



ACS Athens
American Community Schools

Academy Parent/Student Online Handbook v1.3

Important:

All information contained in this site per school must be reviewed by Students and Parents. This handbook provides information about the school's operation, guidelines, agreements, processes, student behavior, and student life. This information will be pertinent to your child's Academy school years. **Students and Parents must review this information! It must be signed/approved electronically through PowerSchool.**

Our Vision & Mission

ACS Athens Vision

Empowering individuals to become Architects of their Own Learning, to Thrive as Conscious Global Citizens, and Improve Life and Living on the Planet.

ACS Athens Mission

ACS Athens is a student-centered international school, embracing American educational philosophy, principles and values.

Through excellence in teaching and diverse educational experiences, ACS Athens challenges all students to realize their unique potential: academically, intellectually, socially and ethically -- to thrive as responsible global citizens.

Our Beliefs

- All decisions in the school must be made in the best interest of students.
- Academic excellence is built upon each student's unique talents and abilities.
- Student learning must be a shared responsibility of the student, the school, and the family.
- Students learn and develop best in an environment of cooperation, belonging and trust.
- Respecting, accepting and embracing diversity enriches one's community.
- Effective global citizenship demands a strong sense of civic responsibility and community service.
- Educating students should promote intellectual, social, physical, and emotional development and ethical decision making.
- All individuals can succeed and acquire the skills and knowledge necessary to become life-long learners with ethos.

Powerful Learning

Powerful Learning is a set of principles guiding educators to design learning experiences that engage the hearts and minds of learners. Powerful learning refers to learning experiences that are profound, enduring, reflective, engaging and transformative. These experiences encourage students to think critically, solve complex problems, collaborate with others, and apply knowledge in meaningful ways. Powerful learning is student-centered, fosters curiosity, and supports the development of skills needed for success.

Profile of a Graduate



Welcome to the Academy

Dear Parents and Students,

It is with great pleasure that we welcome you to the ACS Athens Academy. This Student-Parent Handbook contains important information about the academic, social and co-curricular life of the Academy. We expect parents and students to review this Handbook together carefully, so that they are fully aware of the school's routine procedures, programs, and expectations.

All of the policies and procedures outlined in this handbook are designed to create a school environment in which learning can flourish, as our students grow into caring, committed, involved, responsible and respectful young men and women. We want each Academy student to take advantage of every possible opportunity for meaningful academic, social and cultural growth. You can find a full description of our academic courses in the [Program of Studies](#), available on the ACS Athens Website.

The philosophy, practices, academic and social expectations that shape the challenging ninth and tenth grade experience will well prepare our students for our eleventh and twelfth grade College Preparatory and IB/AP Diploma Programs. Our rigorous academic program is complemented by extensive athletics, activities, and service opportunities, which allow our students to develop their skills, talents and social commitments outside the classroom setting. In the country that gave birth to the concept of the well-rounded individual, we strive to take a holistic approach to student growth.

Education is a partnership. We work hard to create a harmonious, challenging and positive learning environment. We are unable to accomplish this without parental support. We expect that students are responsible for their learning and contribute to the school community. Working together as members of a caring and concerned team, we can successfully guide your children / our students on the path to academic achievement and responsible citizenship in preparation for successful and meaningful lives.

All of us on the Academy staff invite parents to contact us when questions or concerns arise, or just to touch base about your child's academic and social experience in the Academy. When contacting the school, we first urge the student to reach out to their teachers and then for parents to do the same, and then reach out to the Assistant Principal's Office,, Counseling Office,, or Main Office according to your needs. We look forward to working with you!

The Academy Administration, Faculty, and Staff



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Eligibility for Admission

ACS Athens considers for admission those students who fall into one of the following categories:

1. The American community of Athens:
 - U.S. Government employees;
 - U.S. business and industry;
 - Non-Profit organizations affiliated with or supported by U.S. Institutions;
 - Other American citizens.
2. Members of the Diplomatic Corps in Greece (third-country)
3. Foreign businesses and industries operating in Greece
4. Greek nationals returning from abroad
5. Students transferring from local national or international schools.

Admission application guidelines can be found in detail at the [Office of Enrollment Management](#). Student candidates should familiarize themselves with the admissions procedures before submitting an application.

Entry to ACS Athens is determined through a competitive application process that includes evaluation of previous academic records, student profile (as described in ACS Athens-provided recommendation forms filled by faculty members of the previous school), and the results of Admission testing in Mathematics and English conducted by ACS Athens. Elementary school applicants may also be interviewed by members of the admission team, counselors, and/or learning support specialists.

ACS Athens Academy offers learning and study support through the Math & English Studios, After-School Learning Support Programs, and the Optimal Learning Program. Please review the admission procedures for students requiring these services.

Grades 9-10 Program

The grade 9 and 10 program is designed to ensure a smooth transition from middle school to high school study; grounding students in the academic and social skills necessary for a successful high school experience. The program in grades 9 and 10 is designed to prepare students to enter the appropriate program of study (including the IB DP) in grade 11.

The student's intellectual and social development is the focus of the Academy Program. An interdisciplinary inquiry-based approach gives the curriculum its core. A central focus of the grade 9 and 10 program is participation in community and service activities, which are a part of every student's freshman and sophomore year experience.

The grade 9 and 10 Curriculum consists of eight subject groups. Those subjects are required of students during both grades 9 and 10. They are:

- **English** – Taught as Language A (native speaker) level. Team-taught in an integrated course with Social Studies.

- **Greek A or B/ Modern Language** - Native Greek speakers may study Greek as A or B.
- **Mathematics** – core courses include: Algebra, Geometry with Algebraic Topics, and Algebra 2 and Trigonometry.
- **Sciences** –Biology, Chemistry and Physics
- **Technology** – quantitative methods and technology tools.
- **Social Studies**– European and American History are the 9th and 10th grade Social Studies offerings. Team-taught in an integrated course with English.
- **Visual and Performing Arts** – Art/Design, Music and Drama.
- **Physical Education and Health** – wellness and hygiene; individual and team sports; and life- long fitness activities.
- **Advisory**- The student's educational accomplishments are documented on their Academic Transcript (which records the results obtained in each academic subject) and in a **Personal Learning Portfolio**, (documenting extra-curricular achievements and future plans.). The portfolio is compiled throughout the four years in the Advisory courses and completed at the end of grade 12.

Grades 11-12 Program

In grades 11 and 12, students may choose from ACS Athens elective courses, IB and AP courses to complete graduation requirements. In addition to the ACS Athens diploma students can also meet requirements for IB and/or the ACS Athens Scholars Diploma.

The International Baccalaureate® Diploma Program (IB DP)

The IBO Diploma Program is a comprehensive and rigorous two-year curriculum leading to international external examinations for students at the end of their final two years of the ACS Athens Academy. The general objectives of the International Baccalaureate Organization are to provide students with a balanced education, to facilitate geographical and cultural mobility, and to promote international understanding through shared academic experiences.

IB Diploma candidates are required to select one subject from each of six subject groups (1-Native Language/Literature, 2-Second Modern Language, 3-Individuals and Societies, 4- Experimental Sciences, 5-Mathematics and 6-Arts). At least three, and not more than four courses are taken at higher level (HL), and the others at standard level (SL). In addition, IB Diploma candidates are required to take the Theory of Knowledge class in grade 11 and a one semester seminar class in Grade 12 to facilitate completion of the Theory of Knowledge essay. IB Diploma candidates must work independently under the supervision of an ACS Athens faculty member in order to complete the Extended Essay requirement by the end of the first semester of grade 12. The Creativity, Activity, and Service requirements of the IB Diploma are completed in two years under the guidance and supervision of the (CAS) Coordinator.

Thus, students are able to explore some subjects in depth and some more broadly over the two year period; This is a deliberate compromise between the early specialization preferred in some national systems and the breadth found in others.

At ACS Athens several courses combine the level of the IB curriculum in the first year, giving students a chance to become thoroughly acquainted with the subject before deciding which exam (SL or HL) to pursue in the second year.

Consistent with our “best-fit” policy in assisting students to select the program that best fits their academic profile and college goals, we have established holistic, yet strict criteria for admission to the IB Diploma program. All information pertaining to the admissions process is uploaded on the website under Admissions or is available from the IB and AP office.

Students who do not wish to follow the IB Diploma or are not accepted to the program can select those IB courses for which they meet the prerequisites as part of their ACS High School Diploma. After successful completion of the IB courses students will receive from the IBO an IB Diploma Courses document indicating which courses they have completed and the respective grades.

Academic success for our students is one of our main goals. As such, we have established specific criteria for continuation to the second year of the IB courses, which are stated in the Program of Studies. Students must meet all prerequisites as outlined in the Program of Studies in order to continue into Year 2 of the IB Diploma Program or any IB Diploma Course.

Inclusion Policy

ACS Athens is committed to creating an inclusive learning community in which every student is respected, valued, and supported to achieve personal success. Guided by the philosophy of the International Baccalaureate, the school recognizes learner variability as a natural and valuable aspect of education and seeks to remove barriers that may limit student participation or achievement.

Inclusion at ACS Athens extends beyond students with identified learning differences. The school provides appropriate support for multilingual learners, students requiring academic accommodations, learners who demonstrate growth and potential, and students experiencing temporary or ongoing social, emotional, physical, or educational challenges.

Teachers design learning experiences using differentiated instruction, flexible teaching strategies, and varied assessment opportunities that enable all students to demonstrate their understanding. Student support services work collaboratively with teachers, counselors, administrators, families, and external specialists when appropriate to develop individualized support plans.

Where eligible, students may receive inclusive assessment arrangements in accordance with IB regulations and school procedures.

Through a culture of respect, belonging, and high expectations, ACS Athens seeks to ensure equitable access to learning while maintaining the integrity and rigor of the IB programmes.

Admission to the IB Diploma Program (IBDP):

- Students must have no grade lower than a C in each of the grade 10 subjects of English, Math, Science (Chemistry or Physics), History and a language other than English (The grade in Biology 9 may also be used for those interested in IB Biology).
- Students must have no serious discipline/academic integrity issues in grade 10.

- Students are interviewed by a member of the ACS Athens leadership team.
- Students must complete the ACS Athens IB Application
- Previous academic performance and achievement
- Teacher recommendations
- Standardized and classroom-based assessment data
- Demonstrated work habits and level of independence
- Attendance and engagement

Admission to the IB Diploma Programme for Students with Learning Differences:

ACS Athens is committed to inclusive education and equitable access to the International Baccalaureate Diploma Programme (IBDP). Students with identified learning differences are encouraged to apply to the programme provided they demonstrate the academic readiness, organizational skills, and commitment required for success in the rigor of IB studies.

Admission decisions are made holistically and are based on multiple factors, including:

- Previous academic performance and achievement
- Teacher recommendations
- Standardized and classroom-based assessment data
- Demonstrated work habits and level of independence
- Attendance and engagement
- Existing educational evaluations and psychoeducational reports, where applicable
- The student's ability to meet IB course requirements with needed support accommodations

Students with learning differences may be admitted to:

- The full IB Diploma Programme
- IB Courses (course candidate pathway)
- A modified academic pathway deemed most appropriate for student success

Admission into the IBDP does not guarantee that all accommodations used previously will automatically be approved by the International Baccalaureate Organization (IBO). Inclusive assessment arrangements for IB examinations are subject to current IB regulations and approval processes.

ACS Athens works collaboratively with students, parents, counselors, learning support specialists, and teachers to determine the most appropriate pathway and support plan for each student. The goal is to ensure that all students are placed in an academically appropriate program where they can experience challenge, growth, and success.

Conditional Admission to the IB Diploma Program:

If students do not meet the above requirements and they still wish to be admitted to the IBDP then they may be offered a conditional admission after a review of the case by the IBDP. The conditions must be met by the end of 10th grade in order to enter the IB Program.

Criteria to Continue to IB YEAR 2

Transition from Year 1 to Year 2 of the IB Program:

Students must have received an IB grade of 1-7 based on the work of year 1 and the final exam in June.

To enter year 2, students must meet the following:

- a total minimum grade of 24 points for the 6 courses taken
- no grades of 1 or 2 in any subject
- at most one grade of 3
- for the courses selected at Higher Level, a grade of 4 or higher must be reached
- a 4,000 word EE draft by the first week of September

Failure to successfully meet the above criteria may result in the student being withdrawn from the IB Diploma Program.

Language Policy

Language is central to learning, identity, communication, and intercultural understanding. ACS Athens recognizes that every teacher is a language teacher and that language development occurs across all subject areas.

The school values multilingualism and encourages students to develop proficiency in their home language while acquiring additional languages that broaden global perspectives and intercultural competence.

Teachers intentionally support students in developing disciplinary literacy by explicitly teaching the vocabulary, communication skills, reading strategies, writing conventions, and oral language necessary for success within each subject.

Students learning in an additional language receive appropriate instructional support designed to enable meaningful participation in classroom learning while continuing to develop academic language proficiency.

The school fosters an environment in which linguistic diversity is celebrated, multiple languages are respected, and communication is viewed as a shared responsibility among students, teachers, and families.

Through this commitment, ACS Athens develops confident communicators who are prepared to participate effectively within local and global communities.

Language Development Philosophy

ACS Athens recognizes that language is central to learning, identity formation, intercultural understanding, and academic success. Language development is therefore viewed as the shared responsibility of all teachers across all subject areas and divisions of the school.

All teachers are language teachers and are expected to support students in developing:

- Academic language proficiency
- Subject-specific terminology
- Critical reading and comprehension skills
- Oral communication and presentation skills
- Writing skills across disciplines
- Research and analytical language
- Intercultural and multilingual competencies

Teachers integrate language-support strategies into daily instruction to ensure that all students, including multilingual learners and students requiring additional language support, can access the curriculum meaningfully and successfully.

According to International Baccalaureate Organization guidelines, Language ab initio courses are intended only for students with little or no prior experience in the target language. Students who are native speakers, near-native speakers, or who possess significant previous knowledge of the language are not permitted to enroll in an ab initio course, as this would not provide an appropriate academic challenge or align with IB academic integrity and placement expectations. Course placement decisions are made by the school in consultation with language teachers, prior academic records, language background, and student proficiency. Students may be required to complete a language placement review before final course approval.

Assessment Policy

Assessment at ACS Athens is an integral part of teaching and learning. Guided by IB principles, assessment is designed to support student growth, inform instructional decision-making, and provide meaningful evidence of student understanding over time.

The school uses a balanced approach that includes formative and summative assessment. Formative assessment provides ongoing feedback that enables students to reflect on their learning, identify areas for improvement, and develop greater ownership of their progress. Summative assessment measures achievement against clearly defined learning objectives and assessment criteria.

Assessment practices are transparent, criterion-related, and aligned with IB programme requirements and school curriculum expectations. Students receive timely, constructive feedback that supports continuous improvement and encourages reflection.

Teachers engage in collaborative planning, moderation, and standardization processes to ensure consistency, fairness, and reliability of assessment decisions. Assessment data are analyzed to guide instructional planning, monitor student progress, and inform interventions where appropriate.

Students requiring approved inclusive assessment arrangements are supported in accordance with IB regulations and school procedures while maintaining the validity and integrity of assessment outcomes.

ACS Athens believes assessment should empower learners to become reflective, resilient, and self-directed individuals who understand both their achievements and their next steps for growth.

Academic Integrity Policy

Academic integrity is a fundamental principle of learning at ACS Athens and reflects the school's commitment to honesty, responsibility, fairness, trust, and respect. Students are expected to produce authentic work, acknowledge the ideas of others appropriately, and conduct themselves ethically in all aspects of learning and assessment.

The school recognizes academic integrity as a developmental process. Students receive explicit instruction in research skills, citation conventions, ethical collaboration, responsible use of artificial intelligence, and digital citizenship throughout their educational journey.

Teachers model ethical academic practices, design assessments that promote authentic learning, and provide guidance regarding appropriate sources and responsible scholarship.

Academic misconduct, including plagiarism, collusion, duplication of work, unauthorized use of artificial intelligence, fabrication of data, examination misconduct, or any attempt to gain unfair academic advantage, is addressed through clearly defined school procedures that emphasize education, accountability, and appropriate consequences.

Parents are encouraged to support the development of ethical academic behaviors by reinforcing the importance of independent learning and responsible decision-making.

Through these shared responsibilities, ACS Athens promotes a culture in which integrity is valued as an essential attribute of lifelong learners.

~~ACS Athens is committed to fostering a culture of academic integrity founded on honesty, trust, fairness, respect, responsibility, and courage. Academic integrity is an essential component of all teaching, learning, and assessment practices within the IB programmes and reflects the ethical principles of the school community.~~

All students are expected to produce authentic and original work in accordance with International Baccalaureate Organization (IBO) regulations and school expectations.

IB-Specific Expectations for Assessments

Students enrolled in IB courses and the IB Diploma Programme are expected to adhere to all IB regulations regarding academic integrity in both internal and external assessments.

This includes, but is not limited to:

- Submitting authentic and original work
- Correctly acknowledging and citing all sources
- Following appropriate referencing conventions as required by the subject area
- Avoiding plagiarism, collusion, duplication of work, fabrication of data, unauthorized use of artificial intelligence tools, and all forms of malpractice
- Completing assessments under authorized conditions

- Respecting examination security and confidentiality procedures
- Following all IB and school guidelines related to the use of technology during assessments and examinations

Students must understand that all submitted coursework, including Internal Assessments (IAs), the Extended Essay (EE), TOK essays, and other assessment components, may be reviewed through plagiarism detection software and authentication procedures.

Roles and Responsibilities

School Responsibilities

ACS Athens is responsible for:

- Establishing and communicating clear academic integrity expectations
- Providing students and parents with access to the Academic Integrity Policy
- Offering guidance and education regarding proper research, citation, and ethical academic practices
- Implementing procedures for authentication of student work
- Investigating suspected cases of academic misconduct fairly and consistently

AP® Courses & the AP® International Diploma

The Advanced Placement (AP) program has been run by the College Board, a non-profit organization since 1955. It offers a wide variety of rigorous, analytical and challenging college preparatory courses. Depending on performance, candidates can earn worldwide university credits. The design, delivery and assessment in these courses offer a unique learning experience as it enables students to gain deep understanding of the subject, to develop advanced skills in writing and problem solving and to become actively involved in the teaching process.

Courses run for one year, at the end of which students take external standardized tests provided by the College Board and administered by ACS Athens as ACS Athens is a licensed examination center. The one-year duration of the AP courses allows the students to design their own unique program which best fits their student profile and academic plans. In many instances, such programs have been proven to be more effective and timely for a great number of students.

