-Day Internal Suspension; 6th Instance = 4-Day Internal Suspension and consideration for Teacher Council review.** There will be no carry-over policy regarding cell phones and other electronic devices; hence, students will begin each new semester with a clean slate as far as these infractions and their consequences are concerned. **Principals may invoke administrative prerogative in decisions regarding cases concerning students with extreme ADD, ADHD, and other conditions.**

In all interactions with other students and adults, students are expected to be courteous and civil. In all dealings with adult staff members, to include dining hall staff, secretaries, security guards, maintenance workers, cleaning staff, etc., students are expected to display courtesy and respect and follow reasonable instructions. To fail to do so may result in serious disciplinary consequences.

Assembly Behavior

1. Students will proceed to assemblies quietly and in an orderly fashion.
2. Students are not to get up to leave during a performance, unless they are encountering some emergency.
3. Whistling and other types of noises are not appropriate in the assembly setting.
4. Upon entering and exiting, students are to observe polite and considerate behavior.
5. Students are expected to direct their attention to the events on stage and show proper respect for performers.
6. Students will not leave the assembly until dismissed by the adult in charge.
7. Any materials will not (videos, leave the posters, assembly flyers, until etc.) dismissed must be authorized by **division principal at least 24 hours in advance of the assembly or school event.**

Academic Honesty

Academic honesty is of utmost importance to the culture of the American School of Tegucigalpa, directly connected to our mission of nurturing globally responsible citizens who understand the importance of making knowledge and learning transparent.

Below are definitions of categories of Academic Dishonesty quoted from an IB (International Baccallareate) document entitled “Academic Honesty in the Diploma Progamme”).

“Plagiarism - the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

Collusion - supporting academic misconduct by another student, for example allowing one’s work, intentionally or unintentionally to be copied or submitted for assessment by another.

Cheating - attempting or succeeding in gaining an unfair advantage is an act of academic dishonesty. This can include copying from another student’s exam paper, knowingly using or buying homework solutions or submitting a substantial portion of the same academic work more than once without prior written authorization from the instructor.

Fabrication - either falsifying or omitting references for information belonging to another.

Misconduct - includes taking unauthorized material into an examination, disruptive behavior, or communicating with others during an examination.

Communication about the content of an exam - sharing the content of an exam 24 hours before or after the examination with others.”

Above definitions are taken from this [IB source](#):

As per the IB review/recertification process in the 2018-19 school year, AST devised their own Academic Honesty Policy which builds on existing practice and policy.

The full AST Academic Honesty Policy ([4 pages](#)) may be viewed separately.

HOW TO AVOID PLAGIARISM, FABRICATION AND COLLUSION

“Plagiarism is pretending that an idea is yours when in fact you found it in a source. You can therefore be guilty of plagiarism even if you thoroughly rewrite the sources words. One of the goals of education is to help you work with and credit ideas of others. When you use another’s idea, whether from a book, a lecture, a Web page, a friend’s paper, or any other source, and whether you quote the words or restate the idea in your own words, you must give that person credit with a citation... you may have cited your source, but if you do an improper or inadequate job of it, you can still be guilty of plagiarism... No source may elect not to be cited” (Harris 133)

When should you cite?

The first thing you should question of the material being used is “Did you think of it?” or “Is it yours?” Your opinions, observations, ideas, commentaries, arguments or analysis do not need to be cited. (154) “Whatever does not originate with you does need to be cited” (154). The only exception to this rule is that Common Knowledge does not need to be cited. Common Knowledge includes whatever can be located in an ordinary encyclopedia or is expected to be known by an educated person such as: Easily Observable information, commonly reported facts, and common sayings. (154) CAUTION! Even with common knowledge “The specific expression of common knowledge must be identified” (154). If you use someone else words you must CITE THEM. Follow this simple: “IF IN DOUBT, CITE IT” (156)

What are some improper use of sources?

- Not using quotation marks because it is “just a couple of words”
- When paraphrasing copying some “word for word” from the original without putting quotation marks.
- When summarizing still retaining exact phrases without properly quoting them. (166)

What are your responsibilities?

Protect your writing – “Do not lend your papers to another for “reference” (137). If your paper ends up being copied you may be implicated as an accessory to plagiarism.

You bear the ultimate responsibility for your projects – Proofread your final paper or presentation material carefully to ensure the content matches your intention. (136) Avoid collusion – collaboration with fellow students or tutors should be clearly identified as acceptable by the instructor or the written instructions for the project. If there is no clear permission to collaborate you are expected to work individually.

Source: Harris, Robert, The Plagiarism Handbook. Pycrsak Publishing; Los Angeles, California 2001
“Copyright 2001 by Pycrsak Publishing. All rights reserved. Reproduced with permission.”