Students earn a certificate for each AP course completed. For each AP exam taken, and depending on student performance, the number of courses and extent of subjects studied, the College Board awards various certificates and awards, one of which is the AP International Diploma (APID). The APID is available to international students attending secondary schools outside the U.S. The APID certifies outstanding academic excellence with a global perspective, but it's not a substitute for a high school diploma. ACS Athens is the only

school in Greece offering the APID. To be eligible for the APID a student must meet certain requirements. More information can be found [HERE](#).

Students can take an AP exam through self-study without attending an AP course. This gives students an opportunity who have acquired learning outside the school environment, through another class or have studied on their own, to take the AP exam and potentially receive college credit in the United States.

ACS Athens Virtual

As technology becomes an integral part of our lives, educational institutions are challenged to include and effectively utilize digital media to promote and facilitate students' learning, expand their hard skills and create interactive learning environments. ACS Athens Academy has paved the way by introducing its students to Virtual learning, through online synchronous and asynchronous sessions.

ACS Athens Virtual offers online synchronous, asynchronous, meaningful, and challenging high school courses (for students in Grades 9-12) that embrace the American educational philosophy and are holistically aligned with the school's mission of encouraging responsible global citizenship.

ACS Athens Virtual courses are fast-paced, accelerated courses delivered online through our course management system, Moodle. Students will participate in a blend of self-paced and group-paced activities at designated times throughout the course session using Moodle and/or alternative Internet-based technologies. Activities consist of synchronous (real-time) and asynchronous communication. Synchronous sessions will occur at a designated time via Zoom at least once per week. The courses have been designed to engage students for up to 9 hours a week on coursework, which includes synchronous and asynchronous work.

Students and parents can review the ACS Athens Virtual Course offerings and registration procedures via the program's website (<https://www.acs.gr/virtual>) or the program of studies (ACS Athens Virtual section). To ensure alignment with their academic pathway at the ACS Athens Academy and future academic goals, students are urged to consult with the Coordinator of the ACS Athens Virtual Program and their respective counselor prior to virtual courses requests.

Adding/Dropping/Changing Classes

ADD/DROP POLICY

Students are expected to remain committed to choices made during the course selection process. Students contemplating a course change should consult with their school counselor. All course changes require the appropriate course change form ensuring teacher communication, parental/guardian consent, and approval by the school counselor. Changes are subject to established deadlines and space availability in the new course.

Once classes begin, students are required to remain in the class for 2 school days before being permitted to make any schedule changes. NO TEACHER CHANGES ALLOWED. It should be understood that for a student to receive full credit for the late entry into a course, arrangements must be made for making up missed work.

The deadline for students to drop a course is as follows:

- Students are permitted to drop a course up to 10 school days past the start of the course. No drops will be permitted beyond the 10 school days.

The deadline to add a new course is as follows:

- Students are permitted to add a course up to 10 school days past the start of the course. No additions will be permitted beyond the 10 school days.

Level Change for full year courses:

Once classes have begun level change requests may be approved only after careful consideration and upon determining that a student is inappropriately placed. All level changes must occur within the first 10 school days after the start of the second quarter. Requests to change course level are contingent upon space availability in the course. If space is not available, the student must either remain enrolled in the course or withdraw.

The following procedures must be followed to request a level change in a given course:

1. Conversation between current teacher and student
2. Consultation with School Counselor
3. CST Approval or Approval by Principal/IB/AP Director

Grades: We encourage students to challenge themselves by taking Honors, AP, and IB courses. Any change of level in a full-year course may be made up to 10 school days after the start of the second quarter with no

penalty. No permanent record of the dropped class will be kept on the permanent record card or transcript. When the above level change occurs within the 10 school day grace period, the student's final mark will be determined by his/her achievement in the new course. After the second quarter, if a level change in a full-year course occurs, all grades will follow to the new course. A student who enters a new class may be expected to make up essential coursework. This work may include, but is not limited to, exams, essays, papers, laboratory activities, and assignments and so on.

Honors Designation:

Students enrolled in mixed honors and standard level classes must express their interest in honors by submitting the "Honors Commitment Form" to their teacher before the first progress report is issued. When students choose honors for the first quarter (year-long and semester one courses) or the third quarter (semester 2 courses only), they will be evaluated at the honors level. If they do not meet the requirements to continue in honors, their grade will be adjusted to reflect the standard level. At the end of the first/third quarter, teachers will finalize students' honors or standard level status. Once determined, this status will remain unchanged for the remainder of the course.

Academy Academic Regulations

Contents:

[Contents:](#)

[Report Cards and Progress Reports](#)

[Assessment Policy](#)

[ACS Athens faculty and administration believe that assessment is formative and summative and seeks to:](#)

[At ACS Athens, our goals for assessment include the following:](#)

[ACS Athens faculty and administration are committed to implementing assessment practices that exhibit the following characteristics:](#)

[Incomplete Grades](#)

[Transcripts](#)

[Grades and Weighted Grade Point Average](#)

[Grade Conversion Chart](#)

Report Cards and Progress Reports

Report cards are issued four times a year, Quarter 1, Semester 1, Quarter 3, End-of-Year Final Grades. Report card grades indicate the faculty's evaluation of the progress of the student over the previous nine weeks. Only final grades are recorded on the student's transcript/permanent record. For college/university admissions purposes, Semester 1 grades are reported on the 12th grade transcript. Quarter grades are informational and give the student an opportunity to improve before a grade is placed on the formal transcript. Each quarter grade counts for 40% of the semester grade: semester exams count for 20% of the semester grade. In year-long courses, final grades are calculated as the average of the two semester grades.

Grades are dynamic and are typically available at any time through PowerSchool's Family Portal. Progress Reports will document students' progress in achieving Approaches to Learning outcomes, as well as subject-specific learning objectives. Please keep in mind that the Progress Report grades and Quarter Grades are intended to be a "snapshot" of student progress. These grades will not be changed after the dates listed above because they do not appear on official transcripts. All grades can be printed by parents through their PowerSchool Parent Portal.

Report cards will be available on PowerSchool approximately 10 school days after the end of each quarter, and in June at the end of the school year. Should parents not be able to access progress reports or report cards on these dates, they should contact the Office of Student Affairs.

Assessment Policy

ACS Athens students are challenged to become architects of their own learning who reach their unique potential – academically, intellectually, socially and ethically – to thrive as responsible global citizens. The school's approach to assessment is designed to support these elements of the school's vision and mission.

ACS Athens faculty and administration believe that assessment is formative and summative and seeks to:

1. Discover and enhance students' knowledge, attitudes towards learning, understandings and abilities;
2. Inform, improve and facilitate teaching and learning;
3. Inspire students to reach their full potential.

At ACS Athens, our goals for assessment include the following:

1. To provide purposeful, meaningful and useful feedback to students about strengths, weaknesses and observed potential in the process of learning;
2. To evaluate final student performance against clearly stated standards of quality;
3. To guide instruction, and as a spur to further learning;

4. To inform students, parents and the professional staff of individual and group/school achievement and progress;
5. To measure the success of programmatic/curricular initiatives and to guide the development of new programs;
6. To ensure that learning is aligned with standards.

ACS Athens faculty and administration are committed to implementing assessment practices that exhibit the following characteristics:

- holistic
- authentic
- flexible
- meaningful
- a product of/allows for student choice
- encouraging of self-reflection and peer review
- differentiated to account for learning differences
- contextual
- ethical
- reliable and fair
- aligned with clearly articulated curriculum standards
- engage students in intellectual activities of analysis, synthesis and evaluation in addition to recall of knowledge
- encourage creativity
- draw upon individual and collaborative student effort; independent and guided learning experiences; and classroom, on-line and fieldwork study (i2flex)
- promote problem-solving, project-based, inquiry-fueled learning
- take a wide variety of forms in a wide variety of media and performance modes
- encourage reflection and revision
- inspiring

ACS Athens faculty and administration are committed to developing an assessment program that values the most accurate demonstration of student performance over the averaging of grades in a reporting period.

Faculty is currently engaged in documenting assessment practices, and creating a bank of departmental assessment rubrics, as part of our work (grades JK-12) to create a portfolio of teaching strategies and practices that promote students' learning in all aspects of the Learner Profile/ACS Portrait of a Graduate, and which represent research-based best practices in constructivist, inquiry-based teaching and learning.

Incomplete Grades

A grade of I (incomplete) may appear on a quarter report card when the student has not completed the quarter assignments, usually because of illness or other severe extenuating circumstances. A student must complete the coursework within a predetermined time period designated by the Principal, at which time the I changes to a regular grade. If the work is not completed within this time period, the I automatically becomes an F. Students with I's cannot be considered for any academic awards.

Approaches to Learning

The Approaches to Learning (ATL) standards are grounded in the belief that learning how to learn is fundamental to a student's life in and out of a school context. The ACS Athens' grading system will include feedback on ATL standards for every subject. These grades are separate from subject grades that reflect academic performance and academic understanding. While behaviors, of all kinds, obviously impact students' abilities to demonstrate academic learning, ACS Athens believes the most useful way to provide feedback to students is to assess academic objectives along with approaches to learning, that allow students to meet these academic objectives and, in a larger sense, their overall academic goals. As a community, ACS Athens has created the Approaches to Learning (ATL) standards, which are assessed and reported separately from academic performance..

The three ATL standards, and descriptors of each, are:

Standard	Mastering	Accomplishing	Developing	Emerging
Engagement				
Participation	Consistently: Engages and contributes to class discussion and activities. Communicates ideas, questions, and/or concerns.	Frequently: Engages and contributes to class discussion and activities. Communicates ideas, questions, and/or concerns.	Occasionally: Engages and contributes to class discussion and activities. Communicates ideas, questions, and/or concerns.	Rarely: Engages and contributes to class discussion and activities. Communicates ideas, questions, and/or concerns.
Focus	Consistently: Follows instructions promptly and accurately. Listens actively in class.	Frequently: Follows instructions promptly and accurately. Listens actively in class.	Occasionally: - Follows instructions promptly and accurately. - Listens actively in class.	Rarely: Follows instructions promptly and accurately. Listens actively in class.

Organization				
Time Management	Consistently: Arrives to class on time. Prioritizes and completes tasks in a timely manner. Meets deadlines.	Frequently: Arrives to class on time. Prioritizes and completes tasks in a timely manner. Meets deadlines.	Occasionally: - Arrives to class on time, - Prioritizes and completes tasks in a timely manner. - Meets deadlines.	Rarely: Arrives to class on time. Prioritizes and completes tasks in a timely manner. Meets deadlines.
Preparedness	Consistently: Has classroom materials and tools organized and ready for class and learning. Utilizes classroom tools effectively (i.e. - Moodle, PowerSchool, Google Drive).	Frequently: Has classroom materials and tools organized and ready for class and learning. Utilizes classroom tools effectively (i.e. - Moodle, PowerSchool, Google Drive).	Occasionally: Has classroom materials and tools organized and ready for class and learning. Utilizes classroom tools effectively (i.e. - Moodle, PowerSchool, Google Drive).	Rarely: Has classroom materials and tools organized and ready for class and learning. Utilizes classroom tools effectively (i.e. - Moodle, PowerSchool, Google Drive).
Conscious Citizenship				
Collaboration	Consistently: Contributes towards meeting the goals of the group. Engages respectfully with the group. Demonstrates empathy for the needs and perspectives of group members.	Frequently: Contributes towards meeting the goals of the group. Engages respectfully with the group. Demonstrates empathy for the needs and perspectives of group members.	Occasionally: Contributes towards meeting the goals of the group. Engages respectfully with the group. Demonstrates empathy for the needs and perspectives of group members.	Rarely: Contributes towards meeting the goals of the group. Engages respectfully with the group. Demonstrates empathy for the needs and perspectives of group members.
Social Awareness	Consistently: Demonstrates respect towards self, others, and the environment. Understands, reflects, and takes responsibility for self-behavior and actions. Builds, sustains, and cultivates relationships with others and the environment.	Frequently: Demonstrates respect towards self, others, and the environment. Understands, reflects, and takes responsibility for self-behavior and actions. Builds, sustains, and cultivates relationships with others and the environment.	Occasionally: Demonstrates respect towards self, others, and the environment. Understands, reflects, and takes responsibility for self-behavior and actions. Builds, sustains, and cultivates relationships with others and the environment.	Rarely: Demonstrates respect towards self, others, and the environment. Understands, reflects, and takes responsibility for self-behavior and actions. Builds, sustains, and cultivates relationships with others and the environment.

It must be stressed that items such as classroom participation, behavior problems, and submitting work on time do not directly impact academic performance. ATL standards-based grades are issued at each quarterly reporting period for the three ATL standards. A rubric has been developed to aid in the determination of ATL grades. These grades are not factored into a student's academic performance.

Transcripts

The Academy will provide two copies to each senior of official transcripts free of charge. Also, a final transcript will be sent free of charge to the college or university that the student plans to attend.

For additional hard-copy transcripts, there will be a charge to cover the cost of reproduction and postage.

If additional transcripts are needed after a student leaves Greece, a verification of a bank transfer should accompany the request. Payment must be made to: ACS Athens.



Grade Conversion Chart

The Academy uses letter grades: A-Distinguished, B-Proficient, C-Basic, D-Marginal and F/PE - Unsatisfactory, P-Passing. Faculty may give a plus or minus with the letter grade (except in the case of an F or P/PE). The + or - will appear on the transcript. The following weighted Grade Point Average will be applied in classes taken in Grades 9-12 and will be used to determine the Valedictorian* and Salutatorian* candidates for the ACS Athens commencement ceremony. The chart below will be used to convert assessments.

In calculating the GPA, the following will be considered:

1. GPA will be calculated on the basis of all work completed at ACS Athens only. When students transfer to the Academy from other schools, their credits are transferred but their grades are not.
2. When calculating GPA to determine Valedictorian* and Salutatorian* candidates for the ACS Athens commencement ceremony, the calculation will not include grades earned in non-honors level required courses in P.E., Arts and Technology, so as not to disadvantage students who have spent their entire high school careers at ACS Athens.

** Valedictorian and Salutatorian candidates must meet character and behavior standards of the ACS Athens community. Final selection of the Valedictorian and Salutatorian is at the full discretion of the school administration, regardless of GPA.*

Numerical Range	Letter Grade	QUALIFYING POINTS			IB Grade	AP Grade
		Standard	Honors	AP/IB		
96-100	A+	4.33	4.67	5.00	7	5
93 - 95	A	4.00	4.33	4.67	6	5
90 - 92	A-	3.67	4.00	4.33	6	5
86 - 89	B+	3.33	3.67	4.00	5	4
83 - 85	B	3.00	3.33	3.67	5	4
80 - 82	B-	2.67	3.00	3.33	4	4
76 - 79	C+	2.33	2.67	3.00	4	3
73 - 75	C	2.00	2.33	2.67	4	3
70 - 72	C-	1.67	2.00	2.33	3	3
66 - 69	D+	1.33	1.67	2.00	3	2
63 - 65	D	1.00	1.33	1.67	3	2
60 - 62	D-	0.67	1.00	1.33	2	2
50 - 59	PE	0.33	0.67	1.00	1	1
0 - 49	F	0.00	0.00	0.00	1	1

Academic Honors

At the end of each quarter, academic honors are determined based on a student's quarter grades.

- Students who earn all grades A- or above are placed on the Principal's List;
 - Students who earn 3.50 (or higher) weighted grade point average are placed on the Honor Roll.
- Students with incomplete grades (I) are not eligible for academic honors.

Safe and Ethical Use of Generative AI

ACS Athens Student Philosophy on Safe and Ethical Use of Generative AI

At ACS Athens, we are dedicated to providing a learning environment that embraces innovation and the responsible use of emerging technologies. As students, you are encouraged to explore and utilize generative artificial intelligence (AI) in ways that are safe, ethical, and educationally enriching. Our philosophy is grounded in the following principles and ideal applications for K-12 education:

Principles

- Ethical Responsibility:
 - Use AI technologies responsibly, ensuring your actions respect the rights and privacy of others. Always be transparent about your use of AI and understand its potential biases and limitations.

- **Safety and Security:**
 - Your safety and security are paramount. When using AI tools, ensure that your personal data is protected and that you do not misuse AI in ways that could harm others. Always follow school policies and data protection regulations.
- **Learning Enhancement:**
 - AI should enhance your learning experience. Use AI to support your studies, foster creativity, and develop critical thinking skills, but remember that it should not replace the fundamental interactions with your teachers and peers.
- **Equity and Inclusion:**
 - AI applications should promote fairness and inclusion. Use AI to ensure equal opportunities for all students, and be mindful of not perpetuating existing inequalities through the misuse of AI technologies.
- **Continuous Learning and Adaptation:**
 - Stay informed about the latest developments in AI and its implications for your education. Take advantage of opportunities for learning and training to use AI tools competently and responsibly.

Ideal Applications for K-12 Education

6. **Personalized Learning:**
 - Use AI to create customized learning plans that adapt to your individual needs, strengths, and learning pace. AI can provide targeted resources and exercises to help you succeed academically.
7. **Creative and Critical Thinking:**
 - Explore generative AI tools for creative projects, such as writing, art, and music. Use these tools to enhance your creativity while critically analyzing AI-generated content to understand its potential and limitations.
8. **Language Learning and Support:**
 - Utilize AI-driven language tools to support your multilingual education. AI can assist with translation, speech recognition, and personalized language practice to improve your proficiency and communication skills.
9. **Data Analysis and Problem Solving:**
 - Engage with AI tools to analyze data, identify patterns, and solve complex problems. This experience will prepare you for future academic and career endeavors by developing your analytical and problem-solving skills.
10. **Virtual Tutors and Assistants:**
 - Take advantage of AI-powered virtual tutors and assistants to receive additional academic support, ask questions, and get explanations. These tools can complement classroom instruction and extend your learning opportunities.

11. Responsible Usage:

- Always use AI tools responsibly and ethically. Do not use AI for cheating, plagiarism, or any form of academic dishonesty. Understand that AI is a tool to aid your learning, not a substitute for your own efforts and integrity.

Implementation and Oversight

As a student at ACS Athens, you are expected to integrate these principles and applications into your daily academic activities. The school's AI Ethics Committee will oversee the implementation and use of AI technologies, ensuring they align with our ethical standards and educational goals. If you have any concerns or encounter issues related to AI use, report them to the committee for review and action.

By embracing generative AI responsibly and ethically, you can enhance your educational experience at ACS Athens, preparing yourself to navigate and contribute positively to a rapidly evolving technological world.

Safe Policy on the Use of AI in School–Code of Conduct

Policy Statement

At ACS Athens, we are committed to fostering a student-centered learning environment that embraces American philosophy, principles, and values. In alignment with our mission to challenge students academically, intellectually, socially, and ethically, and our vision of empowering individuals to thrive as conscious global citizens, we recognize the transformative potential of Artificial Intelligence (AI) in education. This policy outlines the ethical and responsible use of AI technologies within our school community.

Objectives

- **Enhance Learning:** Utilize AI to personalize and enhance the educational experience, ensuring each student can achieve their unique potential.
- **Promote Ethical Use:** Ensure that AI is used ethically and responsibly, reflecting our commitment to social and ethical development.
- **Support Educators:** Provide resources and training for educators to effectively integrate AI tools into their teaching practices.
- **Prepare Students:** Equip students with the knowledge and skills to navigate and leverage AI technologies as responsible global citizens.

Guidelines for AI Use in Education

12. Personalized Learning:

- AI tools may be used to create customized learning experiences tailored to individual student needs, learning styles, and progress.
- Data-driven insights should be utilized to identify areas where students need additional support or enrichment.

13. Academic Integrity:

- Students must use AI ethically, avoiding plagiarism and other forms of academic dishonesty.
- AI tools designed to assist with assignments or projects should be used as learning aids, not as a means to circumvent genuine academic effort.

14. Privacy and Data Security:

- The school will ensure that all AI applications comply with data protection regulations and safeguard student privacy.
- Personal data collected by AI tools will be used solely for educational purposes and not shared without consent.

15. Transparency and Accountability:

- The use of AI in the classroom will be transparent, with clear communication to students and parents about the purposes and benefits of AI tools.
- Educators, as role models, will maintain accountability for the educational outcomes of AI-assisted learning.
-

16. Ethical Development:

- AI should be integrated into the curriculum to promote understanding of its ethical implications and societal impact.
- Discussions on the ethical use of AI, including biases and fairness, will be included in relevant courses.

17. Professional Development for Educators:

- Continuous professional development will be provided to educators to ensure they are proficient in using AI technologies.
- Educators will be encouraged to share best practices and collaborate on AI-related initiatives.

18. Equitable Access:

- The school will strive to provide equitable access to AI resources for all students, ensuring that no student is disadvantaged by a lack of technology.
- Efforts will be made to bridge any digital divides and support students with varying levels of technological proficiency.

19. Continuous Evaluation:

- The impact of AI on student learning and development will be regularly evaluated.

- Feedback from students, parents, and educators will be used to refine and improve AI usage policies and practices.

Implementation

- This policy will be implemented through collaboration between school administration, educators, and IT professionals.
- Regular workshops and training sessions will be conducted to familiarize the school community with AI tools and ethical considerations.
- The school will establish an AI oversight committee to monitor compliance with this policy and address any emerging issues.

Conclusion

By integrating AI into our educational framework, ACS Athens aims to enhance learning, uphold ethical standards, and prepare our students to thrive as responsible and informed global citizens. This policy ensures that AI is used to support our mission and vision, fostering a dynamic and inclusive learning environment.



Contents:

[Contents:](#)

[Maintaining Academic Integrity](#)

[ACS Athens Middle School and Academy Academic Integrity Policy](#)

[Why is it important to maintain academic integrity?](#)

[What does cheating look like? \(Examples of violations of academic integrity.\)](#)

[How is cheating discovered?](#)

[What are the consequences of violating the Academic Integrity policy?](#)

[How can you avoid cheating**?](#)

Maintaining Academic Integrity

ACS Athens Middle School and Academy Academic Integrity Policy

The ACS Mission Statement obliges us to provide opportunities for all students to “develop a deep sense of integrity and self-esteem.” Few qualities are as important to living a good life as these are. In support of this goal, we are committed to helping students understand and demonstrate the principles of academic integrity on a daily basis.

Simply put, academic integrity means always being honest about your work by avoiding cheating and plagiarism. At ACS, we will consider that academic integrity has been violated and cheating has occurred when you use someone else’s words, work, test or quiz answers, and/or ideas and claim them as your own.

Why is it important to maintain academic integrity?

- We want you to take pride in your honest achievement.
- You will feel good about yourself when you meet the challenges of your academic work. It is hard to feel good about yourself when you take credit for someone else’s work.
- You will develop and maintain a reputation as an honest person.
- People’s words, work and/or ideas are considered “intellectual property” – meaning that their creator owns them. Some types of plagiarism violate not only school rules, but US and European law. Plagiarism is a form of theft. So are other forms of cheating, like copying another’s work on a test.
- Cheating gets in the way of learning. When you pass someone else’s work or ideas off as your own, you are not learning, nor are you practicing the skills that you need to succeed in the university and in the workplace: how to write, analyze, form conclusions, and generate new ideas.
- You will learn what you are honestly capable of achieving.

What does cheating look like? (Examples of violations of academic integrity.)

- Copying someone’s homework;
- Looking at another’s test, getting unauthorized assistance during a test, sharing answers with others during a test, letting someone copy your assignment;
- Having a parent or a tutor do your homework;
- Paying a tutor to write your paper (or complete your college applications) for you;
- Letting your parents build your project;
- Letting your partner do all the work on a project and just putting your name on the final product;
- Turning in an old project or paper completed by a former student (an older brother or sister, for example);
- Taking a paper directly from the Internet and passing it off as your own;
- Copying directly from published works or Internet sites, and/or using someone else’s words without quoting them and citing the sources of information;
- Paraphrasing (rewording) someone’s words and not giving him/her credit for the ideas or concepts; passing someone’s ideas off as your own;
- Using images, charts, graphs, maps, tables, and other graphics from published or Internet sources in your work without citing where you found them.
- The use of a chatbot or any other AI tool to create and /or complete an assignment or assessment in any class without your own authentic contributions and/ or citing its use.

How is cheating discovered?

- **New technology.** Teachers can simply plug a word or phrase from your work into a search engine (such as turnitin.com) and find from where on the Internet an idea or paper has come.
- **Teachers love to talk about their students' accomplishments.** As they talk about their students' achievements, they learn about work that students have completed for other classes. Thus, they also learn of instances when friends have submitted another student's work in another class. You should always check with your teacher to see if original work you have done for one class can also be used in other classes. Teachers also have a good memory for work that has been previously submitted to them.
- **Teachers know your writing.** Teachers know how students write. It doesn't take much to recognize what was written by a particular student and what was written by someone else.

What are the consequences of violating the Academic Integrity policy?

Violating the Academic Integrity policy is a level 3 misconduct. The consequences for violations of academic integrity (cheating and plagiarism) are as follows:

First violation:

1. Grade of zero on relevant assignment or assessment and notification of parent;
2. Letter on file with the Assistant Principal. This will become part of the child's permanent record and may be accessed if additional incidents of Academic Integrity occur;
3. In IB classes, students will be subject to IB malpractice guidelines for work on mock exams, official IB exams and officially assessed/moderated assignments;
4. Referral of NHS members to NHS Committee for appropriate disciplinary action. They will also be shared with members of the NHS Committee during the selection process.

Second violation:

1. Grade of zero on relevant assignment or project and notification of parent;
2. Record of plagiarism will be placed in student's file*.

How can you avoid cheating**?

- The best way to avoid cheating and plagiarism is to find ways to personalize your assignments. React in writing about how your topic might personally affect you, your family, or your community. Let your reader know what you think about your topic and about why it matters to you. An original conclusion, which is supported by facts from other works properly cited, is never cheating. *Write in your own voice, not just in your own words.*
- Organize your work so that you do not run into a last-minute time crunch that keeps you from studying, writing, creating, revising, reflecting and making your work your own.
- Record where you found your supporting ideas while you do your research – once for finding the information, and again for writing your footnotes and doing the bibliography.
- ALWAYS include a bibliography, list of resources or acknowledgement whenever you use the work or ideas of others. If you cannot provide a citation, do not use the source.
- Understand that using other's work is permissible and, usually, necessary to create well-supported arguments, conclusions, and answers to questions. Giving credit to the source of this work keeps it from being plagiarism.

- Make as large a percentage of your work as original as possible. Use direct quotations and paraphrasing only when what you find is written in such a way that it clarifies or makes memorable the idea expressed.

** Students should be aware that some colleges and universities require high schools to report incidents of academic malpractice to admissions officers.*

***Additional consequences for cheating/plagiarism can be found in the Code of Conduct Violation Group III Details section.*

Academic Probation

A student is placed on Academic Probation at the end of a quarter if any of the following criteria are met

- Two or more F's
- One F and any combination of two or more D's/PE's
- Any combination of three or more D's/PE's

Students on Academic Probation may be ineligible for participation in any co-curricular activities, including field trips and athletics. A student on Academic Probation may become eligible the following quarter if grade reports indicate that the student meets eligibility requirements.

Students on Academic Probation will automatically be referred to the Child Study Team for screening, evaluation, and possible remedial services.

After two consecutive quarters on academic probation students may be asked to withdraw from the school.

Please note that all new students to the ACS Athens Academy will be given the equivalent of a one-quarter grace period to get accustomed to and acclimated to our school community.

Requirements for Traveling

All students travelling for out-of-school events, either for co-curricular or athletic activities, must meet the following requirements:

- Academic eligibility, as determined by grades and the number of absences.
- Social eligibility, as determined by the school administration. Students committing an infraction (Level 2 through Level 6) are not eligible to travel.

The Academy Principal and Assistant Principal will check the Academic and Social eligibility of travelling students two weeks before the tickets are booked. In looking at the student wellness holistically, the CST committee and the counselors will be consulted prior to making the final decision.

Promotion

Students must have earned the following minimum number of credits in order to be considered members of the grades indicated:

▪	Sophomore	(Grade 10)	6 credits
▪	Junior	(Grade 11)	13 credits
▪	Senior	(Grade 12)	19 credits

Homework

It is the philosophy of ACS Athens that homework is vital for academic success. The objectives of assigning homework are:

- To extend the learning beyond the classroom;
- To nurture the development of good study habits;
- To encourage the use of independent research skills;
- To promote student independence, responsibility and self-discipline.

Homework serves as a formative assessment, allowing students to practice and master the skills, content, and standards covered in lessons and units. While homework itself is not graded, students are encouraged to complete these assignments to develop their understanding. Teachers evaluate student proficiency through summative assessments, such as quizzes, unit tests, mid-term exams, and final exams. Students who do not independently engage with their homework are likely to struggle with these summative assessments and perform less well overall.

Academy students should plan on a minimum of two hours of homework per night. The amount of assigned homework, however, will vary from day to day depending on the subject matter, the ability of the student and the course level (honors, IB, etc.). Students in advanced or honors classes should expect to spend additional time. If an assignment has not been received, “missing” is marked in PowerSchool and a comment is entered.

Student Responsibilities:

- To complete assigned work on time and to the best of their ability (presented in a neat, professional manner);
- To make up work after every absence;
- To schedule school and outside activities to allow for successful completion of homework;
- To independently complete all assigned work.
- To be the first line of communication with parents regarding any grades earned.

Parent Responsibilities:

- To establish with the student a specific agreement concerning an appropriate time and place to complete homework;
- To provide an appropriate physical and psychological climate to complete homework;
- To monitor but never to do the student's homework;
- To ensure that students always do their own work;
- To initiate first communication with their student when concerns arise.
- To communicate with the faculty or the counselor if clarification is necessary

Faculty Responsibilities:

- To assign homework regularly and communicate expectations clearly on the day it is assigned;
- To assign homework that complements and/or extends classroom learning;
- To help the students understand the purpose and rationale for assignments, including their connection to class work;
- To correct or respond to each assignment within a reasonable time frame;
- To enter within two weeks' time of due dates grades for quizzes and assignments;
- To ensure homework takes a variety of forms: writing, reviewing, reading, studying, long and short-range assignments, projects, research, problem solving, etc.
- To help the student understand the grades earned and give quality feedback.

Tutoring By Faculty Members

ACS Athens faculty may never tutor an ACS Athens student for pay. Faculty members are available by appointment to provide additional help for their students. No private paid tutoring of any sort may be done on campus, either during school hours or after school.

Exams

Semester Exams

End of semester exams (which may take the form of presentations, performances and demonstrations – including student reflection and self-evaluation -- in some classes) are summative exams that are administered in January and June in all Academy classes. Students in IB classes will sit for mock IB exams during the 11th grade final and 12th grade midterm exam periods.

Academy students will be required to sit for semester and end-of-year exams in all subjects according to the schedule created by the school. Make-up exams will be scheduled for students who are ill and have a doctor's verification. Parents must inform the Attendance Office on the day of the exam if their child is ill, and must provide a doctor's note the following day. The exam schedule will be provided at the beginning of each semester. Students will not make their own arrangements to adjust exam dates. They will contact their guidance counselor who will work with their teachers to make arrangements.

Students taking five or more IB or AP exams are exempt from attendance requirements during the respective examination session. They are responsible however, for keeping up with assignments in any other class they might be taking during this period. Students who take 4 or fewer IB and AP exams will be excused 2 days prior to their specific examination day during the IB and /or AP May examination session.

Senior End-Of-Year Exams

To honor graduating seniors, June final exams provisions are made so that seniors may finish the year one week earlier than the other students. Seniors who have a course average of A- by the end of Quarter 4 and whose absences do not exceed the number indicated in the Attendance Policy are exempted from the final exam in the course. They must be present for all scheduled class days. An exam schedule for seniors will be distributed in May. Seniors who sit for IB exams in any subject are exempt from the requirement to sit for ACS exams in those subjects.

Exam Protocol

(For administration of tests, midterms and final exams)

Developed by the Faculty-Student Honor Code Committee with input from faculty, students, administration and parents, May 2012

What Actions Constitute Malpractice/Cheating?

- Looking at another's paper during an exam;
- Sharing information during an exam;
- Letting others see your work during an exam;
- Attempting to communicate with another student during an exam;
- Having "cheat sheets" in one's possession during exam;
- Having class notes, books, and study guides on or near one's desk during an exam (unless faculty indicates that they may be used);
- Leaving notes in bathroom or other location;
- Using electronic devices to store/research information; having electronic devices on one's person during an exam;
- Plagiarism;
- Presenting false data/fabricated information on lab reports, projects, etc.;
- Multiple submission of papers (using the same paper/project for another class);
- Handing in another student's assignment or project as your own;
- Giving another student their assignment or project to hand in as their own.

Examination Procedures

General

1. Students enter exam room with writing utensils & water bottle only (unless calculators or other materials are required);
2. Book bags, notes, books, electronic devices are left in locker or in front of the exam room, with electronic devices switched off to avoid disrupting exam decorum;
3. The use of graphing calculators is at faculty's discretion;
4. Faculty reads exam protocol and reminds students to use restroom before exam begins;
5. Exam regulations are posted in each class;
6. Students write and sign a statement at the end of each exam verifying that the work is their own and has not been acquired through actions that constitute cheating. ("I certify that all work on this exam is my own and that I have upheld the principles of academic integrity in the completion of this work");
7. Students must remain in class for the duration of the exam period;
8. Use of restrooms: before exam begins/after exam has been completed and turned in. In an emergency, students may be escorted to the restroom/nurse by a proctor;
9. Absences during exams can only be excused for death in the family or illness, which must be verified by a doctor's note.

Faculty Responsibilities

1. Develop exams/tests that require critical thinking (analysis, synthesis, evaluation, judgment, speculation, prediction, etc.) Short or long essay responses that require these kinds of thinking are preferable to one-word answers, fill-in-the-blanks, matching questions that require only recall of information;
2. Design exams/assessment activities that require the amount of time allotted for students to complete them;
3. May use multiple versions of the test during each class session;
4. May not use the same exam for multiple sections of the same course;
5. Arrange for necessary OLP accommodations in advance of the examination;
6. Provide writing paper to each student;
7. Reset scientific calculators before the exam begins;
8. Distribute numbered exam copies directly to each student;
9. Arrange desks so that the environment is formal, with ample spacing between desks when possible. (If space is tight, request a room reassignment in advance of the exam day);
10. Assign seats to students;
11. Teachers must not leave the classroom during the exam;
12. Teachers must observe the exam process vigilantly;
13. Teachers must collect all personal electronic devices (such as, but not limited to, smartwatches, laptops, earbuds, headphones);
14. Teachers must instruct students to leave their backpacks, handbags, or other bags in their lockers or at the front of class;
15. All faculty members must report malpractice to the Principal regardless of sensitivity toward individual students.

Student Responsibilities

1. It is the student's responsibility to be aware of rules and expectations for exam protocols, as well as to be aware of proper plagiarism/paraphrasing policies. (Ignorance is not an excuse for cheating or dishonest practices);
2. Students should protect their work and make it inconvenient for others to view their exam paper;
3. Students must not provide answers or assistance to others;

4. Students must come prepared with writing tools, erasers, sharpeners, and the like. They cannot ask others to borrow items;
5. Students must not disrupt examination room decorum in any way. Once the exam begins, silence must be maintained until all students have finished the exam. Students who disrupt exam room decorum will be asked to hand in their exam for grading and to report to the Principal immediately.

Consequences of Malpractice/Cheating

- Students caught cheating are allowed to finish their exam; however, the time of the violation is documented and any prohibited materials are immediately removed from the students' possession. (Faculty members may require students to take a new seat.) Infraction is immediately reported to the main Office and the Principal deals with the incident on an individual basis;
- Violations are reported to Principal;
- Consequences apply as per Academic Integrity Policy prescribed in Student/Parent Handbook;
- Violations documented and remain in the students file;

Center for Student Success

The Center for Student Success provides Academic and College Counseling services, Social and Emotional Counseling services; Optimal Learning Services, community service guidance, and Learning Support.

Academic and College Counseling

Counselors follow up on progress reports, quarter and semester reports, and students who are ineligible for co-curricular activities due to academic or social probation.

- **Advisory 9th-12th:** Student profiles are created via Unifrog to include student academic and co-curricular highlights. Students are engaged in self awareness activities to help them define their personal and academic strengths and weaknesses in order to make optimal choices regarding academic and co-curricular programs. Advisory processes assist students in making best fit decisions regarding higher education institutions and study options.
- **College Guidance:** Counselors work with students and invite parents to participate in the College advising process. This includes career guidance, educational testing, best fit college search, essay writing and all aspects involved in helping students achieve their higher education goals.
- **Scholastic Aptitude Test:** ACS Athens is a licensed SAT examination center; therefore, ACS Athens is not permitted to offer SAT preparation courses. SAT activities and skill development are offered through the academic curriculum and individual support is offered in the Writing Studio.
- **Academic Counseling:** Academic and Career counseling is provided by Counselors who work with students individually and in groups. Counselors follow up on progress reports, quarter and semester reports, and students who are ineligible for co-curricular activities due to academic or social probation. Students may access counseling services independently and do not require parental consent to schedule or attend sessions.

Social and Emotional Counseling

The social-emotional counselor assists students in managing their emotions, building healthy relationships with others, problem solving and school success, while also helping create a safe and supportive environment. Students may request to see the social-emotional counselor, but may also be referred for these services through other professionals and/or guardian(s). Students may access counseling services independently and do not require parental consent to schedule or attend sessions. The social emotional counselor may make recommendations for further support, if required.