Bus Regulations

Transportation to and from school is available to all American School students who pay for the service. It is expected that students maintain appropriate behavior at all times. Students may be prohibited from riding the school bus should they be involved in the following infractions:

1. Eating food or drinking beverages on the bus.
2. Putting arms, hands or head out of the bus window.
3. Loud talking, getting out of one's seat, rough play or fighting.
4. Throwing objects out of the bus window.
5. Getting on or off of the bus at a point other than the designated drop-off point unless with a bus pass.
6. Disrespect towards the bus monitors or drivers.
7. Any behavior that jeopardizes the safety of the bus passengers.
8. Vandalism.
9. Any behavior that is distracting to the driver.
10. Continual misbehavior or violation of other American School rules as applied to bus behavior.
11. In order to ride a bus different from one's regular bus, a written note from home must be presented to the Middle or High School Office to obtain the required bus pass.

Anti-bullying/Anti-harassment Policy

In the following pages, bullying, harassment, and intolerance of diversity are clearly defined. Any acts of bullying, harassment, and intimidation of any sort are strictly prohibited and will not be tolerated at the American School. All students and other members of our school community have the right to be treated with dignity, kindness, and acceptance at **all** times. Events that occur out of school which result in-school disturbances will be disciplined accordingly. Any student found to have violated this fundamental standard of conduct will be subject to disciplinary sanctions, to include but not limited to a warning, parent conference, suspension, and referral at the end of the school year to the Teachers' Council for possible permanent transfer to another school.

Acceptance of Diversity

In keeping with our mission and philosophy, the American School strives to be a haven of safety and acceptance for all members of our school community. As an institution of learning, our school endeavors to be a stalwart model of progressive values that welcomes diversity. Being devoted to the noble cause of educating young people, the American School is an institution intent on seeing the unique and individual potential and talents of all our students fulfilled without prejudging or making distinctions between individuals. It is of vital importance that all members of our school community feel not only safe and welcome but fully accepted as well, and, therefore, all of us, to include students, faculty, staff, administrators, parents, etc., are expected at all times to model values of acceptance and courtesy.

Acceptance of diversity goes beyond simple tolerance. Simple tolerance requires only that we not mistreat others because of their individual characteristics. **Acceptance, though, occurs when we not only put up with the individual differences of others but willingly admit people different from ourselves into our group or community without insisting on treating them in any way differently.** Acceptance occurs when we look beyond our individual differences and welcome each other. While the traditional motto of simple tolerance is “live, and let live,” the traditional motto of acceptance is “Do unto others as you would have them do unto you.”

Failing to be accepting of diversity can be committed both with malicious and non-malicious intents. While at times it is committed understanding the harm being caused, at other times it is done without meaning to offend or mistreat others. Examples of malicious un-acceptance of diversity include marginalizing or ostracizing someone because of such characteristics as their physical appearance, socio-economic level, religion, national origin, ethnicity, sexual orientation, gender, etc. Non-malicious un-acceptance of diversity occurs when, without intending to offend, we treat others differently based on their differences from us that, in reality, are superficial and insignificant. Anything less than full acceptance of everyone in our community is simply wrong and should not occur at the American School at any time by any members of our school community.

Harassment

Harassment

“Harassment comes in many forms: physical attacks, verbal rebukes, teasing taunting, sexual provocations, put-downs, and spreading rumors.” Harassment may occur in-person or through a digital median. Other examples of harassment include bullying and stalking. In any form, harassment by any member of school community is considered a very serious offense that could result in serious consequences, to include permanent separation from our school community.

The intent of the perpetrator is to embarrass, intimidate, isolate, and reject a peer. It is an attempt by the perpetrator to exert power and gain an advantage because of physical strength or social status. It send the message that “you do not belong here. You are not wanted.” Teasing is always defined as an experience that strengthens a social bond, not one that is meant to be painful and to isolate, diminish and tear down the other person. Harassment is when someone is bothering people or bullying them in order to hurt them. They want the person to be upset or cry or make themselves feel more macho.”

Harassment occurs when **“someone picks on you over and over and over again.** They may pick on you because of the way you look because of the way you look or how you dress or who you are. They feel like they have power or control over you.” Victims of harassment are commonly victimized because of their ethnicity, national origin, true or perceived sexual orientation, true or perceived economic status, religion, or physical characteristics, to include disabilities.

Harassment includes “teasing, taunting, name-calling, threatening, gossiping, tripping, shoving, hitting, kicking or scratching grabbing groping, or inappropriate touching, taking and hiding belongings, excluding or rejecting.”

Sexual Harassment

Sexual harassment is an especially heinous example of harassment. It is “unwelcome behavior of a sexual nature that makes someone feel uncomfortable or welcome by focusing attention on his/ her gender .” Sexual harassment is at the very least socially unacceptable and in many countries outright illegal.

Don’t confuse sexual harassment with flirting. Flirting is usually mutual, complimentary, and makes one feel confident and wanted. Sexual harassment, however, is unwanted, one-sided, de-meaning, makes the victim feel intimidated, helpless, and depressed.