- **Clinical Psychologist:** Available through the Center for Student Success, Clinical Psychologists are prepared to assist students with social-emotional concerns (more extensive counseling) as they arise and to help students develop optimal coping strategies.
- **Child Safeguarding.** The Designated Safeguarding Lead and Child Safeguarding Liaison ensure that the latest safeguarding standards are met across the school.

Optimal Learning Program

Specialists provide students who receive Optimal Learning (OL) services the necessary support to be empowered and reach their fullest academic potential.

- **Psychoeducational Assessments:** A full battery of psychoeducational assessments, must be completed prior to enrollment in the program. Based on the findings and subsequent reports, standards are set according to the individual needs of the student and arrangements are provided.
- **Inclusive arrangements:** Students enrolled in OLP receive an Individual Learning Plan or an Individual Support Plan, which is based on their psycho-educational report, and are provided arrangements that cater to their learning needs.
- **Support Services:** Students are enrolled in one of the three levels of support; OLP Classroom, OLP Consultation or OLP Individual Support Plan (ISP).

Child Study Team

The Child Study Team monitors and analyzes a full range of student performance, including academic, social-emotional, behavioral and overall well-being. The team determines which programs offered by the school will most effectively meet the student's needs and provide opportunities for them to reach their potential. CST supports students by creating intervention plans and recommending the next steps for student support and growth.

The Child Study Team (CST) is made up of the Principal, Counselors, K-12 Psychologist, the Optimal Learning Specialists, and other Faculty/Staff (if needed). CST carefully considers input from faculty, staff, and parents on a regular basis. This team meets weekly for continued collaboration about student needs.

For each case, the process begins with a student's referral by a classroom teacher or parent.

In order to design and determine the best possible learning experience for each student, informal observations may involve administrators, educators and specialists throughout the day as needed, inside and outside the classroom.

Process of Referrals to the School's Licensed Clinical Psychologist

The referral to the clinical psychologist can be made:

1. Through CST's request (consent needed)
2. Through Designated Safeguarding Lead / Officer (no consent needed)
3. Parent's request (consent needed)
4. Student's request (informing the parents after the first session of the student's request, consent needed)
5. Psychological emergencies (no consent needed)

1. CST

CST can request the support of the school's Clinical Psychologist, if appropriate. The clinician assesses, observes, and conducts a clinical interview to determine whether the child needs further support. The clinician then updates the Child Safety Team and parents (while maintaining the required level of confidentiality.). Recommendations may be given. The Clinical Psychologist may only conduct up to nine (9) sessions with each individual child. If further support is required after these sessions, referrals for external therapists can be provided. The school's clinician and external therapist must communicate in the student's best interests, and parents will be asked to sign the relevant consent form.

2. Designated Safeguarding Lead /Liaison

Whenever ACS Athens staff members have reasonable cause to believe that a student is suffering or is at significant risk of suffering abuse, neglect or another situation with risk of harm, they must report the suspected incidents of child abuse or neglect to appropriate school personnel. The Designated Safeguarding Lead and Liaison are responsible for ensuring that procedures are followed, which may include physical examination and psychological evaluation. In such a case, consent to examine or evaluate the student is not a requirement, and the newly updated local laws will be strictly followed. The Lead is responsible for reporting the incident to the authorities.

3. Parent's request

Parents can also request (via e-mail) for their children to see the clinical psychologist. At first, the parent(s) will have to book an appointment themselves with the clinician to address the request and to receive the developmental history before seeing the student on condition that the student is willing to receive such services. Parents are guided in addressing their concerns and volition to make this appointment.

4. Student's request

A student at any level can request to see the school's clinical psychologist. During the first meeting and after having a first clinical impression about the student's request, the student is informed of the need to have the parents' consent. The distinction between parent consent and confidentiality is to be clear. After comprehensively assessing a student's need(s), a referral for external therapy might be made if the difficulty is more perplexing.

5. Psychological Emergency

A psychological emergency is an acute disturbance of a student's behavior, thought, or mood, which, if untreated, may lead to harm, either to the individual or to others in the environment. Under the umbrella term "psychological emergency," you can have both majors, where there is a danger to life either of the student or to others in his/her environment, or minor, where there is no threat to life but causes significant difficulty (Sudarsanan et al., 2004).

Suicide, Parasuicide, Non-Suicidal Self Harm (NNHS): these conditions are major psychological emergencies, and consent won't be requested before an intervention. Instead, an assessment will be conducted once such a case is reported. If the student is not willing to follow the school's procedure, parents will be asked to come and pick the student up. During this time, students will not be left without supervision.

As parents, you might be requested to follow very specific recommendations relevant to the outcome of the assessment, such as visiting an external public or private professional. If the case is identified as critical, according to the outcome of the assessment, the student will be back on campus only with a medical note that there is no immediate danger towards himself/herself and others.

Indicatively, other major and minor psychological emergencies are as follows:

Major emergencies	Minor emergencies
Suicidal Ideation	Panic attack
NSSI	Acute grief reaction
Parasuicide actions	Disaster
Psychotic episode	Tantrum

Lastly, the school's clinical psychologist can visit classes and observe with or without CST's request. He can also participate in parent meetings to consult if and when needed. Psychological assessments conducted by the school's clinical psychologist are confidential and for internal support purposes only. They are not formal diagnoses. Referrals to external professionals may be recommended when needed.

Child Safety

ACS Athens is a student-centered international school, embracing American educational philosophy, principles and values. Through excellence in teaching and diverse educational experiences, ACS Athens challenges all students to realize their unique potential academically, intellectually, socially and ethically – to thrive as responsible global citizens.

ACS Athens works diligently to provide a place of belonging, trust and care for all its students. Staff members are committed to educating students and the community about child safety and responsible personal and social behaviors.

Child abuse and neglect are violations of children's human rights and are obstacles to the child's education as well as to their physical, emotional and spiritual development. Whenever ACS Athens staff members have reasonable cause to believe that a child is suffering, or is at significant risk of suffering abuse or neglect, they must report the suspected incidents of child abuse or neglect to appropriate school personnel. Authorized personnel, within the parameters of best educational practices, school regulations and local law, will follow up on all referrals.

According to the Greek law, article 23N 3500/2006, any school staff member (teachers, staff, specialists, counselors, nurses) who is informed or confirms in any way that minors are subjected to family violence/abuse is obliged to report it immediately to the respective authorities.

Those described above who have reported family crimes are not legally involved, disciplined, or dismissed from their jobs or suffer any other consequences for reporting the incident while on the job unless their report is not true.

Parent Teacher Conferences

Parent Teacher Conferences are held twice a year when the first and second quarter report cards are issued (see [school calendar](#)). At this time, parents can meet with all of their children's teachers for short meetings.

Parents may request individual teacher conferences at any time throughout the school year by phoning the Academy Main Office 210 6070-222 to set up appointments.

Student Activities • Interest Groups • Community Service

Field Trips

Class work may often be enriched by field trips. Students must complete the Field Trip Permission Form, signed by their parent or guardian, in order to participate in such off-campus activities. These forms must be submitted by the respective deadline for the specific trip. No student will be allowed to travel unless this form is turned in. Note that no deposit will be accepted unless it's accompanied by the permission form. On these trips everyone is expected to demonstrate good behavior on all public and private conveyances that may be used during the course of the trip; in all private homes, hostels, hotels or other places where students may be housed; in public or private places where students may be entertained or have snacks or meals; and in public or private places where the events planned for the particular trip take place.

Good behavior means showing appropriate courtesy and consideration to everyone and displaying an attitude of respect for people with national and cultural traditions other than one's own.

It means wearing clothing suitable for the place and occasion and meeting ACS Athens Dress Code Requirements, behaving with decorum, using acceptable language, refraining from using alcohol, drugs or tobacco in any form, and refraining from inappropriate displays of affection. Good behavior also means being present and on time for all activities, formal and informal, meeting curfew requirements and honoring the ground rules of private homes or other places of temporary residence. The conditions set forth in the Code of Conduct are in effect during any school-related trips off campus. Before leaving on a field trip, students are responsible for checking with all of their teachers, so that they know what assignments and work they will be missing on the day(s) of the trip – and to make arrangements for making up missed work upon their return to school. This must be done before traveling!

Students with a disciplinary referral (Level 2 to Level 6) and/or excessive absences (as defined by the attendance policy below) are ineligible to participate in any Field Trips. Additionally, students on academic probation are not permitted to attend Field Trips.

Nature and Overview of Student Activities

Participation in co-curricular activities is a way of expanding learning beyond the classroom. Such participation allows students to pursue their own interests and to develop their skills and talents in a whole range of social, cultural and sporting activities. Participating in school activities is also an important way of building bonds of the school community – allowing students the opportunity to cement friendships, develop their skills of teamwork and cooperation, share their skills and talents with others and make a positive contribution to the social, cultural and sporting life of the school. It is an ACS Athens goal that every student in the Academy participates in at least one co-curricular activity during the school year.

The House System

The House System was started at ACS Athens in 1950. All students, faculty, and staff are assigned to one of five houses as a lifetime member: Athenian (green), Corinthian (red), Spartan (blue), Macedonian (purple) or Trojan (yellow). It is a concept meant to bond faculty and students, to encourage school spirit and to build a strong sense of belonging to our school. It is also meant to create a sense of continuity and permanence for our graduates.

Activities/Interest Groups

All students are encouraged to participate in any clubs or activities that interest them. Generally, these activities meet during lunch and/or after school with their advisors. Activities and Interest Groups are developed based on student interest. For a list of all activities and interest groups, please check our website, under Student Affairs.

Student Council

The Student Council plays a significant role in the life of the school. Its meetings are open to all students and faculty, and anyone with a suggestion or concern is encouraged to attend. Details concerning the selection process, meeting place, and time are announced in the fall semester. Elected Student Council members earn 50 House points.

Executive Class Officers

Early in the fall, each class elects Officers to lead them during the year. These Officers work with faculty and advisors and are encouraged to assume the position of spokespeople for their classmates. Students are encouraged to get to know their Class Officers and make suggestions to them. Class Officers earn 50 House points.

Health

Health services are available to students throughout the school day. Students are not allowed to carry, distribute, or take medication on the ACS Athens campus. All medicine must be filed and dispensed by the school nurse; failure to do so may result in a level 6 misconduct.

Academy Athletics

School Colors: Navy and Gold

Mascot: Lancers

Levels:

Junior Varsity & Varsity Teams: **Varsity**–Students can be in grades 9 through 12. **Junior Varsity**–Students must be under 16 years of age on the 1st day of the end of season tournament. For the ISAA (International Schools Athletics Association) conference (only), the cutoff date for Junior Varsity and Varsity athletes is an August 1 birthdate.

Sports Events: Our school is a member of one international sports conference: ISAA. Our student-athletes participate in International events abroad and locally, as well as, local competitions.

Number of Seasons: Three (3) - Fall, Winter & Spring Seasons

Fall Season : Tryouts begin the second week of September and the season ends by the second week of November.

- **Volleyball:** Girls and Boys Junior Varsity and Varsity teams
- **Soccer:** Girls and Boys Junior Varsity and Varsity teams
- **Cross Country:** Girls and Boys Junior Varsity and Varsity teams

Winter Season: Tryouts begin the third week of November and the season ends by the second week of March.

- **Basketball:** Girls and Boys Junior Varsity and Varsity Teams
- **Swimming:** Boys and Girls Junior Varsity and Varsity teams

Spring Season: Tryouts begin the third week of March and the season ends by the fourth week of May.

- **Track and field*:** Girls and Boys Junior Varsity and Varsity teams (*usually starts and ends earlier than the above mentioned time frame).
- **Tennis:** Girls and Boys Junior Varsity and Varsity teams.

School Social Events

Only Academy students, staff, their parents, and their guests are allowed to attend school social functions. All social events must be organized by students and faculty advisors and are announced on the school calendar after approval by Academy administration.

Purchase Orders / Fundraising

The faculty or staff moderator of the club or activity is the sole person authorized to submit a requisition form for purchasing materials related to class or club activities.

All money collected from fundraising activities must be deposited in the activity account within 24 hours. Food sales for fundraising purposes are not allowed during lunch, unless permission of the Food Services Manager has been secured in advance. Clubs and activities may hold food sales after school. All fundraising activities must be approved and scheduled by the Principal and Student Life Coordinator and recorded in yearly fundraising calendar. Promotions or flyers for these events must be approved by the Office of Student Affairs.

Note: All money collected through school fundraising efforts must be used only for school sponsored activities and events.

Decorations

In order to ensure the safety of students, it is necessary that students working on posters and decorations be under the supervision of faculty sponsors.

Posters and Advertisements

All posters for events in the Academy other than fundraising must be approved by the Principal before they are displayed.

National Honor Society

Each year outstanding students are accepted into the National Honor Society and inducted in a ceremony. Before becoming eligible for selection, a student must have been in the school for an entire semester. Juniors and Seniors with at least a 3.67 unweighted OR 4.00 weighted grade point average are eligible. In order to be selected, a student must be judged to be outstanding in the areas of scholarship, leadership, character, and service by a five-member faculty committee and to be approved by all members of the Academy staff. Students on Social Probation status are not eligible for NHS membership. NHS members earn 50 house points.

NHS Selection Process

Steps in the NHS Process:

1. The National Honor Society Selection Process and rubric for clarification to rate areas of service, character and leadership will be placed in Academy Faculty Handbooks, and Parent / Student Handbook.
2. An NHS Advisor will be appointed by the Principal each school year.
3. The Computer Services Department provides a list of students who have an unweighted GPA of 3.75 students in 11th and 12th grade are eligible for membership.
4. The Assistant Principal determines if any academically eligible students have been reported for cheating/plagiarism or for serious Code of Conduct violations.
5. The NHS Advisor generates a list of eligible NHS candidates based on GPA and the Assistant Principal's report (4 and 5 above). Students on Social Probation or with more than one cheating offense are not eligible for consideration. All faculty complete the NHS student rating form distributed by the Academy Secretary. This form includes each eligible student's name, a rating grid, and an explanation of rating areas for service, character and leadership (as printed in the NHS Official Handbook.)

6. The Academy Secretary gives each eligible student the NHS information form to complete and asks each to write a statement indicating why they should be a member of NHS, what it means, and how they can contribute to the ACS Athenian Chapter.
7. The Principal appoints an NHS Committee composed of 5 faculty members. This committee reviews all applicants' information and faculty rating forms and evaluates each eligible candidate using the NHS Evaluation Rubric. The Academy Assistant Principal's report is considered during deliberations.
8. Students selected for NHS membership will be recognized in a formal Induction Ceremony to which their parents are invited. There is one induction ceremony held each year.
9. Induction Ceremony:
 - All current members of the NHS are to dress in formal attire or academic gowns.
 - All current members must attend the rehearsal.
 - Certificates and membership cards are presented to new members during the ceremony.

NHS Evaluation Rubric

The purpose of the National Honor Society is, "to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, to encourage citizenship, and to develop character in the students of secondary school."

Leadership:

Works toward the achievement of group goals.

4 POINTS :: Consistently and actively helps identify group goals and works hard to meet them.

3 POINTS :: Consistently communicates commitment to group goals and carries out assigned roles.

2 POINTS:: Sporadically communicates commitment to group goals and carries out assigned roles.

1 POINT:: Rarely, if ever, communicates commitment to group goals or carries out assigned roles.

Demonstrates effective interpersonal skills.

4 POINTS :: Consistently and actively helps promote effective group interaction and expresses ideas and opinions in ways that are sensitive to the feelings or knowledge base of others.

3 POINTS :: Consistently participates in group interaction without prompting and expresses ideas and opinions in ways that are sensitive to the feelings and knowledge base of others.

2 POINTS:: Sporadically participates in group interaction without prompting and expresses ideas and opinions in ways that are sensitive to the feelings and knowledge base of others.

1 POINT:: Rarely, if ever, participates in group interaction without prompting or expresses ideas and opinions in ways that are sensitive to the feelings and knowledge base of others.

Effectively performs a variety of roles within a group.

4 POINTS :: Demonstrates an ability to perform a wide range of roles within a group.

3 POINTS :: Demonstrates an ability to perform different roles within a group.

2 POINTS :: Demonstrates an ability to perform a restricted range of roles within a group.

1 POINT :: Does not demonstrate an ability to change roles within a group.

Service:

Generates new ways of viewing a situation or improving the community.

4 POINTS :: Consistently explores and works to address as many community service needs as his/her time and resources will allow. A variety of community service activities is demonstrated by the student each year during the student's high school experience and is reflected on the student's application.

3 POINTS :: Consistently works to address several community service needs. This is demonstrated by the student's high school experience and reflected on the student's application.

2 POINTS :: Sporadically participates in community service activities. One community service activity has taken place during the student's high school experience and is reflected on the student's application.

1 POINT :: Rarely, if ever, does the student participate in a community service activity and is reflected on the student's application.

Display of work habits.

4 POINTS :: Consistently arrives on time, demonstrates motivation and high energy for the service and works with focus and positive attitude.

3 POINTS :: Consistently arrives on time, demonstrates motivation and energy for the service, and works with little supervision to keep focus and positive attitude.

2 POINTS :: Sporadically arrives on time, demonstrates low motivation and energy for the service, and does not work without supervision to keep focus.

1 POINT :: Rarely arrives on time or completes the service needed.

Participates in activities.

4 POINTS :: Has been involved in team / club activities every year of high school or has participated in four or more organizations either in or outside of high school in recent years.

3 POINTS :: Has been involved in three or more clubs or service activities either in or outside of school in the last year.

2 POINTS :: Has been involved in two or more clubs or service activities either in or outside of school in the last year.

1 POINT :: Has been involved in some club or service activity over the past year.

Character:

Generates, trusts, and maintains own standards of self evaluation.

4 POINTS :: Consistently exhibits all traits listed:

- honesty
- respect for self and others
- kindness
- empathy
- responsibility for actions

3 POINTS :: Consistently exhibits three of the traits listed:

- honesty
- respect for self and others
- kindness
- empathy
- responsibility for actions

2 POINTS :: Sporadically exhibits two of the traits listed:

- honesty
- respect for self and others
- kindness
- empathy
- responsibility for actions

1 POINT :: Rarely, if ever, exhibits any of the traits listed:

- honesty
- respect for self and others
- kindness
- empathy
- responsibility for action

Pushing the limits of one's own knowledge and ability.

4 POINTS :: Consistently challenges himself/herself each year by selecting at least two honors level each year of high school.

3 POINTS :: Consistently challenges himself with one honors course a year.

2 POINTS :: Sporadically challenges himself/herself by taking on honors course, but completes challenging assignments / research on time with quality work.

1 POINT :: Rarely challenges himself/herself with assignments / research. Has not taken any honors level course.

Is sensitive to the feelings, level of knowledge, and ethnic diversity of others.

4 POINTS:: Consistently demonstrates insight concerning the feelings, levels of knowledge, and ethnic diversity of others and exhibits this insight while communicating. Always encourages respect for individual differences and sensitivities.

3 POINTS :: Consistently shows the ability to communicate with persons of ethnic diversity and encourages respect for feelings, knowledge and abilities of others.

2 POINTS :: Sporadically shows the ability to communicate with persons of ethnic diversity, sensitivity and encouragement for respect for others.

1 POINT :: Rarely, if ever, shows the ability to communicate with persons of ethnic diversity, sensitivity or encouragement for respect for others.

Points Calculation:

Total Score = _____ Divide ÷ 9 = _____ = **Final Score**

Rubric for Membership Qualifications

4 POINTS :: Consistently demonstrates ability, talent and knowledge to be an active member of the National Honor Society.

3 POINTS :: Consistently demonstrates knowledge and occasional activities / talents to be an active member of the National Honor Society.

2 POINTS :: Sporadically demonstrates the ability, talent and knowledge to be a member of the National Honor Society.

1 POINT :: Rarely, if ever, demonstrates the ability, talent or knowledge to be a member of the National Honor Society.

Community Service

At ACS Athens we believe that giving service to others is an important element in the development of character. All Academy students are encouraged to volunteer for school and/or community service during the school year. Students in grade 11 and 12 can register for the Creativity, Activity, Service (CAS) program offered through the IB Diploma program. NHS members also offer their services to the community. Students who participate in community service should document their work in their 10th grade and College Admissions portfolios, so that their participation can be noted in recommendation letters and applications. House points are awarded to students who participate in community service activities.

Contracted Services

Bus Service

Each day, buses contracted by ACS Athens transport ACS Athens students throughout greater Athens. Bus monitors are present on each bus with the responsibility of ensuring safety and order. Student bus monitors may assist in maintaining order on the buses. The school bus is an extension of the school and therefore all expectations and consequences apply.

All Academy students are expected to conduct themselves appropriately while on the school bus. They are expected to act as positive role models for the younger children on the bus. Infractions of the bus regulations and/or the student Code of Conduct may result in the loss of bus service.

Questions about transportation services should be directed to the Transportation Office at: +30 210 6070-239.

Code of Conduct for the Bus

- Students must follow the directions of the bus monitors, adults, and drivers at all times.
- No eating, drinking or smoking is allowed.
- Students must be seated in their assigned seats and should be relatively quiet at all times.
- Respectful language must be used at all times.
- Students must keep hands, head, and arms inside the bus at all times.
- No weapons / toy weapons or incendiary devices are allowed at any time. Students who cannot follow these rules will be referred to the Transportation Officer and appropriate administrator. Serious or repeated violations of bus rules will result in permanent removal from the bus.

In addition, students and parents need to note the following bus procedures:

- If a student wishes to take a bus other than the one normally assigned or to get off at a stop other than the one normally assigned, a parental request must be submitted to the transportation office one day before the requested change and presented to the monitor before boarding. Permission to ride a different bus will be granted only if space is available.
- Change of address resulting in a change of route or bus stop should be presented to the transportation office in writing two days prior to the change.
- The ACS Athens Code of Conduct and consequences also apply while students are using the bus services.
- For more detailed information regarding the ACS Athens bus services, please refer to the bus contract for your child.

Late Bus Services and Policies

ACS Athens provides a bus service for students who stay after academic school hours in order to participate in athletics, after school activities, or school-sanctioned programs. Students exiting the school premises after 3:45 pm cannot return on campus to use the late bus. The buses go to designated areas (not a door-to-door service) and depart from school daily at 5:45 pm. The Late Bus Service is NOT available during exams (two weeks in January- dates are finalized in December); the late bus service ends during the last week of May.

- The Late Bus Service is available to ACS Athens students only and upon submission of the Late Bus Waiver Form (can be found at the Athletics & Transportation Offices).

**Students are individually responsible for getting off at the right bus stop.*

Lunch Facilities

The cafeteria is equipped to provide daily lunches and to serve food for various events and activities during the year. Proper behavior in the cafeteria means exhibiting good restaurant dining manners. Students are to proceed in single file through the serving line. Food is not allowed on the back field, in the Learning Commons, or in the gymnasium.

After eating, all students are expected to appropriately recycle and dispose of their own trash and to return their trays. Students who leave trash behind them can expect to spend some time performing cafeteria clean-up duty. In order to maintain hygiene, gym bags and backpacks should not be placed on the dining tables. Students should maintain a conversational tone while in the cafeteria.

Academy students may use the amphitheater, front-courts and back-field areas for recreation and relaxation when classes are not in session, and should avoid blocking the main entrance to the administration building. Students are allowed to spend time in the 5th grade area during passing time but sports may only be played in the back field and front courts of the academy.

Students are not permitted to order food from outside vendors.

Other Services

Lockers

The Following is the Locker Policy in the Academy:

1. For reasons of security and access, the padlocks for the lockers will be provided to the students by the school. They are made by "MASTER LOCK" and are combination locks, which can also be opened through a master key that the school will hold. Students are not allowed to use their own padlocks.
2. Students will be held financially responsible for misuse and damage to the locker and padlock. The lockers will be pre-numbered. Each student will pay a deposit in the amount of 20 Euros to the cashier and with the receipt in hand will then proceed to the Academy Main Office and request a locker. Upon returning the padlock in good order and completing a "no damage" locker inspection, the full deposit

amount will be refunded to the student. Students are responsible to clean out their locker at the end of the academic year. Any personal items found after the deadline will be donated. Students have the responsibility to report immediately to the Academy Main Office for any damage to their locker.

3. Under no circumstances should students change lockers amongst themselves without notifying the Academy Main Office. The Principal's Office maintains the right to open lockers that violate the above policy. The school maintains the right to open any lockers if concerns arise.

Lost and Found

The Assistant Principal maintains a lost and found service. Students are requested to bring stray articles of all types to the office so that they may be returned to their rightful owners. All articles unclaimed after a reasonable length of time, generally one month, may be discarded and donated to local charities.

Textbooks

Textbooks may be issued at the start of the course and collected again at the conclusion of the course. All ACS Athens books are bar-coded and, when distributed, are 'assigned' to a particular student.

At the conclusion of the course, each student must return the book with the bar code that was assigned to him. Credit is issued only if the book matches the one that was issued. Full replacement cost will be required for lost, marked or damaged books.

Students who withdraw from school must return all textbooks before they can clear their records. Students will not receive end-of-year report cards, transcripts, or diplomas until all textbook obligations are cleared. Fines for lost or damaged textbooks are levied and collected by Academy personnel. If a book is lost, the student pays the current cost of replacing the book. If books are not returned and financial obligations are not met, appropriate action will be taken.

In the case of Honors or IB courses, students may be asked to purchase their paperbacks in the summer in order to enhance their preparation for the course or IB Exams. Students may, of course, keep books purchased.

Communications and Emergencies

Communications for Students & Parents

The common modes of communication between the Academy Office and groups of students and/or parents are:

1. The ACS Athens website (www.acs.gr) contains additional information about Athletics and Student Affairs, a section with information for parents, and the school calendar.
2. Special Announcements are sent via Email to students and parents.
3. A Principal's Coffee is held on Thursdays periodically throughout the year; all parents are invited.

The Principal must also approve any letters, flyers or brochures (print or electronic) before distribution to students, faculty or parents.

Communications from Parents

Parents must not contact their children on cell phones during the school day. They may contact their children by calling the Assistant Principal's office at 2106070248 or the Principal's office at 2106070222.

When school related questions, issues or problems arise, parents should follow one of the chains of command in communicating with the school depending on the type of situation.

Chain of Command

- Academic Issues: Faculty → Principal → Dean of Academics
- Behavioral Issues: Faculty → Assistant Principal → Principal
- Social/Emotional Issues: Counselor → Head of Social-Emotional Learning and Wellbeing → Principal
- Athletic Issues: Coach → Athletic Director → Principal
- Co-curricular Issues: Advisor → Assistant Principal → Principal

If an issue is not resolved to the parent's satisfaction, they should then contact the next person in the chain of command. Skipping people in the chain of command only slows the process of resolution.

Guest Students

Students may be permitted to bring a guest to school only if the guest is a former ACS Athens student. The guest may only come for one day and not during exam weeks. The conditions for approval of a student guest are as follows: the parents of the ACS Athens student must write a letter to or email the Principal asking for permission for their child to bring a student guest. This letter should be written at least two days prior to the guest's arrival on campus and should state the reason why the ACS Athens student would like to have a guest on campus for that day.

The visiting guest must respect the educational environment and not distract other students, faculty or the academic program. Each request will be carefully reviewed by the Principal and a decision will be made based on what is best for the student body as a whole. Unfortunately, same-day requests will not be approved.

Temporary School Closure

Such closures could be the result of the following:

- Civil disturbances
- Immediate threats to the school
- Excessive traffic and/or unsafe driving conditions
- Inclement weather
- Strikes
- Mandated, but unexpected, government-declared holidays/closures

Whenever possible, official announcements of school closure will be made in advance through e-mail, SMS text and/or on the school's website. The Academy Main Office maintains an emergency phone tree, which will allow administration and faculty members to contact all Academy families in the case of an emergency closure.

In addition, parents can call the school at 210 639-3200 between 8:00 a.m. and 4:00 p.m., or the ACS Athens Security Office at 210 639-3555 before or after these hours for information. To this end, each parent should ensure that an up-to-date phone number and email address are up-to-date on PowerSchool.

Emergency Evacuations

Several times a year, emergency evacuation drills are held. Specific directions are posted in each classroom and are reviewed with students by each faculty. Common sense and cooperation are key elements in any emergency evacuation.

1. Follow the direction of your teacher.
2. Quietly follow these directions so you can hear and react to subsequent directions.
3. Stay with your class/group and await further instructions.

In the event that an evacuation occurs during the passing period, lunch break, before school, or after school, students must report to their grade level line for attendance in either the front of the school on the volleyball and basketball court, or on the back field, whichever is closer.

CODE OF CONDUCT

General Note

Parents and students are required to review carefully the following Code of Conduct, so that there is no confusion regarding the Academy's behavioral guidelines and expectations, as well as implications for students who disrespect school policies.

The Code of Conduct is in effect within the campus, on all school-related student transportation (i.e school buses home or airplanes for an athletic competition), and on every ACS Athens official activity off campus.

Important:

At the beginning of the academic school year, ALL Academy students and their parents are required to sign a statement through the school's Student Information System (PowerSchool) indicating they have read and discussed the Code of Conduct and they understand the policies established in this Code as well as the Acceptable Use Policy for computers. Students and their parents accept the consequences for any misconduct.

In order for students to receive their academic schedule at the beginning of the school year, both the student and parents/guardians must have signed the Code of Conduct form via PowerSchool, and have settled tuition/fees.

Likewise, students are expected to honor ALL Academy regulations, including those established for the bus, the classroom, the cafeteria, the learning commons and all school computer facilities.

Principles Behind the Code of Conduct

As members of the ACS Athens community, we honor our differences, while recognizing our responsibilities. These responsibilities – to ourselves, to each other and to the school are developed by students, faculty, counselors, and administrators and are periodically revised to reflect the vision and the mission of the school. The Code of Conduct is based on upholding and enforcing fundamental principles of respect. The Code should be seen as a tool that will help all members of the Academy community actively contribute to creating a school-wide culture of respect. The Academy follows the Positive Behavior Interventions and Supports tenets of "Be Respectful, Be Responsible, Be Ready" and we teach students what each tenet "looks like" in different situations.

In a school community defined by a culture of respect:

- We shall be curious about and understanding peoples' cultural differences, gender differences, age differences, learning differences, as well as their unique abilities and talents;
- We shall respect learning and the learning process;

- We shall practice good manners;
- We shall treat each other politely;
- We shall cultivate and exhibit self-discipline and self-respect;
- We shall respect personal and school property;
- We shall build relationships based upon open communication and mutual respect;
- We shall work to overcome stereotypical thinking, biases and prejudices and actively promote cross-cultural awareness and understanding;
- We shall ensure that everyone feels physically and emotionally safe;
- We shall respect, follow, and enforce the rules of the community;
- We shall respect each person's uniqueness and individuality;
- We shall practice good citizenship in and out of the classroom;
- We shall promote the values of good sportsmanship;
- We shall commit ourselves to teaching the principles of respectful behavior and good citizenship in a focused and on-going manner.

Student Conduct

Standards are crucial in providing a respectful, orderly, safe and sustainable environment for the serious pursuit of academic excellence. Likewise, all the members of a community benefit when the expectations and the corrective measures are clear to all constituencies.

The following guidelines are intended to achieve a balance between choice, respect to the environment and individuals as well as measures of repairing the inflicted damage in relationships. Students are expected to show responsibility, leadership, service and to lead by example. In particular, juniors, and seniors are expected to serve as role models and mentors to younger students.

Listed in this section are potential disruptions to the respectful, safe and orderly school life as well as the educational process. Administrative discretion will be applied for any other acts of inappropriate behavior not included. Acts of misconduct have been grouped according to their severity, along with the natural and logical consequences. The pedagogical measures that will be applied in each case shall always be consistent with the corrective options provided in this handbook as well as alternative options offered by administrators.

ACS Athens Student Profile

All ACS Athens graduates are expected to meet the student profile. The rules and consequences pertaining to inside and outside classroom conduct aim to guide, assist, and support all of our students, to be the ACS Athens graduates we anticipate them to be.

ACS Athens students should aspire to be caring individuals and servant leaders by:

- becoming active citizens of the ACS Athens Community by taking full advantage of the diversity of curricular and co-curricular opportunities offered by the school.
- offering service freely to the school and the wider community as one of the duties of good citizenship.

Student conduct will be taught, guided, observed and monitored within the ACS Athens Global Conscious Citizenship model, which combines academic, social and personal growth. Specifically, it aims to align conscious citizenship with the U.N. Sustainable Development Goals, social interest perspective, and personal citizenship development through a reflective reparations model.

The ACS Athens Global Conscious Citizenship Model

Our citizenship model aims to further develop through reflection and service many attributes of our ACS Learner Profile. We expect our students to be inquirers, knowledgeable, thinkers, communicators, principled, open - minded, caring individuals, risk- takers, balanced, reflective and decision makers. In order to achieve this goal, positive discipline, reparations, and service projects will be applied aiming to align student learning and social behavior with the needs of society, and more so with the UN Sustainable Development Goals.

One of our roles as educators is to ensure that students and parents are all aware of what constitutes misconduct at ACS Athens.

Student Rights and Responsibilities

Student Rights

All students in the Academy have the right to the following:

- An environment that is safe, supportive, and conducive to learning;
- Be treated with courtesy and respect by all members of the community;
- An environment that provides opportunities for intellectual, emotional, physical, and social development;
- An environment that provides a diversity of curricular and co-curricular opportunities;
- The protection of due process;
- Express opinions and make their own decisions.

Student Responsibilities

All students in the Academy have a responsibility to do the following:

- Contribute to creating an environment that is safe, supportive, and conducive to learning;
- Treat all members of the ACS Athens community with courtesy and respect;
- Care for the physical environment of the ACS Athens campus;
- Understand that choices and actions have consequences, and accept responsibility for their own actions.

Processes for Determining Misconduct and Consequences

Character, citizenship, and integrity are an integral part of school life. Students are expected to be responsible citizens who exhibit these qualities and respect the rules that govern our community. When students fail to follow the rules, they are held accountable for their actions.

Students who disregard school rules will receive consequences as a response to their misconduct. Depending on the severity of their misconduct, students with the guidance of the Assistant Principal will develop a personal action plan to repair the damage inflicted either on themselves, others or the environment. The action plan will include the consequences presented in detail below which are based on the frequency and severity of the misbehavior.

Throughout the academic year the Assistant Principal will guide, and monitor the implementation of student action plans as well as hold reflective student meetings to evaluate the learning outcomes. Action plans will address all consequences of the misconduct, as per the handbook, and will agree on the respective reparations. The objective is that these reparations are aligned with the act of misconduct and will allow students to grow personally and socially.

Each student's behavior record will be monitored by the Assistant Principal. A meeting may be called by the Assistant Principal to discuss behavior with the student, parent, and any other persons deemed necessary, in an effort to improve the student's behavior.

List of Acts of Misconduct categorized by level of severity

Below is a list of acts that most frequently disrupt the respectful, safe, and orderly school life as well as the educational process. Administrative discretion will be applied for any other acts of inappropriate behavior not included in the list below. **IMPORTANT NOTE:** Any *BUS* referral is handled according to the levels below.

Level 1

- Unruly behavior in the halls, cafeteria, Learning Commons, library, and other shared spaces
- Consuming food/drinks in areas where food/drink is prohibited (e.g. Learning Commons, Library, fields, gym, theater, and other shared spaces)
- Not following the expectations in the Learning Commons and library
- Damage to textbooks
- Inappropriate behavior as determined by generally accepted norms

Level 2

- Littering

- Class disruption
- Vulgar/inappropriate language, gestures, or behavior that is offensive to others
- Being in an area that is not directly related to student learning without permission. For example being in the Elementary school playground without permission from an adult.
- Leaving class without permission/cutting class/unexcused absences
- Being late to class between classes and/or after lunch without permissionNon-compliance with the Dress Code
- Rude behavior towards other studentsRepeated inappropriate behavior as determined by generally accepted norms

Level 3

- Refusal to follow the directions of any staff member
- Lying to faculty/staff
- Chronic tardies
- Graffiti
- Disrespectful behavior or language to school personnel
- Ordering or receiving food or drink from outside delivery services
- Mingling with non-Academy students during passing times and /or lunch or loitering in the MS facilities.
- Continuous inappropriate behavior as determined by generally accepted norms
- Non-compliance of the Academic Integrity Policy (Dependent on the degree and magnitude of malpractice)
- The use of a chatbot or any other AI tool to create and /or complete an assignment or assessment without your own authentic contributions and / or citing its use
- Initiating, causing, and/or being involved in water fights

Level 4

- Invasion of privacy
- Leaving campus without permission
- Making a deliberate, malicious and false accusation against another person
- Continuous leaving class without permission/cutting class/unexcused absences
- Pretending to be another student
- Involved in a physical altercation
- Accessing elevators without authorization*
- Forged note

- Gambling or extortion
- Unauthorized non-educational use of the Internet facilities, such as:
 - Downloading or displaying inappropriate materials
 - Social media abuse
 - Downloading software without permission
 - Attempt to install unauthorized software without consulting with the IT office
- Unauthorized use of copyrighted material
- Publication/retrieval of personal web pages on school equipment
- Bringing guests or visitors on campus without permission
- Possession of any item that bears likeness to a weapon
- Continued non-compliance of the Academic Integrity Policy (Dependent on the degree and magnitude of malpractice)
- Repeated or extensive use of a chatbot or any other AI tool to create and /or complete an assignment or assessment without your own authentic contributions and / or citing its use.