Examples of sexual harassment include unwanted and deliberate touching or cornering, unwanted letters or pictures of a sexual nature, to include publicly-seen graffiti, making kissing sounds, howling, smacking lips, staring, sexual gestures, sexually-suggestive facial expressions or body movements, making unwanted sexually-suggestive sounds, sending digital forms of texts, video and photographs, sending, publishing, spreading personal pictures true or tampered, and speaking either to or about someone in any way that is sexually suggestive.

Like harassment in general, sexual harassment is considered a very serious offense that could result in the highest form of disciplinary consequences.

Source: Taylor, Sally, On My Own/ The Ultimate How-To Guide For Young Adults.

Bullying

Bullying is any type of verbal, emotional or physical abuse against a person associated with A.S.T., which is a conscious, repeated, willful, and deliberate hostile activity, intended to harm and/or induce fear through the threat of further aggression. NASSP, the National Association of Secondary School Principals, defined Bullying in their April 2014 Position Statement on Safe Schools as:

“Any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm. Bullying can occur in-person and through technology. Electronic aggression or cyber-bullying is bullying that happens through email, chat rooms, instant message, a website, text message, or social media. (Gladden, Vivolo-Kantor, Hamburger, & Lumpkin, 2014, p. 7)”

The underlying purpose is to humiliate or hurt another person. A bullied person is one who repeatedly is exposed to negative actions by one or more persons. Bullying may include, but it is not limited to:

Verbal Bullying

1. Name calling, teasing.
2. Making fun of or being disrespectful of another person’s physical characteristics, nationality, creed or beliefs, color, size, physical challenge or disability, family problems, ability to learn, or athletic ability.
3. Using inappropriate language (i.e., swearing).
4. Spreading lies or rumors about a person.
5. Laughing at another’s misfortune.
6. Inciting others to fight or bully someone in any way.
7. Putting someone down.

Threatening

1. Threatening to physically hurt a person if she/he does not comply with the bully’s requests.
2. Using antagonistic language toward someone, e.g., “I don’t like the way you’re looking at me.”

Social Exclusion

1. Not allowing a person to play with or to participate in group activities.
2. Forming a circle of friends or group on the playground or in the hallways so that another person can not join in.
3. Speaking with a group so that one person is excluded either because of language or slang used by only a group.
4. Ignoring a person.
5. Refusing to be someone’s friend or participating in a group’s efforts to isolate or exclude someone.
6. Refusing to allow someone his or her place in a line or on the bus.

Physical Bullying

1. Pushing or shoving someone, hitting someone, poking or jabbing someone with hands, fingers or objects such as pencils, sticks, etc.

2. Grabbing someone's clothes (e.g., taking off someone's hat and throwing it down or to someone else, grabbing a person's clothes with the intent to tear).

3. Fighting.

4. Making threatening gestures

Vandalism, Extortion/Theft

1. Damaging someone's property or locker.

2. Breaking someone's pencils, pens, or art supplies.

3. Writing on someone's notebook or binder without their consent or permission.

4. Taking someone's lunch money against their will.

5. Taking someone else's lunch.

6. Taking/hiding somebody else's property.

7. Graffiti

Sexual Bullying

1. Unwanted deliberate touching or cornering

2. Unwanted letters or pictures of a sexual nature.

3. Making kissing sounds howling or smacking lips.

4. Staring in an inappropriate manner.

5. Making sexual gestures or sexually suggestive facial expressions or body movements

6. Making unwanted sexually-suggestive sounds.

Digital Bullying (List taken from [Hamilton Secondary College](#))

1. Negative messages

2. Sexual and racist messages

3. Denigration

4. Impersonation

5. Trickery

6. Shaming

7. Exclusion

8. Cyber-Stalking

IV. DISCIPLINARY MEASURES

Articles and Sanctions Adapted from Leyes Educativas de Honduras Tomo 1 (2003)

ART. 284. The discipline system will be composed of the following types: educational, preventive, and corrective. These types should be combined correctly to organize the discipline of the school.

ART. 285. The discipline system will be based on the democratic direction of the teacher, on his power of persuasion, on esteem, on respect and on the frank and loyal cooperation between teachers and students, both in the teaching process and in extracurricular activities. This system has as its objective to enable students to be self-governed and self-disciplined in work and study.

ART. 286. The preventive system will be used according to the degree of maturity of the students, and the school will propose to foresee infractions and avoid their occurrence.

ART. 287. The disciplinary system will be guided by the following principles:

- a) Discipline shall be based on the devotion to principles and human ideals, such as liberty, justice, and equality for all.
- b) Discipline must recognize and respect the dignity and the rights inherent to the student's personality, avoiding actions that may humiliate him.
- c) Conduct should be the results of self-direction and self-discipline.
- d) Discipline should be based upon an understanding of the ends being sought.