*In the case of damage an itemized bill of repairs will be given to parents for required restitution.

Level 5* - Most serious misconduct with potential legal consequences

- Inappropriate physical displays of affection
- Vandalism/intentionally causing damage to school property**
- Smoking, use or possession of smoking paraphernalia, vaping devices, electronic cigarettes, tobacco, or vaping juices.
- Two or more people occupying the same bathroom stall
- Bullying
- Theft/Stealing
- Causing physical harm to another student
- Racist, homophobic, sexist, or discriminatory comments or behavior
- Physically aggressive behavior
- Being in the presence of others using illegal substances or consuming alcohol during school-related activities on or off campus
- Climbing over exterior fences or gates of the campus
- Inappropriate uses of electronic devices: Harassment, threats, intimidation, unauthorized use of social media, electronic forgery, cyber-bullying/cyber-threats, videotaping in or out of the classroom (with or without another person's consent)*, invasion of personal rights, cheating on tests/exams, or other forms of illegal behavior during the instructional and non- instructional day.

- Continuous non-compliance of the Academic Integrity Policy (Dependent on the degree and magnitude of malpractice)
- During all field trips: non compliance with chaperone instructions including but not limited to curfew violations, separating from the group, or damaging hotel property
- Improper and/or intentional activation of fire alarm(s), fire hose(s), and/or fire extinguisher(s)
- Cell phone use and cell phone accessories are prohibited. Cell phones must be off and stored in the student's backpack or locker (see the section below on "Infraction Details" for additional information)
- Identity theft / impersonating individuals on school platforms in an unauthorized manner
- Distribution of material in an unauthorized manner.

* Some cases may involve possible notification of police and recommendation for expulsion.

**In the case of vandalism an itemized bill of repairs will be given to parents for required restitution.

Level 6* – Possible Removal from School, Depending On the Circumstances

- Harassment: verbal, sexual, emotional or based on gender, ethnicity, race, religion, nationality, or sexual orientation
- Engagement in illegal activity on or off campus
- Possession or use of incendiary devices
- Starting a fire/arson
- Use or possession of any object with intent to do harm
- Possession or use of alcohol
- Possession, use, or distribution of illegal substances, drugs or paraphernalia, including but not limited to intoxicants and behavior-altering drugs.
- Continued smoking, use or possession of smoking paraphernalia, vaping devices, electronic cigarettes, tobacco, or vaping juices.
- Unauthorized access to and/or of the ACS Athens Network Information System or security, including, but not limited to, hacking, phishing, bluesnarfing, spoofing, spear-phishing, exploiting, spoofing, and pharming.
- Unauthorized use/viewing of faculty/staff/administrative computer, screens, and/or personal electronic devices.
- Possession, concealment or use of weapons or any device used as a weapon
- Any action that may endanger students' safety / lives*The school reserves the right to initiate the expulsion procedure for students who have committed an act of misconduct that is not listed as a level 6 misconduct.
- Engage in any on or off-campus conduct that endangers the safety, morals, physical or mental health, and welfare of others or substantially disrupts or interferes with the educational process or school environment.

While on the ACS Athens campus, students may not record video and/or sound, take photos, and/or post to the Internet (i.e. social media, blogs, podcasts, videocasts, and other channels) since it is unlawful to do so.

**The school reserves the right to initiate the expulsion procedure for students who have committed an act of misconduct that is not listed as a level 6 misconduct. Some cases in Level 6 may involve possible notification of police and recommendation for expulsion.*

Procedures of Addressing, Monitoring and Correcting Behavior Misconduct

The steps below describe the process of handling any behavior misconduct:

- Teachers, staff, and/or administrators must complete a behavioral referral form and send it to the Assistant Principal.
- The Assistant Principal will meet with the student to discuss and record the details of the incident.
- The Assistant Principal will continue discussing with other students who might have been involved or affected by the misconduct.
- The Assistant Principal will call the parents to inform them about the outcome of the meetings with the student regarding the incident.
- After the incident is fully documented and student ownership is assumed, the Assistant Principal together with the student will work on developing an action plan for correcting the damage as well as apply the logical consequences as stated below. Counselors and the Principal will be called in the meetings as necessary.
- Action plans will be shared with the adults who have been affected by the student's misconduct. This will allow the student to not only correct but also develop a stronger and more meaningful relationship with the adult.
- For any incident, the Assistant Principal will email parents or guardians regarding the logical consequences and the agreed action plan.
- The Assistant Principal will record all steps above on PowerSchool.
- Upon completion of the reparations students will meet with the Assistant Principal to complete a reflection form in order to evaluate the learning outcomes from the reparations. This reflection will remain in the student file.

Consequences for Repeated Misconduct(s)

Possible Consequences, according to the gravity of misbehavior, may include but are not limited to the following or any combination of the following:

- Notification of parent / guardian
- Written Report on File
- Loss of lunch break - denying of cafeteria privileges
- Loss of assessment credit
- Loss of field trip privilege

- After school time
- Assisting the Maintenance Department
- Assisting the Learning Commons Staff
- Assisting in the Elementary School
- Assisting in the Middle School
- Withdrawal of privileges
- Restitution of property or damages
- In-School Reflection
- Out-of-School Reflection
- Transfer
- Immediate removal
- Social Probation

Consequences for any combination of Levels 1 and / or 2 misconduct

- **The first time** a student is involved in any misconduct of Level 1, they will meet with the Assistant Principal in order to address the causes of misbehavior and agree upon reparations to repair the relationships with those involved.
- **The second time** a student is involved in any misconduct of Level 1, or **the first time** a student is involved in any misconduct of Level 2, they will receive consequences, meet with the Assistant Principal in order to address the causes of misbehavior, and follow through with reparations to repair the relationships with those involved.

If a student is involved in any misconduct of Level 1 and/or 2 more than three times, the logical consequences will be ONE full day under the supervision of the Assistant Principal at school in order to reflect, discuss with their counselor and/or the school's psychologists a deeper action plan of correcting behaviors. For members of Athletic teams further logical consequences will be applied based on the applicable Handbook or contract signed.

If the student continues misbehaving at a Level 1 and/or 2 the consequences will include the input of the parents. A meeting will be called with the parents or guardians. Additionally, the student will devote ONE day under the supervision of the Assistant Principal at school in order to reflect, and possibly design with the counselor and/or the school's psychologists a deeper action plan of correcting behaviors. For members of Athletic teams further logical consequences will be applied based on the applicable Handbook or contract signed.

If the student continues to misbehave despite all steps taken above, the logical consequences and the action plan will be extended, and the student will remain for ONE day at home in order to reflect on and discuss his behavior with his parents and/or designated adults. For members of Athletic teams further logical consequences will apply based on the applicable Handbook or contract signed.

Consequences for Level 3 or 4 misconduct

- **The first time** a student is involved in a Level 3 or 4 misconduct they will receive consequences, meet with the Assistant Principal in order to address the causes of misbehavior, and follow through with reparations to repair the relationships with those involved.

- **The second time** the student is involved in a Level 3 misconduct, the consequences will be loss of one or more lunch breaks.
- **The second time** the student is involved in a Level 4 misconduct or the third time the student is involved in a Level 3 misconduct, the consequences will be ONE full day under the supervision of the Assistant Principal at school in order to reflect, discuss with their counselor and/or the school's psychologists a deeper action plan of correcting behaviors, and follow through with reparations to repair the relationships with those involved. For members of Athletic teams further logical consequences will apply based on the applicable Handbook or contract signed.
- **The third time** the student is involved in a Level 4 misconduct, a meeting will be called with the parents or guardians. The consequences will be up to TWO out-of-school reflection days and a subsequent meeting with the VP and Principal to review behavior and reflections.
 - If a student **continues to misbehave**, the Citizenship Committee consisting of administrators, counselors and/or teachers will review and discuss the student's academic and social progress in order to assess whether the school culture is the "best-fit" for the students. Recommendations will be made regarding the student's status at ACS Athens. These recommendations will be shared with the parents in order to decide what is best for the student. During this process the student will stay at home until the issues are resolved.

Logical Consequences for Level(s) 5 and/or 6 misconduct

- **The first time** a student is involved in a Level 5 or 6 misconduct irrespective of the existence of Level 1, 2, 3, and/or 4 misconduct, the consequences will be decided by a committee that will include the Assistant Principal, the Principal, the Counselor, a teacher who knows the student and a club adviser or coach who works with the student. The process of assigning the consequences will start right after ownership of the misconduct is established at which time the student will be asked to remain at home for at least TWO days until a decision has been reached. The parents will be notified immediately and depending on the severity of the misconduct, safety concerns about the student and the school community, any legal issues that may arise because of the misconduct, the consequences in addition to a detailed action plan, reparations, and possibly psychological consultations, may warrant a change in the school environment and the student will be asked to withdraw from the school. Participation in athletic teams will be reviewed with the assistance of the team's coach.
- **The second time** The second time a student is involved in a Level 5 or 6 misconduct the student will remain at home for at least TWO days, to decide whether the student may continue.

Expected outcomes of Reflection-Time under the supervision of the Assistant Principal

Students who repeatedly misbehave may spend time under the supervision of the Assistant Principal as part of the consequences. This time is designed so that the students have additional time to reflect and create with the guidance of the Assistant Principal an action plan to repair the damage inflicted either on themselves or others or the natural environment. During that time the students will also have the opportunity to meet with school's professionals (counselors, school psychologists) who can further assist the student to address the causes of the misbehavior. A reflection letter and a suggested action plan will be submitted to the Assistant Principal by the end of the school day. If time permits, the student may also work on studying and/or completing course assignments. During that day the student will not participate in club or athletics events.

- Students will not attend regular scheduled classes

- Students must work at all times on their reflection letter, action plan, and homework
- Students will have breaks for lunch or snacks but at different times than their peers.
- Students must submit all their work to the Assistant Principal by the end of the school day.

Suggested Outcomes for Reflection - Time out of School

Students involved in Levels 5 and/or 6 misconducts will spend time at home as part of their consequences. This time can be utilized for reflection and discussion with their parents/ guardians about the misconduct, for a deeper and honest understanding of their share of responsibility and the potential positive response. Also, they will have the time to create an action plan to repair the damage inflicted with the input and advice of their parents / guardians, which should be submitted to the Assistant Principal upon their return to school. In addition, the student must submit a reflection form before they return to school.

Reparation Guidelines

While our Code of Conduct is non-negotiable, we believe that students who have committed infractions in school will have opportunities, following the consequences of their actions, to give back to the community. Our philosophy considers Code of Conduct violations as taking something away from self, others, and/or the environment. Therefore, repairing the damage done to self, others and/or the environment gives students the opportunity to understand how to build healthy relationships in each of the three areas.

Following consultation with the school counselor, opportunities for reparations will be provided but students will also have the option to make their own reparation proposals.

Examples may include:

- The repair of damaged property and participation in school community service (summertime included).
- Referral to peer group mediation
- Working with a faculty member on a specific project to be completed/ assigned a certain number of hours to be completed assisting the faculty member.
- Community Service done off-campus grounds as agreed upon with the parent.

A student's successful participation in the reparation programs becomes a part of their official citizenship record, and will be taken into account when making decisions regarding social behavior.

Social Probation

The school endorses the concept that positive behaviors should always be the expectation for ACS Athens students and in all places. However, students who repeatedly violate the provisions of the Academy School Code of Conduct or who are charged with serious infractions of school policies are placed on Social Probation for a minimum of one semester.

The consequences of being placed on Social Probation are as follows:

- Revocation of privileges (including passes, the right to serve as student assistants, etc.) for the duration of the probationary period.

- Revocation of the right to hold elective office in student government for the remainder of the school year.
- Revocation of the right to participate in extracurricular activities for the duration of the probationary period.
- Disqualification from National Honor Society eligibility or membership.

Students placed on Social Probation are referred to the Child Study Team. Building on their advice and recommendations, the Administration draws up a behavior contract stipulating behavioral goals and provision of in-school and out-of-school counseling, psychological and special services - which is signed by the student and their parents. The consequences of violating the terms of this contract may include an extension of probationary status or a request to the President that the student be withdrawn from school. At the end of each school year, the Administration reviews the status of all students who have been on Social Probation during the year.

Based on a review of each student's social progress, the Administration may take one of the following actions:

- Rescission of the student's probationary status
- Extension of probationary status for the first semester of the following school year, subject to the conditions of a new behavior contract.
- Recommendation to the President that the student may not re-enroll at ACS Athens at the beginning of the next school year.

If a student is convicted of a crime, regardless of where it took place, the Administration recommends to the President that the student be withdrawn from school.

ACS Athens Academy Virtual Code of Conduct

The ACS Athens Academy Virtual Code of Conduct, which includes behavioral guidelines and expectations as well as implications for students who disrespect the school policies, is also in effect with ACS Athens Virtual learning. Students rights and responsibilities [as described here](#) apply in the virtual learning environment and exemplify conscious citizenship.

The Academy Virtual Code of Conduct, in alignment with the Academy Virtual Code of Conduct, includes the regulations that all Academy students are expected to honor and respect to promote effective virtual learning, as well as the logical consequences as defined by the ACS Athens Global Conscious Citizenship Model.

Principles Behind the ACS Athens Virtual: Code of Conduct

The Academy Virtual Code Conduct keystone is made up of three pillars:

- **“Be Respectful”**
- **“Be Responsible”**
- **“Be Ready”**

Even in a virtual learning environment we coexist with other members of the community and we must respect the differences among us . It is our responsibility not only to honor these differences but also find ways of effective and respectful digital communication and collaboration in order to promote the virtual learning experience through our behavior.

Values and Beliefs of ACS Athens Virtual:

In a virtual community defined by a culture of respect consists of the following:

- We shall be curious about, seek to understand, and respect peoples' cultural differences, gender differences, age differences, learning differences, as well as their unique abilities and talents.
- We shall respect virtual learning and the virtual learning process.
- We shall practice good virtual manners, and treat each other politely.
- We shall cultivate and exhibit self-discipline and self-respect.
- We shall build relationships based upon open communication and mutual respect.
- We shall work to overcome stereotypical thinking, biases and prejudices and actively promote cross-cultural awareness and understanding.
- We shall ensure that everyone feels physically and emotionally safe.
- We shall respect, follow and enforce the rules of the community.
- We shall respect each person's uniqueness and individuality.
- We shall practice good citizenship in and out of the virtual classroom.
- We shall commit ourselves to teaching the principles of respectful behavior and good citizenship in a focused and on-going manner

Student Conduct

Academy Students are expected to contribute to the regular operation of all the virtual classes by respecting the virtual environment and all its members, including faculty, staff and classmates. The purpose of the Academy Virtual Code of Conduct is to ensure that all the virtual environment expectations are clear to all constituencies and it is aligned with ACS Athens Global Conscious Citizenship Model, which aims to repair any damage inflicted in relationships.

The processes for determining misconduct and consequences, as well as the procedures of addressing, monitoring and correcting behavior, are in effect as described in the ACS Athens Academy Handbook. Please note that student conferences with the Assistant Principal may be conducted online and the students will be asked to complete their account of events electronically.

Reflection-Time (Under the supervision of the Assistant Principal)

Students who repeatedly disregard the virtual Code of Conduct policies will be scheduled to meet with the Assistant Principal in order to reflect on their behavior. The guidelines for reflection - time under the supervision of the Assistant Principal remain as described in the ACS Athens Academy Handbook.

Reflection - time out of the virtual environment

Students who repeatedly have troubles with following the norms of the online classes and cause disruptions might lose their right to log in to their virtual classes and will be asked to reflect on their behavior at home. The guidelines for reflection - time out of the virtual learning environment remain as described in the ACS Athens Academy Handbook.

Personal Safety in an Online Context

The transition to a virtual learning environment presupposes extended time working on the Internet, using the digital tools and applications to a wider extent and engaging students in online activities where they coexist with others. Therefore, it is critical for students to be aware of fundamental personal safety guidelines in order to ensure their online safety and well being.

Guidelines for Students While Working Online:

- Students should be careful of online anonymity and not share personal data including pictures and videos with users whose identity is not known and might be fake.
- Students should review their passwords so they are strong and always review the terms carefully before they sign up for a digital application using the school's email.
- Before posting any pictures of others on the web students must have their permission and the permission of the teacher.
- Students should be using appropriate language during virtual classrooms at all times.
- The posting of any abusive, racist, or derogatory comments using our school or personal email is prohibited.

**Students must report any unauthorized use of their school email to the administration and seek guidance.*

Exemplify Conscious “Netizenship”

As members of ACS Athens community we coexist in a virtual learning environment and it is important to continue to be respectful, ready and responsible netizens and promote appropriate language and behaviors. During the virtual classes students are expected to respect the following guidelines and exemplify **conscious “netizenship”**.

Language in Virtual Space

- Communicate with faculty and classmates with respect and a level of formality;
- Avoid using slang or informal language and make inappropriate jokes / comments in the online chat;
- Profanity / Swearing in the virtual classroom is not acceptable;
- Popular emoticons such as ☺ or / can be helpful to convey your tone but moderate use is advised;
- Be cautious in using Internet language. For example, capitalization of all letters is not suggested since this suggests shouting;
- Sexist language or comments against any racial, religious, age or other group during the online classroom is not considered appropriate;
- Using humor is acceptable, except when its purpose is to disrupt or offend.

Online Appropriate Behavior

- Recognize that the internet is an extension of society , approach the synchronous sessions as a normal classroom environment and apply the same behavioral standards online as you do in the classroom;
- Log in to the virtual classrooms on time;

- Follow the moderator's - teacher's instructions;
- Respect the privacy, uniqueness and opinions of other participants and ask for moderator's permission before activate the camera or microphone to talk;
- If you face technical issues inform the respective teacher and the attendance office directly and seek for guidance;
- Never log out during the session without informing the respective teacher and the Attendance Office;
- Use the online chat wisely only for questions and comments related to the online class material;
- Print screens and videotaping of the virtual classes is not only inappropriate but illegal.

List of Acts of Misconduct by Level of Severity

Level 1

- Any online behavior not aligned with the online appropriate behavior guidelines

Level 2

- Repeating virtual class disruption
- Repeating vulgar/inappropriate language or behavior observed in a synchronous session chat
- Repeating refusal to follow the teacher's / moderators instructions
- Lying to faculty/staff
- Rude behavior towards other students during a synchronous session
- Unauthorized cell phone use in the digital classrooms

Level 3

- Invasion of digital privacy
- Repeating disrespectful behavior or language to school personnel in an electronic communication or synchronous session
- Non-compliance of the Academic Integrity Policy

Level 4

- Posting or displaying inappropriate or offensive images such as, but not limited to: weapons, offensive symbols, or derogatory images.
- Making a deliberate, malicious and false accusation against another person
- Pretending to be another student
- Forged note
- Gambling or extortion
- Posting or displaying smoking paraphernalia (electronic cigarettes included) or possession of tobacco
- Displaying or posting inappropriate material

- Unauthorized use of copyrighted material
- Publication/retrieval of personal web pages on school equipment

Level 5* - Most serious misconduct with potential legal consequences

- Posting or displaying of any object with intent to do harm*
- Inappropriate uses of electronic devices including harassment, threats, intimidation, electronic forgery, cyber-bullying/cyber-threats, videotaping in or out of the virtual classroom**, invasion of personal rights, cheating on tests/exams, or other forms of illegal behavior during the instructional and non-instructional day.