ART. 288. In the management of the teachers' work and in the development of the extracurricular activities, the following fundamental norms should be observed:

- a) Implementation and maintenance of a plan of activities.
- b) The mental occupation of all the students.
- c) Rotation of the students in the different study and work responsibilities.

ART. 290. In those cases where the corrective system cannot be avoided, the sanctions prescribed in the following articles may be applied.

ART. 291. Those responsible for discipline are the Principal and the members of the teaching staff, as well as student committees organized democratically within each grade.

ART. 292. The disciplinary measures that are adopted should be of a nature that they correct students, avoid infractions, and protect the school from destructive influences.

ART. 293. Sanctions are divided into Minor, Serious, and Very Serious.

ART. 294. Minor and serious sanctions shall be imposed by the teachers and Director. Very serious sanctions will be imposed by the Director, except in the case of expulsion for the remainder of the school year, or complete expulsion. This shall be imposed by the Teacher Council, and decided by majority vote. In the case of a tie, the President of the Council will have a double vote.

ART. 295. Minor sanctions shall be imposed for:

- a) Actions that detract from order and cleanliness. This includes the inappropriate use of the uniform, varying the manner approved by the institution (see page 32 and 33).
- b) Failure to comply with any work assigned by teacher.

- c) Annoying other students or the teacher.
- d) Excessive tardiness
- e) Missing a class while at school without any excuse.
- f) Any other unspecified infraction, categorized as minor by those responsible for imposing the sanctions

Minor Sanctions are:

- a) A private reprimand by the teacher.
- b) Assignment of a separate place in the classroom.
- c) A private reprimand by the Principal.
- d) The first four infractions in article 295 may be sanctioned by a detention. A detention is defined as a mandatory attendance to a specific time or a work study session outside of regular school hours.
- e) In item d of article 295, there are further consequences for being late to class: which the Principal will determine by each case (*p.21-22 of this handbook*)

ART. 296 Serious sanctions shall be imposed for:

- a) Repeated failure to follow school policies.
- b) Disrespect to one's superiors or the service staff.
- c) Lying in any fashion or form. [This includes any form of academic dishonesty (see p 26-28),forgery, etc.]
- d) Leaving the school without permission or authorized circumstances.
- e) Practicing any vices and not demonstrating good conduct on or off the school campus.
- f) Using /entertaining prohibited games. [This include inappropriate viewing, creating, or sharing inappropriate online material]
- g) Quarrels and fights [This includes bullying and harassment (see p 29-31)]
- h) Bringing objects into the school that are foreign to the educational tasks.
- i) Disrupting order during class or study hours. [This includes damage to school or private property]
- j) Any other unspecified infraction categorized as serious in the School's internal Code.

Serious sanctions are:

- a) A reprimand by the Principal in the presence of the parents or parents' representatives.
- b) An extended school suspension. The student will be graded as having deliberately missed all his classes.
- c) Loss of a scholarship for any student who enjoys this benefit.
- d) The accumulation of three serious and/or very serious infractions in the same school year will give the school the option to cancel the student's registration or refer him/her to the Teacher Council. By law, cases reviewed by the Teachers' Council can only result in either denying the student enrollment for the coming school year or allowing the student to remain enrolled but under strict disciplinary probation.***

ART. 297. Very serious sanctions shall be imposed for:

- a) Deliberate disobedience of the Principal, any other administrative personnel, counselor or teacher accompanied by a visible demonstration of insubordination.

- b) Bringing, using, possessing or distributing any of the following into school: drugs, liquor, tobacco, weapons of any type, or other objects whose use is contrary to the goals of education, as well as books, magazines, pamphlets, etc., that are harmful to moral development or the democratic policies of the government. *
- c) Arriving at school under the influence of alcohol [or any other drug].
- d) Deliberate damage to the school building, furniture, or educational material, or private property within the school grounds.
- e) Theft of a quiz or test for the purpose of cheating on the test. [This includes photographic images, photocopies, or scans with or without proof of actual distribution]
- f) Actual theft or a manifestable attempt at theft. [The following can be so classified: Opening filing cabinets, desks, chests of drawers, trunks, closets, etc., without due authorization.]
- g) Furtively leaving the school, or not returning on an outing day. This also applies during school-sponsored events even if they take place outside of the institution.
- h) Manifested and incorrigible non-compliance [This includes continued Bullying or harassment of another student or school personnel as well as inappropriate or aggressive behavior towards younger students.]
- i) Inciting others to rebel against established order, or against the school authorities.
- j) Actions that seriously damage the prestige of the school, or the honor of those who commit them.
- k) Knowing of information that could jeopardize the health and/or safety of The American School Staff and student body, and failing to report this information to the appropriate authority.

Very serious sanctions are:

- a) A reprimand by the Principal in the presence of the parents or parents' representatives.
- b) An extended school suspension of eight days. The student will be graded as having deliberately missed all his/her classes.
- c) Loss of a scholarship for any student who enjoys this benefit.
- d) The accumulation of three serious and/or very serious infractions in the same school year will give the school the option to cancel the student's registration or refer him/her to the Teacher Council. By law, cases reviewed by the Teachers' Council can only result in either denying the student enrollment for the coming school year or allowing the student to remain enrolled but under strict disciplinary probation.***
- e) Involuntary transfer for the rest of the school year.***
- f) Complete expulsion from the school without readmission.***

****If a student is found in possession of any illegal substance or any controlled substance without a prescription (as mentioned in section B of article 297) the school will report the incident to the proper authorities while at the same time proceed with the disciplinary sanction stipulated by the same article.***

ART. 298. Breakage and other damage caused to the walls, doors, windows and school possessions shall be paid by the student or students who caused it. This does not preclude the appropriate punishment.

ART. 299. The student who, in or out of the establishment, commits actions with criminal liability of any

degree, shall be excluded from the establishment from the moment the Director is made aware of the criminal action. He shall not be admitted in to any establishment as a student until having been legally declared innocent. Any excluded student who is then condemned by a corresponding trial, will be completely expelled from the school. Notification will be given to the parent, tutor, responsible person, Ministry of Education, the Secondary Education Division within the Ministry, and the Directors of all the schools in the country.

ART. 300. All infractions should be recorded in the appropriate files and in the conduct book, specifying cause and results obtained. In the case of expulsion, a copy of the minutes of the meeting of the Teacher Council shall be sent to the Ministry of Education, the Secondary Education Division within the Ministry, the Directors of all the schools in the country, the parents, tutor, or the person responsible for the student. The cause for expulsion must always be listed.

ART. 301. The Principal shall avoid abuses in the applications of punishments. The Principal will call the meeting of the Teacher Council and present the evidence to them, in cases where this body must intervene to apply the sanctions established in this code.

ART. 302. The following are strictly forbidden: a) Punishments that are harmful to the physical and mental health of the student. b) Physical punishments. c) General punishments.

The AST chapter of the Honor Societies (NHS, NJHS, NAHS, NJAHS and SHH) will apply disciplinary sanctions for ANY disciplinary offense following each association's standards and the practices and policies of the American School of Tegucigalpa. These sanctions will range from verbal and written reprimands, suspension from the honor society for a specified period, and permanent expulsion from said honor societies.

The school's discipline code will apply equally to those students who are enrolled in the Special Services Program. Principals may invoke administrative prerogative in decisions regarding cases concerning students with extreme ADD, ADHD, and other conditions.

Social Probation

Students consistently in violation of school rules and regulations or involved in major rules infractions will be placed on social probation. Students and parents will be informed in writing and through conferences of the terms and reasons for social probation. In instances when social probation is necessary during the school year, its status goes in effect immediately. No social probation status will not be deemed null and void for lack of a parent signature. A student with accommodations and/or attending Special Services will be provided support, but will be held to an identified discipline standard and will follow the same protocol as stated above. **Students failing to show the necessary improvements may be denied registration for the next school year from the American School.**

Middle School Discipline Chart

Friday Detentions will be given to students who accumulate nine infractions in any of the following categories:

- Tardies to School or Class
- Food/Drink in class
- Unpreparedness
- Uniform/grooming violations

Friday Detention is considered a ***serious sanction***. Any detentions which are earned very near the closing of school and which cannot be served because school has closed will be served upon the student's return in August.

Book Bags / Unattended items /Electronic Devices

Book bags and unattended items will always be confiscated and students may go to the office and get them at any time during the school day. [1st Instance = a Warning; 2nd Instance = a Friday Detention; 3rd Instance = a Friday Detention; 4th Instance = 1-Day Suspension; 5th Instance = 2-Day Suspension; 6th Instance = 3-Day Suspension; 7th Instance = 4-Day Suspension and a mandatory parent meeting.]

The electronic devices (not Chromebooks) that are confiscated due to inappropriate use will be sent to the office and remain there until the end of the school day. [1st Instance = a Warning; 2nd Instance = a Friday Detention; 3rd Instance = 1—Day Suspension; 4th Instance = 1-Day Suspension; 5th Instance = 2-Day Suspension; 6th Instance = 3-Day Suspension; 7th Instance = 4-Day Suspension and a mandatory parent meeting.] Misuse of Chromebooks will be reported by teachers to the office; however, the device will remain in the possession of the students so as not to hinder his/her educational progress. [1st Instance = a Warning; 2nd Instance = a Friday Detention; 3rd Instance = 1—Day Suspension; 4th Instance = 1-Day Suspension; 5th Instance = 2-Day Suspension; 6th Instance = 3-Day Suspension; 7th Instance = 4-Day Suspension and a mandatory parent meeting.] There will be **no carry-over policy** regarding book bags/other unattended items; hence, students will begin each new semester with a clean slate as far as these infractions and their consequences are concerned. **Principals may invoke administrative prerogative in decisions regarding cases concerning students with ex- treme ADD, ADHD, and other conditions.** *Because of safety concerns, the administration reserves the right to search book bags and other personal belongings ALWAYS respecting the students right to privacy.*

Friday Detention [3:00 p.m.-7:00 p.m.]