** Some cases may involve possible notification of police and recommendation for expulsion*

***Videotaping within the ACS Athens virtual class, except for approved projects, is not only inappropriate but ILLEGAL.*

Cyber bullying is a serious misconduct and students are encouraged to report any form of it to the Citizenship Office. Cyber bullying is defined as repetitive acts of aggressive, abusive or intimidating behavior, observed in an online context and with the intention to harm. Cyber bullying may consist of the following:

- Posting messages, sexting, or commenting with insulting, abusive, sexual, or threatening content;
- Spread insulting rumors online;
- Reveal someone's personal information without their consent to embarrass or humiliate them;
- Trickery: Deceive someone to access their personal information and share it to third parties;
- Masquerading: Create a fake online identity with an intention to harm someone.

Level 6* – Possible Removal from School, Depending On the Circumstances

- Electronic Harassment: verbal, sexual, emotional or based on gender, ethnicity, race, religion, nationality, or sexual orientation
- Engagement in illegal activity
- Posting or displaying -images that promote hate by targeting a specific group, or images of that exploit nudity or are sexually explicit
- Posting or displaying illegal substances, drugs, paraphernalia, or alcohol
- Hacking of the ACS Athens Network Information System or security
- Posting or displaying weapons or any device used as a weapon
- Any action that may endanger students' life

**The school reserves the right to initiate the expulsion procedure for students who have committed an act of misconduct that is not listed as level 6 misconduct.*

Reporting Disciplinary Infractions to Colleges and Universities

The Common Application for students applying to U.S. colleges and universities requires that students and counselors complete a “Discipline Question” as part of the application. The following is from the Common Application website:

Wording of the Common Application Disciplinary Question

This “Discipline Question” will appear on the Application form for students to complete:

- *Have you ever been found responsible for a disciplinary violation at any secondary school you have attended, whether related to academic misconduct or behavioral misconduct that resulted in your probation, suspension, removal, dismissal or expulsion from the institution? YES / NO*
- *Have you ever been convicted of a misdemeanor, felony, or other crime? YES / NO*

If you answered yes to either or both questions, please attach a sheet of paper that gives the approximate date of each incident and explains the circumstances.

I authorize all secondary schools I've attended to release all requested records and authorize review of my application for the admission process indicated on this form. [student signature]

This “Discipline Question” will appear on the School Report form for counselors to complete:

- *Has the applicant ever been found responsible for a disciplinary violation at your school, whether related to academic misconduct or behavioral misconduct that resulted in the applicant's probation, suspension, removal, dismissal or expulsion from your institution? YES / NO*
- *To your knowledge, has the applicant ever been convicted of a misdemeanor, felony, or other crime? YES / NO*

If you answered yes to either or both questions, please attach a separate sheet of paper or use your written recommendation to give the approximate date of each incident and explain the circumstances.

Infraction Details

Parents and students may contact the Assistant Principal at any time to check for updated citizenship records.

Student Dress Code

One of our important goals as educators is to prepare students for professional and social life outside of school. Learning to dress appropriately in a variety of contexts is an important life skill. It is a mark of maturity, sophistication, self-respect and respect for others, which is especially important in a multicultural environment, such as ACS Athens. Parents and students should consider student attire carefully each morning before students leave for school.

The ACS Athens dress code creates a standard of dignity and signifies that this is a serious learning environment in which proper behaviors are required. All students are expected to dress appropriately. In doing so, students demonstrate that they have respect for themselves, others, the community and the school.

Exceptions are made during evenings, weekends and specific school dress days.

Special circumstances or exceptions for religious or medical reasons will be addressed on an individual basis by the Administration.

Specifically, the ACS dress code outlines the following expectations and seeks to enforce them equally:

- Clothing, tattoos, and accessories must not include words or images that are obscene, offensive, depictive of drugs/alcohol/gangs, or discriminatory towards cultures or individuals.
- Clothing must cover the chest and meet the top of bottoms. If not, shirts must be layered so that this length is met.
- Clothing must completely cover underwear when sitting, standing, or bending.
- Clothing items must be non-transparent.
- Spaghetti straps are not allowed.
- Pants must be free of tears above the mid-thigh.
- Biker Shorts: An acceptable length for biker shorts is above the knee
- Shorts must be worn mid-thigh and free of tears.
- While in class, hoods, caps, and sunglasses must be removed.
- Piercings or jewelry deemed to be a potential health risk or capable of inflicting serious bodily injury, to the student or others, are not allowed.
- Flip flops and pool slides are prohibited. Students must wear shoes that are secured and safe.

Consequences

Upon faculty/staff/administration referral, any student who disrespects the dress code will be discreetly asked to report to the Assistant Principal's Office to change and/ or cover up. If necessary parents will be called to bring clothes for the student to change or the student will be sent home to change.

Inappropriate dress is Level 2 misconduct. Consequences will be applied.

PE Uniforms

During PE classes, students must wear the ACS Athens PE uniform. This is a matter of hygiene, safety and building school spirit.

Dress Code for Athletics Travel

Athletes and other team members representing the school on trips, must follow the travel dress code. Chaperones finding students not dressed properly may require students to change into appropriate clothes.

Appropriate dress includes:

- Team hoodie
- Jeans (without holes and tears)
- Athletic shoes

Students who do not adhere to these rules and regulations will be subject to a Level 2 dress code misconduct.

Displays of Affection

As a matter of self-respect and respect for members of the ACS Athens Community who represent a wide variety of cultural mores, physical displays of affection are not acceptable on campus.

No Smoking Policy

ACS Athens is a non-smoking campus. Smoking, as well as vaping, is prohibited in all areas of the campus at all times. Students reported for smoking or vaping will receive logical consequences as described in Level 4 misconduct. Athletes on Varsity and JV teams who violate the no-smoking policy will be removed from the team.

Theft and Vandalism

All students have the right to a safe and secure school environment. All students are expected to be honorable and to demonstrate respect for others' property and for the school's facilities and property. Any form of theft or vandalism is unacceptable. Depending on the circumstances, the consequences are outlined in the respective school's Code of Conduct. Any theft or vandalism incident must be immediately reported to the respective faculty, counselor, or administrator.

Students are reminded that they are responsible for any valuable or personal property that they bring to school. It is required that all personal belongings be locked up in the student's locker to prevent loss or theft. Keeping valuable or personal property in a backpack or bag left unattended should be avoided.

Student Searches

ACS Athens prioritizes the need to provide all students with a safe atmosphere and an optimal learning environment. Therefore, if there is reasonable suspicion, students may be searched by school Administrators. Student searches are only to occur if there are credible indications that a student has engaged in prohibited conduct. Searches are to be as minimally invasive as possible.

If there is reasonable suspicion, a member of the faculty or staff may escort the student with the backpack, purse or other article to the appropriate administrative office. It is the responsibility of the school's Administrators to conduct the search.

Gum Chewing

Gum chewing should be avoided in the classrooms and school buildings. It is difficult to clean off certain surfaces, and can also be distracting and disrespectful if chewed in class. Faculty and Staff may ask students to dispose of their gum at their discretion.

Use of Cell Phones on Campus

Pursuant to Greek Law, students are not allowed to have their cell phones on campus. Electronic devices, other than mobile phones, may be used in the classroom with teacher approval and supervision for instructional purposes.

The consequences below represent a guideline. The school administration has the right to apply logical consequences at its discretion.

- 1st Infraction–Loss of mobile phone for the day. The student may pick up their phone at the end of the school day.
- 2nd Infraction–Loss of mobile phone for the day. The phone will be returned to the student's parent/guardian.
- 3rd Infraction–Loss of mobile phone for the day. The phone will be returned to the student's parent guardian. The student will lose privileges, such as a field trip, and will also reflect at home.
- 4th Infraction–Loss of mobile phone for the day. The phone will be returned to the student's parent guardian. A meeting will be scheduled with the family to discuss possible change in the school environment.

If a student uses any electronic device to capture video and/or sound, take photos, and/or post to the Internet, the following consequences will apply:

- 1st Infraction– A meeting will be scheduled with the family to discuss possible changes in the school environment.

Possession of Personal Electronic Devices (Other Than Cell Phones)

A personal electronic device includes, but is not limited to, tablets, laptops, smart watches, and calculators. Students are not permitted to use any type of electronic devices during class time or breaks within the classroom, except with permission from the faculty.

Parent(s) or guardian(s), who need to contact a child during the school day, must do so by phoning the Assistant Principal's office at 2106070404 or the Principal's office at 2106070222.

Academy Attendance Policy

Punctuality

To maintain the integrity of the learning environment, students are expected to arrive at school and for all classes on time. Students are tardy when they enter the classroom after the scheduled time for class to begin. Four tardies in one class period account for one full absence for that same class. This absence then counts toward the 10% limit of absences that a student may acquire at ACS Athens. In the case of four tardies equaling one absence, the tardies are not removed from the record. Students who accumulate excessive tardies will be meeting with the Assistant Principal throughout the year who will provide the respective guidance. Juniors and seniors with excessive tardies will be closely monitored during their flex blocks by the learning commons personnel, the Assistant Principal and may be scheduled into a supervised classroom mentor-ship for support.

Classes begin at 9:00 a.m. each day and students are expected to arrive to class on time. Students are considered tardy to their first period class up until 9:10 am. Students who arrive in class prior to 9:10 a.m. will receive a Tardy. After 9:10 a.m. students will receive an absence for excessive tardy and they must remain in class under the supervision of their first period teacher. This 10 minute attendance window applies only to the first block of the day; for all other periods of the day students will receive a tardy or an unexcused absence for not promptly reporting to class, which is considered "cutting class" and a level 2 misconduct.

Parents will be notified electronically when students have an excessive number of tardies.

Attendance

At ACS Athens, daily attendance is deemed to be an extremely important component in the academic success of the students. It is well understood and documented that there is a direct correlation between regular school attendance and academic achievement. Despite the best efforts and intentions of all, the make-up of missed work does not duplicate the actual classroom experience; thus, achievement may suffer.

Students might miss classes for:

1. Medical reasons
2. Personal reasons
3. Unexcused absences
4. School related co-curricular and extending learning activities

Generally, students will not receive credit for any class from which they are excessively absent, for reasons 1, 2 and 3 above. "**Excessively absent**" is defined as being absent for more than 10% of the instructional days in a given academic school year.

Students who exceed the 10% limit (approximately 8 classes per semester/16 per year) are allowed to request an Attendance Waiver available through the Principal's Office before the end of the semester/academic year. The Academy Child Study Team (CST) will review such requests with substantiated documentation from the student/parent regarding the absences, the make-up work completed, and other relevant information for the committee. The CST will take into consideration the number of requests from each student over the span of their high school record when considering granting waivers or seat.

Parents must notify the Attendance Office by 9:30 a.m. if a student is not coming to school. Students must have a note from home with a valid reason in order to receive an excused absence. Telephone verification, along with an email is also accepted. For absences of three or more days, a doctor's note is required. Parents and students are expected to turn in an excuse for their absence(s) the day they return to school. Parents are asked to plan outside activities (dental appointments, trips, etc.) around the school schedule and calendar.

Attendance Office Email: hsattendance@acs.gr

Attendance Office Phone: 210 -6070404

Categories of Absences for Non-School Related Issues

- **Medical:** Parents should phone the school each morning a student is absent for medical reasons (illness, medical appointments, etc.). The school reserves the right to require the parent to provide a statement from an appropriate medical authority verifying the requirement for the student's absence. Parental failure to inform the school of a student absence or provide medical documentation when required, will result in the student being assessed an "unexcused" absence. In the case of extended absences due to illness, the Office of Student Services and the Administration will carefully monitor student progress. After consultation with the parent(s), they will take such action as is necessary to support the best interests of the student and preserve the integrity of the educational process.
- **Personal Reasons:** Absences from school for unavoidable personal reasons are excused. Parents should phone the school each morning that a student will be absent or provide a written note in advance of absences if possible. Absences which fall into this category, for example, include those due to death in the family or family emergencies which require the presence of the student. When possible, parents should obtain a determination as to whether the absence will be excused before it occurs. The Academy Principal will make the final decision as to whether an absence in this category is "Excused" or "Unexcused". Parental failure to provide a written explanation will result in the student being assessed an "Unexcused" absence.
- **Unexcused Absences:** Any absence not excused by the Administration will be assessed as "unexcused". Unexcused absences from school or class periods may result in disciplinary action. Class work missed due to unexcused absences cannot be made up. Repeated unexcused absences may result in loss of credit, expulsion for misconduct, or denial of admission for the following semester or school year. Absences due to vacation extensions are counted as "unexcused".
- **Cutting Class:** Cutting class (missing class without a valid excuse; or being more than 10 minutes late for the first class of the day without a valid excuse or more than 5 minutes late for the remaining classes of the day) is considered a serious academic offense, showing little respect for the learning process. Students who cut class will receive a grade of zero for all work done / due on the day of the class.

Excused for School-Related Reasons

Co-curricular and extended learning activities provide students with opportunities to build and expand on their individual interests and talents as well as develop interpersonal and teamwork skills. Students participate in these activities on the basis of individual choice and personal interest. These activities are usually scheduled after school hours and on weekends, but may require absence from class. No student may miss an excess of 10% of the instructional days (or class periods) in a given academic year. It is understood that non-routine absences such as external examinations, assemblies and approved class meetings, must be documented, and pre-approved by the Citizenship Office.

Additionally students who are on a Greek National team, either for athletic or academic events, may be required to miss class time; such absences do not count toward the 10% mentioned above. Parents must contact Student Affairs and the Citizenship Office prior in order to arrange support. Appropriate documentation must be presented to the Citizenship Office signed by the respective federation, clearly stating the absence dates.

Make-Up of Missed Work

Students that miss graded assignments (including, but not limited to, tests, quizzes, lab reports, projects, essays, and so on) due to illness or any other excused reason will be allowed to make-up missed work as follows:

- The teacher and student will agree on a mutually agreeable time to make up the missed work during lunch or after school.
- All missed work must be made up within 10 school days of the absence.
- Failure to make up missed work within this 10-day window will result in a grade of 35% for the missed assignment or assessment.
- Any exemptions must be referred to the CST and be approved by the school administration.

Early Dismissal Request Policy

Early dismissal before 3:45 p.m., requires students to have a scheduled doctor's appointment or a parental/guardian request approved by the Assistant Principal. A doctor's note needs to be submitted to the Assistant Principal upon their return. If there is an emergency family situation parents need to contact the Assistant Principal in advance to request an early dismissal pass. All students who leave school early must get an "Early Dismissal" pass from the Assistant Principal.

Staying After School

Buses depart campus at 3:55 p.m. All students must leave campus at that time unless they stay after school for an activity supervised by a teacher. **Once students exit campus, they will not be permitted to re-enter campus for any reason.**

Acceptable Internet Use Policy

IMPORTANT

ACS Athens provides Internet access through its wireless network, ACS Open. Our goal in providing this service is to promote educational excellence in our school by facilitating resource sharing, innovation and communication.

Internet use must support the educational objectives of ACS Athens, and provide a tool for research and learning. Efficient operation of the network relies on the proper conduct of the users, who must adhere to the guidelines for use provided below. Students who do not follow the Internet Acceptable Use Policy will be denied access to ACS Athens computer facilities and ACS Open. Serious offenses may lead to expulsion from school.

Guidelines for Acceptable Use

The following actions are strictly prohibited:

1. Accessing or downloading pornography or related material;
2. Software theft (piracy);
3. Unauthorized software installation;
4. Unauthorized use of copyrighted material;
5. Vandalism, unauthorized login (within campus or remotely) to ACS Athens network files or tampering with IT security, hacking or accessing secured network files;
6. Publishing inappropriate images/articles on school equipment;
7. Other unauthorized non-educational use (including video games);
8. Unauthorized access of social networking sites (Facebook, etc.);
9. Downloading music and film video clips that are not part of an assigned project, or which are protected by copyright laws.

Active Directory Accounts

Parents and students must be aware that designated ACS Athens personal user accounts are connected to a local (non-cloud) Active Directory network system, and are the responsibility of the account users. Students should always use a personal password to protect their accounts and should never share this password with others.

The user is responsible for all content found on their account. Students must remember to log out upon completion of work sessions at any campus computer station.

Passwords Best Practices

Users are encouraged to be aware and utilize password best practices, [as they can be found here](#).

Bring Your Own Device - BYOD - Policy

ACS Athens, committed to provide the best educational experience to its students, implements the technology policy "Bring Your Own Device - BYOD".

The school policy across the grades is as follows:

- All new and existing students entering grades 6-12 are required to bring and use their own laptop in the school, always according to the class guidelines and rules of each teaching instructor and the technology policy of the school, as outlined in the Academy and Middle School Program of Studies.

Specifications

The ideal BYOD device needs to comfortably run a modern browser and have a good battery life.

- Operating System: Any operating system is acceptable as long as it supports the latest version of a modern browser like Chrome, Safari, Edge, or Firefox.
- Battery Life: A battery capable of lasting at least 2 hours.
- Hardware Features: A functioning webcam, microphone, and a physical keyboard for typing assignments.
- Tablets: We require that tablets be equipped with an external keyboard accessory. Although students are welcome to bring tablets, school related applications or assignments may require features not supported on such devices. Therefore, **laptops are the preferred devices in ACS Athens.**

Headphones: Students must bring their own headphones.

Please Note: ACS Athens provides a limited number of laptops on a check-out basis, that are used primarily by individual students on emergencies. Students of grades 6-12 can check out laptops only a limited number of times per semester. Any damage, either accidental or intentional, will result in a financial penalty for the cost of repair or replacement of the device.

Description of the BYOD Policy:

Our primary goal regarding the use of Technology in Education at ACS Athens is:

To envision, design, materialize, support and operate physical and virtual learning spaces, as students live in a world where they can learn anywhere, any time and from anyone.

Context of the BYOD Policy:

Today's students are all digital natives and live and operate in a multimedia world. All media they use in their everyday school life is all in color and they prioritize based on visual learning. They don't just need, but they demand to have creativity in their learning process. They learn best through trial and error and they constantly connect and collaborate. Most importantly, they expect and know how to access information that is live and interlinked.