Detention runs from 3:00pm-6:00pm for a Middle School student and 3:00pm-7:00pm for a High School student. If a student receives a Friday Detention for a particular violation or by accumulating nine signatures in a particular category in the MS Discipline Log, he/she must come to the HS/MS Media center on the Friday specified in the detention letter. Students will receive a letter notifying parents of the detention. For a student to be admitted in detention he/she MUST:

- Present signed detention notice
- Be in complete uniform (unless it is a color's day)
- Be punctual: Detention begins at 3:00 p.m. Any student who arrives after 3:15 a.m. will not be admitted in; **this will be considered as an unexcused absence and will be sanctioned as such.** (See Suspension Procedure) A student arriving between 3:01 and 3:15 will make up the time during break or after 7:00 p.m.
- Be quietly working the whole time and must follow the directions of the supervisor.

If a student **fails to follow the behavioral expectations** of Friday Detention he will be remitted to the Assistant Principal for an immediate **Suspension**.

No Friday Detention will be rescheduled except for medical reasons where an official [Certificacion Medica](#) is presented first thing the next Monday Morning.

Suspension

For serious offenses, students may be automatically suspended. The length of the suspension will be determined by policy and practices. In the cases where the student is presented to a Discipline committee, the length of the suspension will be determined by said committee.

Suspended students can earn 70% credit for any work assessed during the duration of a suspension except for bell work and the on-task grades of which zero credit will be recorded.

Suspended students will normally be required to serve their suspensions at school, where they are expected to arrive on time, in proper uniform, and spend their period of suspension studying quietly under supervision.

Discipline Committee

A separate Discipline Committee exists in both the Middle School and the High School and serves to consider special cases of student misconduct that could, according to the student hand- book, result in at least suspension and might want to be considered by a team of professionals. The committee is not a court. Its sessions are not a trial but rather a forum for addressing directly the student accused, working together with his or her parents to respond appropriately to misbehavior, and for determining in a team setting a recommendation for action on the part of the school. This recommendation may or may not include a disciplinary sanction. Each Discipline Committee consists of the following members:

Principal Assistant Principal (H.S./M.S.) Counselor One locally-hired bilingual teacher One internationally-hired bilingual teacher Special Services teacher (Only in the case of students registered with Special Services)

V. MISCELLANEOUS

Guidance and Counseling

The Counseling Department of the American School is designed to help all students develop their educational and social strengths and to become responsible and productive citizens. This program takes into special consideration the needs of the international and transitory student, specifically addressing the issues of cultural and language differences. These needs are addressed through College/Career Counseling, large and small group counseling, individual counseling, consultation and coordination with other resources.

Jefferson-Valle Media Center

The Jefferson-Valle Media Center is committed to maintaining an atmosphere conducive to reading, study, and research. Students and staff are encouraged to use all resources it has to offer, including books, magazines, videos, computers, audio-visual equipment, and online databases. It is the personal responsibility of each student to return library resources on time and in the same condition as they were checked out. Fines will be charged for materials returned late, and students will be charged for materials damaged or lost.

Remote use of our online catalog is strongly encouraged. Links to CQ Researcher, EBSCO Host, and the Middle and High School catalog can be found on the library's page of the American School website at www.amschool.org/library.html.

As the Media Center maintains a quiet atmosphere at all times, serious students or anyone needing a quiet place to study, read, or work can depend on this refuge and appreciate its availability. Those who fail to respect the standard of behavior that a library requires will be asked to leave. The Media Center is open both before and after school, and students are welcome to use it during their free time.

Materials Loan

Students will receive items for activities and learning, which are to be returned at the completion of the activity, course, or school year. Examples of these items include: athletic gear or uniforms, chromebook and charger, library books, musical equipment, textbooks, etc. The school is not responsible for lost, stolen, or damaged items. Replacement costs will be assessed if items are damaged, stolen, or lost. Students losing or damaging an item during the school year will pay for its replacement before being issued a second item. Should the lost item be found, the replacement cost will be reimbursed to the student. Students who fail either to turn in their materials in good condition or pay for its replacement are subject to being charged during the solvency/registration process.

Parent-Teacher Organization (P.T.O.)

The Parent-Teacher Organization (P.T.O.) actively assists the school in various ways. One of the main purposes of the P.T.O. is to bring together parents and school personnel in support of school programs. The P.T.O. administers the AST Eagles supply store.

Locks and Lockers

Each student will be assigned a locker at the start of the school year for storage of books and personal belongings. Students must provide their own lock. The school reserves the right to inspect lockers. Students are not permitted to write on lockers or place stickers on the outside of lockers. Seniors are permitted to place posters on their lockers as approved by the administration. Any damage to the locker will be charged to the student.

All lockers are required to be locked with a student provided lock. It is mandatory that all students maintain their individual lockers closed and locked with a padlock. There are periodic checks of the locker areas, and students whose lockers are left without a padlock are subject to disciplinary action. Sharing of lockers by two or more students is not allowed.

IT IS IMPORTANT TO KNOW THAT ANY MATERIAL FOUND IN THE LOCKER ASSIGNED TO A STUDENT WILL BE CONSIDERED HIS/HER PROPERTY AND HE/SHE WILL HAVE TO FACE THE CONSEQUENCES OF ITS POSSESSION. THE ADMINISTRATION RESERVES THE RIGHT TO SEARCH THE LOCKERS AT THEIR DISCRETION.

STUDENT ARE NOT ALLOWED TO LEAVE PERSONAL ITEMS ANYWHERE BUT INSIDE THEIR (PADLOCKED) LOCKERS. THE AMERICAN SCHOOL IS NOT RESPONSIBLE FOR LOSS OR THEFT OF PERSONAL BELONGINGS ON CAMPUS. AT THE END OF EACH YEAR, THE CONTENTS OF ALL LOCKERS IS EMPTIED FOR ROUTINE CLEANING. STUDENTS MUST REMOVE SAID CONTENTS

School Nurse

The responsibility of the school nurse is to give first aid for emergencies and to treat minor injuries and illness occurring at school. Any student required to take medication during school hours is to take the medicine to the Nurse's Office, with specific written instructions from the doctor or parent. **All medicines must be kept in the infirmary. For non-emergency situations students MUST have a valid pass [given by a teacher, counselor, or administrator] to go to the nurse.**

Communication with Parents

The American School considers communication between the school and parents to be vitally important. The School communicates with parents electronically through the use of school notices, newsletters, PowerSchool, Schoology, report cards and scheduled conferences between school personnel and parents. The school's webpage is an important source for upcoming events, school calendar, and other important school information. The webpage of the school is www.amschool.org.

Emergency / Evacuation Procedures

1. The signal for an emergency evacuation is communicated using the P.A. system or the Bell system. In case of such a signal, students are expected to pay close attention to their teachers who will lead the students to their designated evacuation area following the evacuation maps posted in each classroom. All students in the Middle and High Schools will be evacuated to the soccer field next to the gymnasium unless otherwise directed.
2. All classroom doors should remain closed but unlocked in order to facilitate searching the buildings.
3. Students out of class at the time of the emergency signal should report directly to the closest evacuation area and report to the nearest faculty member.
4. It is imperative that all emergency drills be treated seriously. It is vital that during the evacuation and while on the soccer field, students remain quiet and attentive.
5. All AST personnel and any visitor to the campus must evacuate at the sound of the emergency signal.

Network/Technology Acceptable Use Policy

The American School of Tegucigalpa recognizes the value of computers and other electronic resources to improve student learning and enhance the administration and operation of its schools. To this end, the school encourages the responsible use of computers; computer networks, the Internet; and other electronic resources in support of the mission and goals of the American School. Because the Internet is an unregulated, worldwide vehicle for communication, information available to staff and students is impossible to control. Therefore, the American School adopts this policy governing the voluntary use of electronic resources and the Internet in order to provide guidance to individuals and groups obtaining access to these resources on American School owned equipment.

American School Rights and Responsibilities

It is the policy of the American School to maintain an environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of the network. Within this general policy, the American School recognizes its legal and ethical obligation to protect the well-being of students in its charge. To this end, the American School retains the following rights and recognizes the following obligations:

1. To log network use and to monitor file server space utilization by users, and assume no responsibility or liability for files deleted due to violation of file server space allotments.
2. To remove a user account on the network.
3. To monitor the use of online activities. This may include real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.

4. To provide internal and external controls as appropriate and possible. Such controls shall include the right to determine who will have access to school-owned equipment and, specifically, to exclude those who do not abide by the American School's acceptable use policy or other policies governing the use of school facilities, equipment, and materials. The American School reserves the right to restrict online destinations through software or other means. To provide guidelines and make reasonable efforts to train staff and students in acceptable use and policies governing online communications.

User Responsibilities

1. Use of the electronic media provided by the American School is a privilege that offers a wealth of information and resources for research. Where it is available, this resource is offered to staff, students, and other patrons at no cost. In order to maintain the privilege, users agree to learn and comply with all of the provisions of this policy.

Acceptable Use

1. All use of the Internet must be in support of educational and research objectives consistent with the mission and objectives of the American School.