Online Learning:

In case a situation arises that students need to work and study from home, BYOD ensures that all students are able to use tools and resources required for an uninterrupted virtual teaching and learning processes.

Advantages of “Bring Your Own Device” (BYOD) Technology Integration model:

- A device for every student covering their educational needs, offering access to technology at anytime
- Specialized technical staff of the school ensures uniform operation of devices and platforms
- State-of-art firewall and security protocols safeguards network access
- Robust network WiFi infrastructure with large bandwidth ensures optimal connectivity
- Technology Dept. continues to support students with devices on a special case basis.

How BYOD can be used:

- Access educational/instructional libraries
- Research online becomes easier and more personalized
- Coursework and assignments are easily accessible and managed
- Access data organization tools
- Web-based applications for classroom polling & quick tests
- Easier production of Audio/Radio podcasting and video projects
- Promoting Digital storytelling
- Easier Language learning
- Easier access of Course companion sites

BYOD Benefits:

- Learning anytime, anywhere without schedule or access restrictions
- Allowing school to devote much-needed funding to other programs or technologies
- Personalized devices
- Devices are commonly more up-to-date with newer features
- Allows for immediate application in the classroom
- Competitive pricing of tablets, smartphones, and laptop computers—BYOD a viable option for many families

- Replicates a technology-rich environment already common in higher education and business
- Flexibility—support different learners with different needs

BYOD Educational Impact:

- Catalyst for more engaged and motivated students
- Students are held accountable for their learning, puts them in charge
- Encourages continued learning outside of the classroom walls
- Students tap into their individual learning preferences
- Helps students identify skills that will make them life-long learners
- Gives students a preview of how their future workplaces will operate
- Provides the necessary tools for uninterrupted teaching and learning

Parental Support

Providing Parental Support

The High School years are extremely important in the formation of your children as successful lifelong learners, and humane and significant members of our global community. Yet, there are no codified instructions that help parents understand how best to motivate a teenager and parenting is far from an exact science. In the interest of developing a solid team that works together to guide your children, we offer the following suggestion for your consideration:

1. **Provide an academic environment** – Besides creating a quiet study area, parents can help to foster a positive academic attitude by engaging their children in dinner discussions about what transpired during the day's classes. Having resource materials handy, such as a dictionary, thesaurus, etc., and limiting T.V. viewing and non-academic computer use can also help. Encourage your children to read for pleasure. Take time to share responses to books and articles you have read in common.
2. **Check your facts first** – Students sometimes distort the truth in order to avoid taking responsibility for their actions or to try to circumvent policies and procedures.
3. **After conversation with your child**, it is always a good idea to **go to the source**, whether it's a faculty, an advisor or a coach, before making an assumption that could be incorrect. When students make comments about parents or about having your permission to do something, we promise to do the same.
4. **Insist that your children do their own work.** You will be tempted to jump in to help your children complete a project or assignment when they panic because they have waited until the last minute, or when they don't feel like spending a little extra time to figure out a concept. It is extremely important that you insist that your children do their own work. Though we do not encourage the practice of tutoring, if your children have a tutor, make sure that the tutor never does your child's work for him/her. Turning in an assignment completed by a parent or tutor is cheating and works against the building of confidence and integrity.
5. **Regulate after-school time** – Both academically and behaviorally, this is a very critical time for your teenagers. Know where your children are after school. Unless they are participating in a scheduled

activity after school, students are expected to leave campus at 3:45 in order to complete their homework. Students who are not in an activity or attending a school function are not supervised and could very well leave campus without our knowledge, only to return to catch the late bus. Unfortunately, we have no way of monitoring their activities.

6. **Don't make excuses** – Students do not learn self-reliance or resilience if someone is willing to excuse their inappropriate actions. With so little time remaining to prepare your children for adulthood, we need to make every moment count. Please do not send notes asking that they be excused from doing their homework. Students in the Academy are expected to use their Google Calendar on-line, or another calendar they choose, to plan ahead. Going to bed late, oversleeping, or not being able to find a taxi are not valid excuses for tardiness at work, nor should they be for your teenagers at school. Similarly, having a bad day, not liking someone, or being overly tired are never excuses for inappropriate or disrespectful behavior. Of course, ACS Athens is a place of learning and, while we will consistently discipline inappropriate behavior, we believe that discipline should spring from a desire to instruct, rather than just to punish.
7. **Remain vigilant** – Your teenagers are probably at the point where they have become quite persuasive about how self-reliant they have become. It is not uncommon for students at this age to demand privacy and to be reluctant about keeping you informed. This is obviously an important step in their growth towards independence. As you try to play a less active role in the development of your children, however, we want to reassure you that there are checks and balances, some of which are listed below, that can help you monitor their progress behind the scenes.
 - Faculty members ask students to note assignments in their calendars, which reflect not only homework expectations, but also upcoming topics, projects, tests and quizzes. An additional source to find student assignments and other material is to visit the school's Moodle site; your child has access to this.
 - Check PowerSchool for assessments/attendance/discipline.
 - Get to know your children's counselor. This can be your first contact if you have any concerns about their behavior or attitudes.
 - Never hesitate to contact a faculty member if you have a question about performance or behavior in a particular class. Faculty can be contacted by email: {lastname}{firstinitial}@acs.gr
 - Don't hesitate to **contact the counselor**, and/or school nurse if you notice a significant change in your children's attitude, behavior, or physical health. We live in a very challenging society today, where alcohol, illegal substances, and eating disorders are far more prevalent than they were when we were young.

Peer Pressure

Unfortunately, research indicates that, at this age, peer pressure plays a far more important role than the family in shaping teenagers' behavior and attitudes. You would be wise to observe your children's friends and to communicate with their parents. Know where and with whom your children spend their free time. Set reasonable curfews. If you have any doubts or concerns regarding the choices your children are making, please don't hesitate to contact one of our professionals.

1. **Stay informed** – Please keep track of important dates and remind students to bring home all notices. Back to School Night and Parent Conferences are especially designed to keep you informed about your children's programs and progress. Be sure that you also note the dates when progress reports and report cards are sent home and contact the counselor if you don't receive them.
2. **Take another look at your teenager** – The fact that you have chosen to send your children to ACS Athens demonstrates the importance you place on education. Certainly our children are beneficiaries of our best dreams. As educators, however, we sometimes find ourselves dealing with over-stressed students who can be obsessive about grades. We ask that you take another look at your children. Are

you honoring and nurturing who they are or who you would like them to be? Are you encouraging them to pursue their own dreams and aspirations or yours? What are their real talents? Are you encouraging them to develop these talents? Being aware of your children's strengths and weaknesses and supporting them to become the best they can be is the best gift you can give them as parents.

3. **Make sure that you read this handbook carefully** – some important changes in school policy have been made so it is important for you and your children to understand its contents.

Parent Communication with Faculty

In the ACS Athens Academy we encourage students to talk directly with their teachers and communicate needs or questions. "Back To School Night," featured annually, allows parents to meet their student's teachers, and Parent Teacher Conferences are held twice a year for one-on-one feedback. Finally, parents have access to PowerSchool Parent Portal for ongoing feedback related to class performance and grades. If parents would like to contact a teacher, they may request an appointment through the main office. Emails may be sent to faculty with the recognition that email replies will not occur outside of the work day or on weekends or holidays. Faculty will strive to respond to emails within 48 hours during working hours.

Disrespectful Behavior Towards Professionals

According to Greek Law (Article 33 law 5090/23-2-24), those entering the school premises and disrupting school life by arguing loudly, using inappropriate language towards teachers and staff, cursing, or creating noise will suffer the consequences of imprisonment of up to one year and a monetary penalty. Those who also exhibit physical aggression will suffer the consequences of imprisonment for a minimum of two years and financial repercussions.

Theater / Assembly Protocol

Our ACS Athens Theater is a magnificent facility. Few schools can boast of having such a state-of-the-art performance center. All of us in the ACS Athens community have a responsibility for maintaining it in top condition. The Theater will provide us with rich cultural, social, and entertainment opportunities, all of which will demand of students the highest level of Theater manners. When attending the ACS Athens Theater during an assembly program, we are all to observe the following protocols:

Assembly Protocol for Students

- Proceed to the Theater with your classroom teacher.
- Enter the Theater only through the lobby/gallery area.
- Sit in the assigned seats designated for your class. (Ushers will help to direct you)
- No food, drink, gum is allowed in the Theater.
- Book bags, knapsacks and gym bags are not allowed in the Theater. Lock them away in your locker or leave them in your classroom, which your teacher will lock.
- Once in your seat, come to order quickly. Feet need to stay on the floor. Once the program begins, sit back and enjoy. Theater etiquette demands that you listen and watch quietly. Talking during a

performance or presentation is rude and shows great disrespect to the presenter or performers. If you are bored by a performance, daydream, plan your weekend or rearrange the furniture in your room in your head. Do not talk to others and disturb their enjoyment of the performance or presentation.

- Show your appreciation of the performers with appropriate, polite, and enthusiastic applause. The kind of loud cheering you would do in a gym or at the soccer field is not appropriate in a Theater.
- Once a performance or presentation has begun, you may not get up and leave the Theater until it is over (except in the case of an emergency.) Walking around during a performance or presentation is rude and shows disrespect to the performers or presenters.
- When the assembly is over, students will be dismissed forming rows or sections under the direction of the assembly leader.
- Students may work in the Theater [in preparation for assemblies or performances] only under the supervision of faculty directors/advisors.

The Learning Commons

Math/Science, Literacy, and Media Studios

The Sabbagh Library of the Learning Commons is the center of learning, research, knowledge construction, and student/faculty collaboration. This learning space provides our students and faculty with state-of-the-art facilities, such as a Media Studio, a Math & Science studio, a Literacy studio, a Library, an Incubator of Students' Creative Ideas (ISCI) and much more. These spaces are staffed with professionals having expertise in the fields of Mathematics, Sciences, Literacy, STEAM education, and Media. Students and faculty function as architects of their own learning, as they pursue their intellectual curiosities. The Learning Commons is known as the heartbeat of education at ACS Athens.

Academy/Middle School Learning Commons

- Books available targeted to the needs of student and faculty for their project research and for their independent reading
- A selection of databases and e-books targeted to the needs of students and faculty for their project research
- Quiet spaces for individual student research and study
- Collaborative spaces for student and faculty group project work
- Research skills courses targeted to the needs of students of different grade levels
- Individual and group guidance for researching individual or group topic.

Research Support Program

- A research skill-building program/curriculum, for grades 6-12 that connects with existing research initiatives, but also introduces new and innovative ones

- The program will provide expert consultation, focus, coherence, and continuity to the research training of the students and faculty across MS and Academy through classroom instruction and support as needed and individual student and faculty support as needed
- Important goals of the program are to support, guide, and inspire students and faculty in the process of creating and disseminating new knowledge through engagement with research

Math Studio @ 3rd Level of the H.J. Sabbagh Learning Commons

- Regular drop in (class connected activities)-One on one learning (to meet individual student needs)
- Small group whole class instruction and activities
- Students work in small groups with the teacher as the facilitator
- Creating educational games
- Hands on activities
- Providing students with online quizzes/ tests
- SAT prep classes
- The ideal place for students to visit in order to learn and exchange ideas on mathematics.
- An inquiry approach to learning. Math inquiry- an exploration into things the students are interested in finding out and /or solving.
- Subscription to a variety of websites which will enhance learning.
- Hands-on group games available to students
- Supplies available for better introducing certain topics (3d shapes, boards with grid lines, etc.)
- Math Game Sessions
- Young Mathematicians Groups
- Sharing sessions for faculty

LiteracyStudio @ 2nd Level of the H. J. Sabbagh Learning Commons

- Regular drop in (class connected activities) One on one learning (to meet students' individual needs)
- Small groups whole class instruction/workshops
- Students work in small groups with the teacher as the facilitator
- Hands on activities
- Online and face to face mini lessons in specific editing/ proofreading skills
- Writing workshops
- SAT prep classes

- Support for writing assignments in all disciplines, grades 6-12- collaborative with classroom teachers to guide students through all stages of the writing process: pre-writing drafting, revising, editing, proofreading
- Scrabble: collaboration with Math Studio once a week to engage students and have a tournament on a monthly, semester or annual basis
- Writing Groups
- Learning Commons
- Publications- Literary Magazine
- Book Club for adults

Media Studio @ 2nd floor of the H. J. Sabbagh Learning Commons

- Audio, print, video, media design and production
- Film/Media Festivals Events (sponsored by the entire library team)
- Film Media Club (sponsored by the entire library team)
- Film Nights (sponsored by the entire library team)
- Accommodate interdisciplinary project development
- Guiding the use of the Media Studio across all disciplines
- Media Productions (class productions, individual projects)
- Studio Courses (to be developed)
- Production of student and faculty media projects and showcasing work

The Math/Science, Literacy, and,Media Studios can accommodate individual students, small groups or an entire class. Individual students can walk in at any time with a pass from their teacher or on their own during lunch, before or after school.

Academy students should be bringing their laptops or tablets..

H.J. Sabbagh Learning Commons

Rules and Policies

The H.J. Sabbagh Learning Commons is open from 8:30 a.m. until 6:00 p.m.

- Quiet talking is permitted in the library but we all must be considerate of people who need quiet to study.
- No food or drinks are allowed in the library. Water is permitted but not next to a computer.

- No playing video games or watching non-educational videos on the library computers.
- No games should be played in the library except chess or scrabble at lunchtime and after school.
- Use the printer modestly. Please do not print 10 and 20 page articles or papers.
- No lying down on the sofas and chairs. This means feet on the floor. No sitting on tables or desk- tops.
- No inappropriate displays of physical affection.
- No inappropriate use of language.
- No sound on the computers or other devices unless you use earphones.
- No talking or recording on cell phones or other devices.
- Students should clean up after themselves when they leave:
 - throw water bottles out or take them with them
 - log off of the computer
 - throw out papers they don't want
 - collect their things and push in the chairs.

Consequences for not Adhering to LC Rules

A student who misbehaves will be asked to leave the Learning Commons, and a referral form will be forwarded to the Assistant Principal. A student may lose the privilege of using the Learning Commons for a specified time.

Checking Out Books

Students may check out a maximum of ten books at a time. Books are checked out for a period of four weeks, and may be renewed for four more weeks, provided nobody else has asked for them. Students are encouraged to return books before the due date if they no longer need them. Fines will be charged for overdue books at the rate of .20 Euro per overdue day. Students who have overdue books or outstanding fines will not be allowed to borrow books until all books are returned and fines are paid. If a book fails to be returned, the student is responsible for the cost of replacement. Books required for special projects or extended essays may be loaned for longer periods of time by special permission of the Librarian.

Checking Out Reference Books

Reference books may not be checked out. Please see the librarian for special requests for particular assignments. Failure to return loans will incur a fine of 2.00 Euro per day.

Lost / Damaged Books

Replacement cost will be charged for lost or damaged library materials.

Learning Commons Computer Use

Library computers are for research / writing purposes only. The use of the library Internet Stations must be in support of curricular research and be consistent with the educational objectives of ACS Athens. Using the ACS Athens computers for non- educational programs, such as playing games or watching videos, is not permitted. You will be asked immediately to get off of the computer. Students may use the school's computers and laptops for research assigned by faculty members of the Academy and the Middle School. They may use all the pre-installed applications and should not install any new application. Furthermore, creating inappropriate desktops is not permitted. Students must remember to log out of the computers before leaving the Learning Commons.

Photocopies / Printers

Photocopies and computer printers are available to students. In the spirit of conservation of natural resources, students are kindly asked to limit their printing and photocopying to what is absolutely essential.

Internet Access

Wireless internet access is available in the library, theater lobby or atrium and cafeteria. The schoolwide Wi-Fi network is ACS_OPEN and the login password is acswireless

Internet Acceptable Use Authorization Form

Students and their parents must sign the Acceptable Internet Use Policy Authorization Form, which is part of the Student-Parent Online Handbook Agreement form, before they are allowed to use the Internet facilities of the school.

Flex Time

Built into each rotating Upper Academy student schedule is Flex Time. Flex Time periods will depend on the student's selected courses and will meet in the Learning Commons. As architects of their own learning, students may take advantage of the opportunities during Flex time to enhance their learning. Examples of student opportunities for Flex Time include: math/writing/media studios, mindfulness, counselor and Faculty/Staff appointments, extended essay advising/TOK, CAS and study/project time.

Please Note: All students must report to the ACS Athens Learning Commons on time, for their Flex block classes, where attendance will be taken (at the circulation desk) and students will engage in the above mentioned activities.

Administrative Decisions Affecting Students

ACS Athens operates based on its own set of procedures and policies, as approved by the school's Board of Trustees, the school's President, and the USA Middle States Association Commissions on Elementary and Secondary Schools guidelines. The USA Middle States Associations also approves the school policies and procedures by accrediting ACS Athens.

Educational decisions affecting students are made by the school principal after consultation with the appropriate faculty and counseling personnel. For financial issues the applicable administrator will be involved. All such decisions must be approved by the ACS Athens President.

Important Financial Information

1. Each year, the school follows a student re-registration process in all grades. Parents must have no outstanding tuition and fees balances in order to re-register their children in the following year.
2. Please refer to the [Parent Financial responsibility statement](#) for a detailed explanation of financial policies.
3. The school has the right to restrict student participation to "non-curricular" school activities, if the parents have outstanding tuition or fees for a period of more than 4 months. For example, such activities may be:
4. Extracurricular after school activities and programs;
 - School trips;
 - Participation in Graduation or other celebrations ceremonies. The original school diploma will not be issued to graduates, however, requested university transcripts or diploma photocopies may be provided.
5. Parents who face temporary financial difficulties may request payment arrangements with the Financial Office or may apply for financial aid, following the school defined rules and processes.
6. Students who are not permitted to travel due to disciplinary action and/or academic probation will not be reimbursed for any travel costs and fees.

Force Majeure

The obligations of the School under this Agreement may be suspended immediately without notice during the periods that the School must close of *Force Majeure* events including, but not limited to, fire, acts of God, war, governmental action, terrorism, epidemic, pandemic, outbreaks of infectious disease, any other public health crisis, or any other even beyond the School's control. If such an event occurs, the School's duties and

obligations under this Agreement may be suspended or postponed until such time as the School, in its sole discretion, may safely re-open. A Force Majeure event will not entitle the parent(s), guardian(s) or other financially responsible party/parties to a tuition refund. The aforementioned explicitly waive their claims of unjustifiable enrichment.

References

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- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for Educational and Psychological Testing*. Washington, DC: AERA.
- Coloroso, B. (2010). *Kids are Worth It! : Giving Your Child the Gift of Inner Discipline* (Revised ed.). New York, NY: HarperCollins Publishers. ISBN 978-0061995415.
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