2. Proper codes of conduct in electronic communication must be used. In news groups, giving out personal information is inappropriate. When using e-mail, extreme caution must always be taken in revealing any information of a personal nature.

3. Network accounts are to be used only by the authorized owner of the account for the authorized purpose.

4. All communications and information accessible via the network should be assumed to be private property.

5. Subscriptions to mailing lists and bulletin boards should be for educational purposes.

6. Staff is expected to exhibit exemplary behavior on the network as a representative of the School and community, being polite at all times.

7. From time to time, the American School will make determinations on whether specific uses of the network are consistent with the acceptable use practice.

Unacceptable Use

1. Giving out personal information about another person, including home address and phone number, is strictly prohibited.

2. Any use of the network for commercial or for-profit purposes is prohibited.

3. Excessive use of the network for personal business shall be cause for disciplinary action.

4. Any use of the network for product advertisement or political lobbying is prohibited.

5. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.

6. No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.

7. Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.

8. Hate mail, harassment, discriminatory remarks, bullying, originated or not within the school campus or using the school's or personal network, and other antisocial behaviors are prohibited on the network. Forwarding of chain letters is discouraged.

9. The unauthorized installation of any software, including shareware and freeware, for use on American School computers is prohibited unless permission of the network manager has been previously obtained. Use of the network to access or process pornographic material, inappropriate text files (as determined by the system administrator or building administrator), or files dangerous to the integrity of the local area network is prohibited.

10. The American School network may not be used for downloading entertainment software or other files not related to the mission and objectives of the American School for transfer to a user's home computer, personal computer, or other media. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of the American School.

11. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within Fair Use.

12 Use of the network for any unlawful purpose is prohibited.

13 Use of profanity, obscenity, racist terms, or other language that may be offensive to another user is prohibited.

14 Playing games is prohibited unless specifically authorized by a teacher or supervisor for instructional purposes.

15. Include bypassing, tampering or disabling the school's network security or integrity is unacceptable or prohibited.

Disclaimer

1 The American School cannot be held accountable for the information that is retrieved via the network.

2 Notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications.

3 The American School will not be responsible for any damages you may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by our own negligence or your errors or omissions. Use of any information obtained is at your own risk.

4 The American School makes no warranties (expressed or implied) with respect to: A) the content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information; and B) any costs, liability, or damages caused by the way the user chooses to use his or her access to the network.

The American School reserves the right to change its policies and rules at any time.

1:1 Technology Handbook for Students/Parents

Responsible use of a Chromebook entails a variety of factors - from caring, carrying, charging, financial liability, repair, etc.

Of note, a student is liable for the physical damage to their Chromebook and must pay the predetermined costs associated with fixing it.

The full [Technology Handbook for Parents and Students \(8 pages\)](#) may be viewed separately.

Channels of Communication

The Board of Directors recognizes the need for proper communications between and among students, parents, teachers, administration and the Board. To assist in achieving this objective, the following general procedures are recommended for all concerned parties:

1. When the problem concerns your son or daughter and their work in school, the best person to see is the classroom teacher. An appointment to see a Middle or High School teacher may be made by calling the Middle or High School Office. Problems of a personal nature or questions regarding a student's program of study, overall potential, and progress may also be discussed with the counselor.
2. Problems which cannot be resolved through a conference with the teacher or counselor and questions of a more general nature concerning the operation of the school may be discussed with the appropriate principal. Appointments may be made by calling the Middle or High School Office.
3. Problems which have not been resolved after conferences with the teacher and principal may be taken to the Superintendent, who will discuss any questions related to the general operation of the school or to school policies and will answer any such questions addressed to him/her by mail. An appointment may be made through her secretary.
4. The Superintendent is the Executive Officer of the Board of Directors and is responsible for the organization, operation and administration of the total school program. Therefore, she is the normal channel of communication between the Board and the public. Questions about school policy should be directed to the Superintendent. Normally, communications directed to the Board will be referred to the Superintendent for reply or action. Individual Board members do not directly involve themselves in administrative matters involving students, teachers and administrators.
5. Requests for changes in school policy and appeals of decisions made by the Superintendent may be addressed to the Board. All communications to the Board should be in writing and should be addressed to the President, Board of Directors. Decisions about school policy will be made only by the Board acting as a whole in a regular or special meeting.

Student Problem-Solving Sequence

In schools, as everywhere in life, we do not always see eye to eye with each other. Students at times find themselves in disagreements with teachers or other members of the staff regarding such things as something that occurred in class or a grade received on a particular assignment. That disagreements such as these occur is normal; what is important is that they are resolved in a respectful and courteous manner, following the expected sequence of steps. It is also important to understand and remember that in resolving disagreements, we must be open-minded, considering other points of view, and willing to compromise. It is also necessary to remember in such cases in a school setting that the teacher is in charge of his or her class and courses. Despite our best efforts and courteously making our case, in schools, as in life, we do not always get what we want:

