Dear Students and Parents,

Your signature below certifies that you have read this handbook, which includes the “Responsible Use Policy for Information Technology” in the choices and consequences section.

As we pursue teaching students “Digital Citizenship”, we especially want Students and Parents to be familiar with this school policy.

Thank you,
Beth Coyle

Please return to student’s advisor. Parent signature needed.
Due: August 28, 2015

I _________________________ and my parents have read and understood the school procedures outlined in this handbook. I pledge to live within the guidelines of the book and enjoy the privilege of being part of the Middle School.

_________________________  _________________________
(Student signature)          (Parent Signature)

_________________________  _________________________
(Date)                    (Date)
My Commitment to the AES Mission

As part of the AES Middle School Community:

• I will strive to build a peaceful and inclusive community at AES.

• I believe that every student, faculty member & staff has the right to be treated with dignity and respect.

• I will work to ensure that my behavior and my actions do not harass or make fun of anyone. I will work to not engage in gossip, rumors or put downs.

• Although I know I am not perfect and I will make mistakes, when I do make mistakes I will have the courage to take responsibility and will do what I can to make amends.

• I will practice kindness and forgiveness and will assume positive intentions.

• I believe I have the power to build a peaceful and inclusive AES!

• I will practice these behaviors in and out of school, in person and online, in order to preserve the integrity of our school community.

I have read the Mission Statement and this statement of commitment and agree with the values they express. I intend to be a supportive member of the school community.

_____________________________  ______________________________
(Student signature)            (Parent Signature)
_____________________________  ______________________________
(Date)                        (Date)
Welcome to the Middle School

Dear Middle School Students,

It is with great pleasure that I welcome you to the American Embassy Middle School 2015-16 school year. You, our 2015-2016 students, are at a unique crossroad in your life; a great time of physical, emotional and cognitive growth creating a broader understanding about the world. We hope you push your boundaries this year and try something you never thought you could do. It is our hope that you embrace the academic, cultural, service, sports and other opportunities offered to you.

As we start a new year, it truly is a new beginning and a time of self-discovery. Who are you as a learner? Who are you as a friend? Who are you as a member of our diverse community? Excellent learning experiences, valuable activities, challenging sports, and lasting friendships await you at AES Middle School.

This handbook provides you with information and guidelines at AES Middle School. Please read it carefully and share it with your parents so you and your family will know what to expect throughout the school year. If you have questions, please call our school office, ask a teacher or come see me. Remember, your education is not a spectator sport! Get ready for a great year of learning together.

Sincerely,

Beth Coyle, M.Ed.
Middle School Principal
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Helpful Contacts

American Embassy School
Chanakyapuri
New Delhi 110021
Board No.: +91-11-26888854

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<thead>
<tr>
<th>Contact</th>
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<tr>
<td>Beth Coyle</td>
<td>3300</td>
<td><a href="mailto:bcoyle@aes.ac.in">bcoyle@aes.ac.in</a></td>
</tr>
<tr>
<td>Alexa Schmid</td>
<td>3306</td>
<td><a href="mailto:aschmid@aes.ac.in">aschmid@aes.ac.in</a></td>
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<tr>
<td>Deepa Kumar*</td>
<td>3305</td>
<td><a href="mailto:dkumar@aes.ac.in">dkumar@aes.ac.in</a></td>
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<tr>
<td>Pooja Rannot*</td>
<td>3303</td>
<td><a href="mailto:prannot@aes.ac.in">prannot@aes.ac.in</a></td>
</tr>
<tr>
<td>Rekha Nigam*</td>
<td>3307</td>
<td><a href="mailto:rnigam@aes.ac.in">rnigam@aes.ac.in</a></td>
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*To be informed in case your child is absent.

Link to Teachers’ blogs: http://aes.ac.in/index.php?sec=17
Middle School Team

FACULTY
Ahuja, Anuvinder
Al Moreno, Courtney
Al Moreno, Zach
Amlani, Brian
Asher, Doug
Babcock, Josh
Bolton, Jami
Burrows, Beth
Cantrill, Jan
Chatterjea, Briar
Citrino, Anna
Citrino, Michael
Coady, Colleen
Coleman, Jason
Cook, Stephen
Coyle, Beth
Creighton, Michael
Cullen, Maureen
Currey, Isaac
Frazier, Richard
Freil, Rick
Guggisburg, Christie
Gulati, Charu
Henderson, Jeni
Jacobine, Ken
Kapoor, Madhu
Kehe, Melinda
Kuehn, Kevin
Li, Linda
Lockwood, Karin
Matovich, Christine
McArthur, Graeme
McDavitt, Kirk
Melgaard, Jason
Minkle, Amy
Minkova, Miroslava
Robotics, Delhi Out and About Exploratory
Humanities, Literacy Coordinator
Spanish
Math
Counselor - 6th & 7th grade
Math
Band
Yearbook, Design and Technical Theatre, Drama
MS / HS Psychologist
Dance Exploratory, Dance Pattern & Performance
Humanities, Speech and Debate
Photo, Ceramics, Art Experience, Art Exploratory Counselor - 8th grade
Humanities, Spanish
EAL Support, Humanities Principal
Academic Support, Study Skills
Tech Integrator
Humanities, Digital Age Learning Exploratory (DAL) Science
PE
Humanities, Mother Nature’s Minions
Science
Humanities EAL, EAL Integrator
Humanities, Money Markets
PE
Librarian
Humanities, Create Your Own elective (CYO)
Mandarin
Health, Health Exploratory Strings
PE
Humanities, Creative Writing
EAL Support, Guitar
Humanities, MUN Chorus
Pravin
Pupovac, Cassie
Saich, Kay
Saich, Michael
Schmid, Alexa
Sethi, Nisha
Slavic, Ben
Smith, Nathan
Soni, Gagan
Uemura, Lori
Webster, Jonathan
Whitney, Jackie

TEACHING ASSISTANTS
Ahuja, Anuvinder
Kaur, Mantej
Kumar, Lekha
Lal, Gunjan
Padmanaban, Monica
Kaniyal, Bharti
Khanna, Reshma
Leachious, Amy
Soni, Gagan
Tewary, Sushma
Tuli, Jyotsna
Davar, Deepali

NON-TEACHING STAFF
Kapoor, Lalit
Kumar, Ashok
Kumar, Deepa
Kumar, Sushil
Chugh, Jitin
Rannot, Pooja
Rekha Nigam
Richards, Steena

LIBRARY STAFF
Choudhary, Ravinder
Bisht, Gaurav
Sharma, Murari
Saigal, Anita

Humanities EAL, EAL Support
Animation, Design, Mixed Media, Service Coordinator
Math, Math Support
Science
Assistant Principal
PE
French
Math, Math Support
Robotics Exploratory
Science
Math
Humanities EAL, EAL Support
Technology Assistant
Science Assistant
Science / Math Assistant
Science / Math Assistant
PE Assistant
EAL Assistant
Academic Support Assistant
EAL Assistant
Technology Assistant
Science / Math Assistant
Math Assistant
World Language Assistant
Executive Secretary to Guidance Counselor
Art / Office Helper
Executive Secretary to Middle School Principal
Technology Support
Technology Assistant
Executive Secretary to Middle School Principal
Admin Assistant
Humanities Assistant
Library Assistant
Information Tech. Assistant
Admin Assistant
Technical Processing Librarian
# AES Middle School Student/Parent Handbook 2015-2016

## School Calendar

### August 2015

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**Events:**
- New Faculty Orientation
- School Reopens/Semester 1 Begins
- Late Start at 10:30 am for all students

### September 2015

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**Events:**
- Faculty In-service Day
- No School for Students
- AES Holiday
- HS Student/Parent/Teacher Conferences

### October 2015

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**Events:**
- No School - Gandhi’s Birthday
- ES Parent/Teacher Conferences
- MS Parent/Teacher Conferences
- No School - Dussehra
- MS WOW Trips

### November 2015

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**Events:**
- Early Release at 1:30 pm for all students
- No School - Diwali
- Faculty In-service Day
- No School for Students
- No School - American Thanksgiving

### December 2015

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**Events:**
- Semester 1 Ends
- No School - Winter Break

### January 2016

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**Events:**
- Faculty In-service Day
- No School for Students
- HS Student/Parent/Teacher Conferences

### February 2016

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**Events:**
- Faculty In-service Day
- No School for Students
- HS Student/Parent/Teacher Conferences

### March 2016

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**Events:**
- No School - Winter Break
- School Reopens/Semester 2 Begins
- Late Start at 10:30 am for all students
- No School - Indian Republic Day

**Notes:**
- Faculty in-service: no school for students
- No school in session

---

**Middle School Event**
- Middle School Event
- High School Event

---

**Academic Year 2015-2016**

- First Semester: August 2015 to January 2016
- Second Semester: February 2016 to June 2016
The American Embassy School is located in the heart of the diplomatic community of New Delhi. The school campus is spread over twelve acres. The buildings have been designed to lend a friendly, informal atmosphere to the school.

AES has a strong international character. Although about 39 per cent of our 1250 students in pre-kindergarten to twelfth grade are Americans, the majority of our students represent 55 nationalities. Children of embassy personnel, world organization officials and international business people attend AES. We prize the diversity of cultures represented in our student body. There are approximately 330 students in middle school.

The location of the school in the capital of India offers many advantages: guest speakers from the local business, artistic and diplomatic communities; cultural benefits of an important capital city; the opportunity to learn about both modern and historic India, as well as the opportunity to visit India itself and nearby countries.

A wide variety of competitive sports are offered including basketball, soccer, swimming, tennis, volleyball and track. The school has five tennis courts, two outdoor basketball courts, an indoor physical education complex, one outdoor field, and a swimming pool complex. There are also opportunities for students to participate in a wide variety of musical and dramatic productions. The American Embassy School is fully accredited by the Middle States Association of Colleges and Schools.

Mission

The American Embassy School provides a balanced education defined by a joyful pursuit of excellence in academics, athletics, arts and service. We enable each student to be an inspired lifelong learner and a responsible, compassionate global citizen.
Values:

We believe that everyone:

- has intrinsic value
- needs safety, trust and respect
- is responsible for his or her choices
- learns and grows through challenge
- lives more meaningfully when pursuing his or her passions
- thrives in an environment of honesty and integrity
- is enriched by diversity
- is strengthened through service
- flourishes in a community that is caring, collaborative and nurturing
- has the power to create a more peaceful world

We are committed to...

- nurturing the intellectual, physical, social and emotional development of each student
- fostering each student’s potential to achieve and to make a difference
- helping students make transitions to, within and from AES
- developing a service ethic and practice
- protecting nature and the environment
- improving student learning through research, reflection and innovation
- practicing transparent and effective governance

Profile of AES Student

“...an inspired lifelong learner and a responsible, compassionate global citizen…”

A Collaborative Person

- Actively seeks input and feedback from others
- Values multiple perspectives
- Looks beyond self interest and seeks to support the common good

A Compassionate Person

- Cares about all people
- Has the ability to put him/herself in someone else's shoes
- Welcomes the opportunity to serve others

A Creative Person

- Can show new ways to use knowledge and understanding
- Is a risk-taker
- Focuses on what's possible, not what's impossible

AES has a strong international character. Although about 39 per cent of our 1250 students in pre-kindergarten to twelfth grade are Americans, the majority of our students represent 55 nationalities.
A Critical Thinker
- Asks “How do we know?”
- Values questions
- Examines both and/or all sides of an issue

An Ethical Person
- Does the ‘right’ thing, instead of the expedient thing
- Practices honesty and truthfulness as a way of life
- Strives for integrity

An Inquisitive Person
- Actively investigates for the sake of discovery and understanding
- Examines the world for meaning
- Learns at every opportunity

A Passionate Person
- Believes that a single individual can make a difference
- Embraces life
- Is intrinsically motivated and compelled to pursue his/her passion.

Middle School Foundation for Learning
Guided by the Mission of the American Embassy School, the Middle School shall provide an American curriculum and:
- offer a strong academic program taught by subject area specialist teachers and organized through grade level teams;
- offer a varied program of experiences and a firm academic grounding in Humanities, Science, Mathematics, and World Language, along with classes in Physical Education/Health, Fine Arts, and other electives representing many content areas;
- meaningfully integrate technology, digital citizenship and media literacy;
- enable students to gain an understanding and appreciation of India and the cultural diversity found in the AES student body;
- encourage the excitement of discovery through activity–based instruction;
- enhance students’ abilities to make sound independent decisions through classroom activities and advisory groups;
- encourage students to explore interests and ideas independently in and out of the classroom;
- assist students to understand their own needs, decisions, attitudes and behaviors, while in this period of rapid physical and emotional growth;
- identify and provide for special learning needs; and
- offer opportunities for all students to participate in community service activities.
Governance of AES

The school is governed by a seven-member Board of Governors, who are elected by the parents and the faculty for two year terms. In addition to the seven elected members, the U.S. Ambassador appoints two non-voting members to the Board. Teacher and student representatives are also appointed by the Board of Governors and the PSA selects a representative as non-voting members. Thus, the Board hears a number of viewpoints before decisions are made.
Talk about change and growth – there is no time like adolescence! When it comes to significant intellectual, physical, social and emotional transition, Middle School years mark that time! To assist students in their transformation from children to adults, we provide a carefully planned curriculum including math, science, humanities, world language, physical education, health, fine arts, technology, and various exploratory electives. Additionally, a full range of co-curricular and athletic activities is offered. These include academic support, counseling and EAL services.

Advisory Program

Developmentally, adolescents need as much support from adults as young children. In middle school, we have an Advisory program that works on this through small group interactions four times per week. During these times, students and their advisors focus on personal and academic learning. In addition to advisory, we hold an all school assembly once a week; offer students Enrichment Time twice a month to accomplish some of the goals listed for advisories.

We believe that advisory serves to:

- be a flexible, dynamic response/place to support issues/concerns that arise in the middle school or grade level (ex: social media, gossip)
- increase a sense of belonging, connectedness and community
- support and facilitate social-emotional learning in our students, such as empathy - who they are in groups, how they feel about who they are, deepening awareness
- support and guide students as they develop academic learning habits, such as organization, goal setting and learning strategies
- provide opportunities for curriculum integration
- support and promote the school mission statement
- help students become responsible decision-makers - academic, social, digital, etc.
Teaming

The middle school is made up of teams of teachers who primarily teach each grade level. Each team of teachers is particularly attuned to the characteristics, challenges and talents that make each grade level unique. The team meets each week to plan advisory and other grade-level or middle school events, and support students’ social, emotional and academic needs. Through their grade level focus, the teams

Guidance Program

The goal of the middle school guidance program is to work with students, parents and teachers to help students reach their fullest intellectual, social and emotional potential.

Depending upon student interest or need, the counselor can help to:
- improve personal responsibility
- make suitable decisions about friendships, relationships, stressful choices
- develop positive attitudes
- expand self-concept, self-control, self-reliance
- choose courses appropriate for individual interests and talents
- reduce stress
- become, and stay, organized

In addition, the guidance counselor is an integral part of the decision-making team which helps determine special program needs for students.

Schedules

Our school day runs from 8:30 a.m. to 3:35 p.m. Each student has eight periods of class listed as 1-8. We are on an eight-day rotating block schedule. Students have the same four classes every other day. The Timetable for 2015-16 is given below:
The AES Middle School “Week withOut Walls” (WOW) Program provides students with unique cultural, personal, interpersonal and environmental experiences not available on the AES campus. From these experiences students will learn, reflect, and grow as individuals.

The “Week withOut Walls” (WOW) mission is to:

1. Provide authentic, direct exposure to India in order to nurture a better understanding and appreciation of Indian culture and geography;
2. Develop new friendships, as well as strengthen existing ones in the AES Middle School community;
3. Increase respect for the environment and local culture through exposure to unique habitats and the effect of human populations on land;

The locations selected for the 2015/2016 school year are:

6th Grade       Corbett National Park
7th Grade       Huel Valley near Rishikesh
8th Grade       Rishikesh along the river

*Students who are too ill to travel at the beginning of the trip will join a Delhi and around trip.

The Middle School WOW trips will take place October 25 - October 29, 2015.

Students will be evaluated by faculty chaperones for WOW. Students will be expected to complete work during the trip. WOW is part of semester 1 and will be included in the advisory comment on the student’s report card. Participating in WOW is compulsory.
All students in the middle school have multiple opportunities to participate in service organizations that provide education, interaction, or intervention during the school year. The most current after school active service organizations in the middle school include Reach Out and HOPE Club which are sponsored by teachers and students alike and happen throughout the year. Service Action Field Trips are scheduled throughout the year to participate in Community Theater, and activity service at an orphanage, a home for aged, a school for specially abled students, the blind school, and an animal shelter. Additionally, all students are offered many opportunities to be part of our student leadership. AES Middle School utilizes a shared leadership model to support student leadership in the middle school. The foundational belief is that leadership at this age should be about giving many students opportunities to have a voice, participate and lead. This model allows many students to be part of planning, organizing and running events under the guidance of faculty members and still have time to participate in many other middle school activities. Advisory selected students meet once a month with the principals at a Leadership Round Table to affect positive changes and bring forth new ideas. Student may also sign up for Leadership Committees including a Student Service Committee.

The middle school has taken a growth and maturity approach to service learning that develops a sense of independence and instills awareness in the necessity and value of service. We welcome students to approach us about individual projects for which they would like to advocate.

Grade 6 students spend time exploring and reflecting on what service is, who and what it serves and opportunities for service that take place in our school community and Delhi. They may also have opportunity to do a service project during the school day on campus or with an organization near the school. When this happens, regular content classes are suspended in order to provide an intense immersion and opportunity for students to dig deep into the topic of service.
The growth and maturity approach works well for middle school students as they have an introduction, an organized experience and then independently select an issue in India on which to raise awareness.

Grade 7 students experience service through an organized advisory interaction that takes place during enrichment times at school. The seventh grade service focus is on cultivating empathy and working with their partner school, the Aanchal School for special needs students, located in the immediate community. Students and teachers from both schools work together at least three times during the Spring of each year planning and hosting events and activities for each other. The long-standing relationship with Aanchal school has been rewarding and meaningful for students and teachers from both AES and Aanchal.

Grade 8 students are mature enough to handle some independence with service and the eighth grade team has incorporated choice into the students’ service. All grade 8 students blend a component of community service into the interdisciplinary Population Project. Students complete a project that is designed to raise awareness or advocate for social change.

The growth and maturity approach works well for middle school students as they have an introduction, an organized experience and then independently select an issue in India on which to raise awareness. Our school motto of “Enter to Learn, Leave to Serve” represents the middle school approach as students are guided as they take initial steps towards creating for themselves a responsible role in community, regional, and international activities.

Samples of activities in middle school in recent years:

- Reach Out time with teens from neighboring Vivekenand Camp.
- Computer instruction for boys and girls from neighboring Vivekenand Camp.
- Clothing and supply drives for the HOPE Club.
- Service Action Committee trips including support for Animal shelters for dogs, horses, donkeys, cats.
- Grade 6 service days and WOW reach out experience with villagers.
- Grade 7 Aanchal exchange days and WOW exchange with local school.
- Animal Advocates working with animal shelters.
- Working for a few hours in an Old Age Home talking to residents, playing games, giving a concert, etc.
- Student Leadership: Leadership Round Table, dances, Earth Day, Peace, Leadership Seminars and Leadership Committees.
- Earth Day: Leading a Delhi Environmental Leadership Summit with students from local schools about designing our way out of the plastic problem.
Student Rights

Students are entitled to all the rights set forth in this policy, without distinction of any kind, such as race, color, gender, language, religion, political or other opinion, national, ethnic or social origin, disability, sexual orientation, or other status.

Students have the right to seek representation on the Board of Governors and may attend any committee meeting dealing with matters directly related to students.

Expression and Opinion: (unless this would violate the rights of others or cause personal or institutional harm)

- freedom of thought, conscience, and religion
- protection from arbitrary interference with privacy, family, home, and correspondence
- to hold opinions without interference
- to seek, receive, and impart information and ideas
- to express an opinion and have that opinion considered unless this would violate the rights of others or cause personal or institutional harm
- peaceful assembly and association
- to have their views solicited and considered by teachers, Administrators, and the Board of Governors, in the matters directly related to students.

Safe Environment

- safe and clean school facilities
- personally and for your property
- free of physical, emotional, psychological, and verbal harassment or bullying
Education:
• mutual trust and respect
• a meaningful education which will prepare you to be confident, independent, and passionate learners
• a curriculum which is relevant and a right to provide input
• to inspect and review all academic records directly related to yourself.
• to seek a correction or deletion where a record is felt to be inaccurate, misleading, or otherwise in violation of your privacy or other rights

In Matters of Discipline:
• confidentiality as specified in Policy 8.20 “Confidentiality”
• not to be a witness against yourself
• to obtain assistance for your defense in any action that could result in expulsion

Student Responsibilities
Students can realize their rights only if they also exercise self-discipline and respect the same rights for all others without distinction of any kind, such as race, color, gender, language, religion, political or other opinion, national, ethnic or social origin, disability, physical appearance, sexual orientation, or other status. Keep your actions from infringing upon the rights of others. We expect the following things from each student, which in turn they can expect from us and from their fellow students:

Respect Yourself
• Conduct yourself with honesty and integrity
• Refrain from substance (drug/alcohol) use
• Keep yourself neat, clean and appropriately dressed for class
• Leave your gum at home
• Set attainable, yet challenging goals
• Accept constructive criticism
• Display good sportsmanship when winning and losing

Respect Others
• Be courteous
• Listen to other people
• Share ideas in a constructive way
• Help newcomers and visitors
• Use positive and supporting comments
• Behave in a safe manner
• Use appropriate language in school
• Dress in neat attire which takes into account cultural sensitivities

Respect Property
• Keep school equipment and books in good condition
• Return borrowed property in good condition
• Turn in lost items to the middle school office
• Deposit litter and waste in appropriate containers
• Leave others’ property alone
• Maintain a safe, clean environment for others
• Keep feet off of furniture
• No Graffiti

Respect Learning
• Maintain quiet in and around classes in session
• Participate fully in instruction
• Arrive on time and prepared for class
• Ask appropriate, on target questions
• Strive to do beyond the minimum required
• Academic honesty is expected
• Respect Authority/Leadership
• Exercise self-discipline
• Follow directions of teachers/administrators
• Use correct channels for complaints and suggestions
• Offer ideas and alternatives rather than criticism
• Support the middle school student government and school sponsored activities

Teachers will provide students with a set of expectations for individual classrooms. Repeated or serious infractions will be referred to the Middle School Principal.

MS Guidelines
Please remember that:
1. Leaving Campus: Students are to remain on campus at all times during the school day. Going off campus is not allowed. If students must leave because of illness, they should report to the school nurse, who will call your parents. Students may not excuse themselves from campus without a note in writing from their parents.

2. Lunchtime: At lunchtime, students may be:
   • enjoying the outside grounds
   • participating in intramurals
   • playing ping pong in the HOP
   • playing board games in the cafeteria
   • working in the computer lab but not wandering in and out
   • visiting the library

3. Campus Hours/Use: Upon completion of scheduled classes and after school sponsored activities, students are expected to leave the campus promptly. Students may stay after school to:
Students will be charged for all school property lost or willfully damaged. Vandalizing school property is a violation of our school guidelines and will incur a disciplinary consequence.

4. Ipod, handheld games or other personal technology: If these items are brought to school, it is at the student’s risk and they must be kept locked in lockers during the school day.

5. Smart or Cell phones: Cell phone must be in the student's backpack, locked in his or her locker at all times.

6. Damage to School Property: Students will be charged for all school property lost or willfully damaged. Vandalizing school property is a violation of our school guidelines and will incur a disciplinary consequence.

7. P.E. Clothing: Students must have a change of clothes and shoes for P.E. While no set uniform is prescribed, shorts, a shirt, socks and gym shoes are required. Students must also shower after P.E. classes for health reasons and out of courtesy to others. Students without a change of clothes and/or who do not shower will see this reflected in their Personal Responsibility evaluation.

8. Display of Affection: A smile, laughter or handshake is acceptable displays of affection for Middle School students. Holding hands, kissing, etc... will have to wait until after eighth grade.

9. Food/Snacks: Food/drink may be consumed outside, at the Tiger kiosk, MS Roar Kiosk or cafeteria. Food and drink are permitted in the building in a classroom supervised by a teacher and during breaks as specified by the administration.

10. Theater Behavior: As a show of respect to the performers and other audience members please:
   - Ensure that cell phones are off. Camera features on silent. No learning on or over balcony railing
   - Entrance to seating area is permitted only between music pieces, not during a performance
   - Food and Drinks are not permitted in the theatre seating area.
   - All audience members must be seated in a chair. Sitting in the aisle is not permitted.
   - Listen quietly; do not talk during a piece or call out to friends or family on stage.
   - Show your appreciation with applause.

11. Backpacks: Backpacks must be with you or in a locker. Our security regulations require that bags unattended in the hallways should not be
permitted. Backpacks must be placed in your lockers at lunch as well as during any events in the theater/Hall of Peace.

12. Breaks: Breaks are the time provided to relax and use the bathroom. Please take advantage of this time.

13. Unexcused absences: If students skip a class, their parents will be informed. Students will have to make up the time missed. Repeated skips will result in suspension from school. Teachers are not required to provide make-up assignments or tests if a student skips class.

14. Lost or damaged student ID cards

If your student ID card is lost or damaged go to the [HS/MS] Office and receive a form from the school secretary. A damaged card must be presented to the School Secretary; otherwise, the form will be marked lost. The form must be signed by the student’s counselor or an administrator before a new student ID card can be issued.

The student must take the signed form to the Business Office where it is presented to the cashier along with the card replacement fee. The replacement fee for lost cards is Rs. 500 and the replacement fee for damaged cards is Rs. 250. The cashier will issue a receipt for the payment. Keep this receipt and the card replacement form.

Then, the student must go to the Facilities Management Office (FMO) and present the receipt for payment mentioned above. The FMO Office Manager will create a new student ID card and then assign the card to your account. The POS money used for purchasing food on campus is stored in the account, and it will be available once the new card is assigned. The old card is deactivated automatically.

When you leave AES any money left in your account is refunded to you at the time of withdrawal.

**Lockers - Academic And P.E. Lockers**

Students will be assigned two lockers (Academic and Physical Education) on the first day of school. Lockers may not be switched without principal or counselor approval. It is their responsibility to keep individual lockers clean, in good condition and to provide their own lock for the locker located in the Middle School. A special lock will be provided for use in the locker room. Students are strongly advised not to bring valuables or money to school and to keep anything of personal value that is brought to school locked in the locker when it is not being used. Do not share lock combinations. Mark all personal belongings.

Books and personal belongings left in the halls will be taken to the PE. Lost and Found or to the middle school office.

**Lost and Found**

If students find something, it must be turned in immediately to either the main reception or the middle school office. If students are missing something, they should check the place it was last seen, and then check with the middle school office.
Telephone
Parents are welcome to call the school office to leave a message for a student. Students who need to call home may do so from the telephone in the reception office, or students may bring their cell phones to the office to call a parent. At all other times, cell phones are to be kept in lockers.

Field Trips
Field trips are a part of many school programs. Students are required to submit a signed permission slip for all field trips. If students have any questions about an upcoming field trip, they should contact the individual teacher.

If students find something, it must be turned in immediately to either the main reception or the middle school office.
Learning best takes place in a supportive atmosphere free of obstacles and distractions. The School shall establish rules governing student behavior in order to ensure that such an atmosphere is maintained. The Administration will develop school-wide strategies for maintaining good discipline and curtailing inappropriate behavior. The philosophy of discipline at AES is to foster the notion of ‘learning from mistakes’. Policies, regulations, and rules governing student behavior will be published in student handbooks. If a student violates School policies or rules governing student behavior appropriate disciplinary measures will be taken by the School authorities. Corporal punishment and/or humiliation will not be used.

**Disciplinary Action**

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

- Warning to the student (including where appropriate the consequences of a second or subsequent violation)
- Lunch or after school detention
- Letter or phone call to the student’s parent(s) or legal guardian(s)
- Counseling of the student involved
- Parent/student/administrator conference
- Disciplinary probation (including suspension from extracurricular activities)
- Suspension: Disregarding rules and regulations in this handbook may result in suspension. Suspension may be in or out of school. The student is responsible, during the period of suspension, for obtaining and completing the assignments given during the period of absence from class.

In cases where the violation is of sufficient magnitude and/or if the offense takes place in the context of a history of violations of other school policies and rules, the Director may expel the student.
Decisions regarding probation and suspension are made by the Principal. Appeals against such decisions may be made to the director. Decisions regarding expulsion are made by the Director in accordance with policy 8.404 “Expulsion”.

**Disciplinary Probation**

When the magnitude of violation of rules of student conduct is serious, or when violations persist in spite of counseling and/or warning of the student and parents concerned, the Principal of the School may place the student on disciplinary probation. The Principal must inform the Director of such a decision.

In all cases where a student is given disciplinary probation, the student and parents shall be notified in writing both of the reason for the probation and the terms of that probation. When the Principal thinks it is necessary and appropriate, the student will be recommended for counseling.

Disciplinary probation may include restrictions on participation in extracurricular activities and/or lunch, break, and locker time.

All instances of disciplinary probation must include reference to the consequences of any further violation of the rules of student conduct, and this must be shared in writing with the student and parents concerned.

**Choices and Consequences**

Life is a series of choices, and our choices have consequences. Below are a few sample choices and resulting consequences:

1. Harassment and bullying: AES believes that every child has the right to learn without fear in an atmosphere of mutual trust and respect. Every student is expected to be responsible for his/her own behavior, to exercise self-discipline, and to refrain from behavior which interferes with other students’ right to learn or endangers the health or well-being of others. AES will not tolerate harassment or bullying.

   It is acknowledged that bullying and/or harassment cause distress and fear, and it is recognized that bullying is not a normal part of growing up. Individual children have different levels of tolerance and it is important for all students to understand this and the effect their behavior may have on others’ well-being. It is also recognized that while the victim’s safety and well-being are paramount, many children who engage in bullying may themselves have emotional or psychological problems which may need to be addressed by their parents and the School.

   Harassment is improper behavior that is directed at and is offensive to another student or a member of the staff and that the student knows (or ought to know) would be unwelcome. It includes objectionable conduct, comment, or display on a one-time or repeated basis which demeans, belittles, or causes humiliation or embarrassment, and includes harassment based on grounds of discrimination which are prohibited – race, national or ethnic origin, color, religion, age, gender, marital status, sexual orientation, physical appearance, or disability.

   Bullying is a form of harassment. It is improper behavior by one or more students which is directed at another student and is offensive and interferes
with their well-being. It includes teasing, name-calling, threats, unwanted physical contact or violence, often on a repeated basis, which demeans, belittles, humiliates, or frightens the other student.

**Choice:** Act improperly toward someone.

**Consequence:** Harassment and/or bullying of a student or staff member of AES by a student or group of students is considered a serious violation of school rules, and will result in any or all of the disciplinary consequences outlined in policy 8.40 “Student Discipline”.

**Bullying/Harassment Process Outline**

- Bullying/harassment situation takes place;
- Report is made (by the target, bystander, school personnel, parent, anonymous) to counselor or assistant principal;
- Counselor intervention and monitoring;
- If needed, referred to assistant principal and investigation is conducted;
- If bullying/harassment event is determined, then:
  - Parents of all parties are notified;
  - Administration conducts separate meetings with students/parents;
  - Intervention/discipline documented by the assistant principal via timeout forms and formal letters home;
  - Counselor or assistant principal determined if restitution meeting is applicable;
  - Counselor facilitates restitution meeting between students;
  - Discipline/consequences are enforced;
  - Counselor to offer to facilitate parent meeting between parents (upon request);
- Counselor checks in with the targets, aggressor and parents to ensure closure;
- Counselor and administration monitor situation.

2. Physical contact with another student: AES believes that every child has the right to learn in an atmosphere free from the fear of unwanted physical contact. Students are expected to be responsible for keeping their hands and feet to themselves.

Fighting is not permitted in the school or anywhere on campus. There should be no unwanted physical contact between students. This applies to fighting and friendly wrestling around. “Pretend” fighting or inappropriate physical contact is not allowed and will be handled as if it were actual fighting because it is difficult for an observer to discern fighting from “pretend fighting”.

**Choice:** Engage in fighting with another student. Pretend to be fighting with another student.

**Consequence:** School discipline will be enforced using the consequences delineated at the beginning of this section on student discipline. Specific consequences will depend on the intensity of the violation and the number of times this rule has been violated by the individual student.
3. Dress Code: Our policy is - Wear clothing that is respectful to you and those around you. While participating in school activities students should be properly covered and dressed in a manner that is respectful of the culture of India and those represented in the student body.

- Shoes or sandals must be worn.
- Hats are not to be worn inside the building at any time.
- Shirts should have shoulder straps of no less than two inches in thickness.
- Spaghetti strap shirts, exposed midriffs, or visible underwear are unacceptable.
- Shoulders may not be exposed; Backs must be covered; Skirts and shorts, even if worn with tights or leggings, must be at least as long as the person’s thumb when arms are relaxed at the side.
- Inappropriate messages or alcohol/tobacco advertisements on shirts is not permitted.
- No chains may be hanging from wallets or pockets.

On matters of dress, the school principal’s judgment will be final. This dress code applies also to all Middle School special events while for the end of the year Moving-Up Ceremony for the 8th graders, girls may wear party dresses that do not meet the above code as long as they wear a shoulder cover at the Moving-up Ceremony.

**Choice:** Violate dress code

**Consequence:** The principal or counselor may request that a student return home for the purpose of changing clothing or wear a shirt provided by the school. Parents will be contacted by e-mail informing them of any violation. The third infraction may result in a detention.

4. Tardies: Students are expected to be in class on time. When arriving late in the morning, students are expected to have a note from parents, and report to the Middle School office for a tardy pass, so that we may remove their name from the absentee list. At all other times of the day, students go directly to class and are marked tardy or absent by the class teacher. Tardies accumulate on a per semester basis.

**Choice:** Arrive to school/class tardy frequently in a semester.

**Consequence:** 3 unexcused tardies: Parents of the student are sent an email. Every 2nd tardy thereafter results in after school detention and email sent to the parents. At the 10th tardy: a parent conference will be held with the Principal. Every tardy thereafter results in an after school detention.
What do we believe about TEACHING and LEARNING?

- All students can learn.
- Reflection positively impacts learning and student growth.
- Collaboration improves teaching and learning.
- Students learn in different ways, and can learn in different ways.
- We need to meet students where they are.
- Relationships foster learning.
- Learning habits are important.
- For learning to occur, tasks must be authentic and relevant.

What do we believe about ASSESSMENT?

- Learning does not stop with assessment.
- Assessments should be varied and meaningful.
- Students need multiple opportunities to demonstrate learning.
- Feedback on assessments is critical for the promotion of learning.
- Feedback should provide opportunities for student/teacher reflection.
- Assessments are tools for measuring progress (a.k.a learning).
- Assessments should be linked to standards.

What does the MS communicate about student learning and achievement?

The MS employs standards-based grading and reporting (SBGR) practices in all classes.

Standards Based Grading and Reporting

As a standards-based school, AES bases its curriculum development primarily on adopted US standards. Curriculum units are planned using the Understanding
A student's academic achievement is tracked against the adopted academic standards for the course or term. Their academic achievement is then reported out to parents and students at the reporting standard level.

by Design Model (UbD) in which standards and benchmarks inform the unit building process. Standards-based assessments are constructed in alignment with and directly connect to the adopted standards and benchmarks. Standards-based instruction is employed when learning goals are based on standards and benchmarks; lessons and instructional strategies are selected to promote the attainment of the standards and benchmarks. See our parent website for more information about SBGR at AES. https://sites.google.com/a/aes.ac.in/standards-based-grading-and-reporting-at-aes/

Definition of SBGR:
SBGR is defined as a system in which a teacher reports what a student knows and is able to do relative to the identified and targeted standards.

Report Cards:
There are three main components to a standards-based report card for each class: (1) a student's academic achievement on the targeted standards for the term, (2) their approach to learning via our identified learning habits, and (3) a narrative comment written by the teacher discussing the student’s progress over the course of the term.

1. Academic Achievement:
A student’s academic achievement is tracked against the adopted academic standards for the course or term. Their academic achievement is then reported out to parents and students at the reporting standard level.

Academic achievement is communicated on the Report Card using the following proficiency language and categories:

4 Meeting Standard - Student demonstrates a thorough understanding of the concepts, skills, and/or processes within the standard.

3 Approaching Standard - Student demonstrates a developing understanding of the concepts, skills, and/or processes within the standard.

2 Beginning Standard - Student demonstrates a beginning understanding of the concepts, skills, and/or processes within the standard.

1 Insufficient Evidence - Student is not yet demonstrating any understanding of concepts, skills, and/or processes within the standard. (This category includes: No Understanding, Incomplete and No Grade.)

E-Extending Standard - Student demonstrates an understanding of the concepts, skills, and/or processes that extends beyond the standard.

2. Learning Habits:
A student’s approach to learning is tracked against our selected learning habits. The learning habits scale is: consistently, usually, sometimes and rarely. The learning habit grades are based upon the following criteria:

The student is...

Responsible:
• completes assignments and homework
• comes to class prepared
• organizes and keeps track of learning
• follows through with commitments and obligations
Respectful:
• open and willing to listen to other’s ideas
• listens to others to expands ideas and thinking
• considerate of the learning environment
• demonstrates a positive attitude toward learning, peers, and teacher

Perseverant:
• demonstrates ownership for learning
• positively faces challenges
• reflects on feedback to improve learning
• shows commitment to continued learning

Collaborative:
• works with others to build understanding
• contributes and supports as a member of a group
• demonstrates positive behavior that supports group learning
• actively involved in group learning

3. Narratives on Progress of Learning

• A student’s progress over the course of the term will be written in a narrative comment that will be an essential part of the student’s report card for each class.

• The purpose of narrative comments is to:
  • provide evidence to support the proficiency level.
  • provide detailed information about a student’s strengths and areas for growth, next steps, or goals.
  • if appropriate, provide detailed information about grading that happens outside the norm (extending standard, modified standard, or incomplete).

How does the MS communicate about student learning and achievement?

The MS employs multiple strategies and tools to support the communication of student learning and achievement.

• Report Cards
  • The purpose of this report card is to communicate to students and parents information regarding student achievement of identified academic standards and the development of effective learning habits. The report card offers opportunities for reflection by identifying student strengths and potential areas for growth.
  • Components of a Standards-based Report Card: Academic Achievement, Learning Habits, and progress via narrative comments.
  • Alternative Grading may apply for students in the MS (M for Modify, NG for No Grade, I for Incomplete).

Students who may need alternative grading may belong to one of these categories:
Each semester there are parent-teacher conferences offered at the mid-semester point. It is encouraged that students are present at their individual conferences to engage in the discussion about their learning.

- EAL
- Academic Support
- or have extenuating circumstances.

- Live, online gradebook:
The MS uses the program PowerSchool to track student learning and record achievement on both academic standards and learning habits.

- Conferences:
Each semester there are parent-teacher conferences offered at the mid-semester point. It is encouraged that students are present at their individual conferences to engage in the discussion about their learning. In Spring Semester, students are required to attend the parent-teacher conference.

- Feedback:
Ongoing feedback is given to all students about their learning.
  o Anecdotal feedback about student learning is provided assessment related rubrics and artifacts, through email, and regular interaction (verbal and/or written) among all stakeholders
  o Regular feedback is given and recorded in the live teacher gradebook (PowerSchool).
  o Teachers communicate to students and parents when a student is struggling to develop an understanding of standards in the course.

Teachers update their blogs and gradebooks frequently. We encourage parents to call the school and schedule an appointment with the relevant teachers if there are concerns. Please remember that some subjects, which are unit driven, may not be graded weekly.
Alternative Grading

The following alternative grades are used when there is insufficient evidence to report on student progress. Some of the alternative grades are temporary.

Grade Eligibility

I  To be eligible for an “Incomplete” grade, a student would not have completed the grading period's academic requirement. This grade is temporary. The “I” grade becomes “No Understanding” in the “Insufficient Evidence” category if the student does not complete the course requirements within the first two weeks of the subsequent grading period. An “I” grade cannot be given in the second semester.

NG  To be eligible for a “No Grade” a student must have been placed in a class past the midpoint of the marking period, or have been absent from school for an extended period of time due to an illness. An “NG” may also be assigned at the discretion of the Principal.

Alternative Grading For EAL Students

If curriculum or assessments have been modified due to beginning English language acquisition, determined by the EAL Department, this will be indicated on the student’s report card with an “M” for Modified. A separate insert or communication will provide greater detail from the teacher.

Alternative Grading For Students In Academic Support

If curriculum or assessments have been modified due to learning needs identified on a student’s Learning Support Plan, this will be indicated on the student’s report card with an “M” for Modified. A separate insert or communication will provide greater detail from the teacher.

Academic Probation

If a student is performing at the “Insufficient Evidence” level in any class, he/she may be placed on academic probation until such time as his/her performance reaches “Beginning” level.

The school monitors students on a quarterly basis. Being placed on academic probation provides the student and parent(s) with official notice of academic concern and requires a meeting to determine strategies for academic improvement. During this meeting (which includes the student, parent(s), counselor and principal), a contract is drafted to outline specific requirements the student must meet while on probation.

The length of the probationary period is one semester. A student may be removed from academic probation after one semester if the student is no longer performing in the “Insufficient Evidence” level.

Academic Honesty

Academic Honesty is the foundation of a quality education and a firm standard for the middle school. A student who violates Academic Honesty is one who
Academic Honesty is the foundation of a quality education and a firm standard for the middle school.

engages in any act or attempted act designed to give unfair advantage to him/herself or someone else. Dishonest Academic behavior includes:

1. Cheating:
   • using any notes, study aids, or information on an test or quiz without the teacher's permission;
   • changing a graded work after it has been returned, and then submitting the work for re-grading;
   • allowing another person to do your work
   • turning-in the same papers for credit in more than one course without permission from the course instructors.

2. Plagiarism:
   • turning-in material that in part or whole is not written by you.
   • using photographs or other digital media without practicing fair use

3. Fabrication:
   • making up information and presenting them as facts

4. Obtaining an Unfair Advantage:
   • stealing, reproducing, circulating any information about tests and quizzes
   • stealing, destroying, defacing or hiding library materials with the purpose of keeping it from others
   • working with other students on any assignments without teacher's permission
   • retaining, possessing, using or giving away exam materials without the teacher's permission
   • intentionally interfering with another student's work
   • doing anything with the purpose of creating or obtaining an unfair academic advantage over other students' work.

5. Helping Others Be Dishonest
   • Helping others to do any of the things mentioned above.

6. Changing Documents and Permission Slips:
   • changing any school papers concerning your grades,
   • forging anyone's signature or giving any false information of any kind including permission.

7. Looking at or Tampering with any Official school documents
   • viewing or altering computer records,
   • modifying or deleting files from the assignments or transfer folder without permission,
   • modifying computer programs or systems, or
   • interfering with the use or availability of computer systems or information.
In instances of academic dishonesty and similar violations of the spirit of learning, the teacher concerned will notify the Principal. Consequences for the first offence involve a decision from the teacher, which is generally a warning, discussion with the student, redoing the assignment/project/test/quiz and parent notification. The teacher has the discretion to modify the consequences for a first offense in order to take advantage of a “teachable moment.” A second offense will result in: a conference with the student, teacher, parent and principal; counseling of the student; letter to the student’s parent(s) or legal guardian(s); an Academic Honesty Reflection Project, and redoing the assignment/project/test/quiz.

**After School Academic Assistance**

**Period 9**

Teachers are available outside of class time to support student questions and needs. Period 9 offers specific class support after school. Each quarter, the middle school will communicate teacher availability to students and parents.

In addition to Period 9 with individual teachers, students may ask for assistance from their classroom teacher at any point during the day when the teacher is available. This includes making an appointment with the teacher before or after school.

**Homework Club**

Monday through Thursday: In addition to individual teacher help, we also offer Homework Club. This is a supervised venue to students to work on their homework, work collaboratively on projects, and leave campus when they have completed their work.

**Quiet Room for Assessments**

Monday through Thursday: We also offer a quiet room for students to complete assessments that they have missed or to reassess when needed.

**Academic Recognition**

- The Middle School strives to recognize our students’ accomplishments throughout the year. The American Embassy School Middle School has established the following criteria to recognize semester achievement which is aligned with our Standards Based Report System.

Recognition Type and Criteria:

- Certificate of Academic Excellence - Any student that “Meets the Standard” on 90% of all Reporting Standards and receives no lower than an approaching on all other standards will receive a Certificate of Academic Excellence.
- Certificate of Successful Learning Habits - Any student that has earned “consistently” on all learning habits in all classes will receive a Certificate of Successful Learning Habits.

**President’s Award for Educational Excellence**

- This is available to students in grade 8, and the awards are given to recipients at the Moving Up ceremony at the end of the year. To be eligible
for this award, students must meet the requirements in Category A and Category B.

A  School Criteria/Standards:
• Students who have been awarded the Certificate of Academic Excellence.

B  Nationally-Normed Achievement Tests (MAP):
• High achievement in reading or math on nationally-normed tests.

OR

Recommendation from a Teacher:
One recommendation is to reflect outstanding achievement in one or more areas such as mathematics, science, humanities, art, foreign language, and any other courses that reflect a school’s core curriculum. This judgment is to be supported by tangible evidence that is comprised of either results on teacher-made tests, portfolio assessment, or special projects.

C. Students who do not attend AES for all three years are still eligible for this award. AES compiles Grade Point Averages from transferring students so they will not miss this recognition opportunity.

Homework
Beliefs
We believe that...
• middle school students experience increased achievement when they continue to learn outside the classroom. This includes teacher-assigned homework.
• homework may introduce, reinforce, extend or enrich learning.
• assignments are designed to be completed with minimal adult assistance.
• homework helps students become independent learners.
• homework is a part of the developmental continuum. As students get older, their ability to learn independently outside the classroom increases.

Guidelines
• Because every child is unique, the length of time it takes a student to complete homework will depend upon a variety of factors: a student’s efficiency, learning styles, English language proficiency, work habits, prior knowledge and distractions.
• While the amount of time that students devote to daily homework will vary, the Middle School recommends a maximum average of:
  • Grade 6: about 60 minutes daily (5 days per week) Grade 7: about 70 minutes daily (5 days per week) Grade 8: about 80 minutes daily (5 days per week)
• These guidelines do not include independent reading.
• Assignment expectations and due dates will be clearly communicated and reviewed with students prior to the end of class. Assignments will also be available on the teacher’s online calendar.
Periodically throughout the year the middle school has “No Homework Weekends.” These are meant to provide a restorative time for the family to relax and re-energize. These generally fall on long weekends. During these weekends, no homework will be due the next class after the break.

Absences

- If students are absent from school, they are responsible for making every effort to obtain missed assignments. Your resources are: teachers’ blogs or calendars, phone calls or emails to friends in your class, a contact with your teacher upon your return.

Classroom Guidelines for Home Language Use

We appreciate the diversity of our students and understand their need to use their home language with friends to socialize. However, in the academic classroom, our language of instruction and learning is English. Please remember that this guideline is in place in order to encourage language development, provide a feeling of inclusiveness, and to minimize inappropriate language use in class. With teacher approval, a student may explain a concept to a classmate in the home language. As we build our Middle School community, we appreciate all students’ commitment to follow this guideline at all times.

Middle School/High School Library

The Stein Library resides in a newly renovated, attractive, well-lit environment designed to encourage and facilitate student use for the 21st century. It is conveniently located at the heart of the AES campus and offers such amenities as:

- over 30,000 books, DVDs, and other materials including an extensive India collection.
- books specifically selected to support research, recreational reading and non-fiction general interest subjects
- subscription to 150 print magazines and journals
- access to multiple on-line subscription databases, containing full-text articles from thousands of different magazines, journals and newspapers world-wide as well as large selection of ebooks. Online database support student research for grade 6 through grade 12, including IB/AP courses
- 5 permanent on-site computers available for drop in patrons.
- 5 laptops available for checkout and use anywhere in the library.
- 20 MacBook Air located in the Harkness / Reference room which are used for teaching and research
- private carrels and large tables for individual and group research
- 30 Kindles containing a large variety of ebooks which are available for checkout.
- six small group study rooms equipped with flat screens to facilitate sharing and collaboration.
- a meeting room for larger group work and cable TV to provide a place for the community to watch breaking news stories.

Because every child is unique, the length of time it takes a student to complete homework will depend upon a variety of factors: a student’s efficiency, learning styles, English language proficiency, work habits, prior knowledge and distractions.
Library staff is always on hand to help students locate materials and the librarian is available to assist students with research projects.

- upholstered chairs and couches located in numerous locations throughout the library for leisure reading, quiet study or reflection.

The new library has been designed to allow the recharging of mobile devices at every desk and at additional locations throughout the library.

Library staff is always on hand to help students locate materials and the librarian is available to assist students with research projects. The library is open Mon-Fri 8:00-5:00 and on Saturday 9:00-4:00.
AES Tech Integration Philosophy

The balanced, authentic and intentional integration of technology empowers students and faculty and is a driver of innovation at AES. It provides opportunities for voice, choice, collaboration, critical thinking and content creation across grade levels and content areas.

AES Middle School Technology

The purpose of the student iPad is to enhance their learning at school. A fully functional, charged iPad is an expectation, and students are responsible for ensuring this. Students are responsible for their own iPads; including the iPad’s physical well-being during use, transport and storage, and charging of batteries. Each student is also responsible for backup of data. The Administration and tech department reserve the right to access student iPads at any time to perform maintenance tasks or a systems check, or any other task that may be necessary.

The school iPads, computers, network, and Internet access offer unlimited global resources. These resources include access to instructional applications, interactive collaboration between teachers, students and other users, document sharing, and communication with people, libraries, museums and research facilities from around the world. Use of these resources, including email and Internet access, is a privilege provided for educational purposes. As all members of the school community must share these resources, computers and network tools must be used responsibly.

The main oversight of the AES Middle School Responsible Use Policy (RUP) is during the school day. However, violations of this RUP outside of school hours can negatively affect students, the school, and community members. As a result, violations of the following guidelines outside of school grounds and/or school hours that come to the attention of AES personnel may be treated in a disciplinary matter.
These guidelines are intended to help AES students and individual technology users understand appropriate use of the school computers, network, and internet. Adherence to the following policy is necessary for continued access to the school’s technological resources. As the use of school technology is a privilege for students, the school may restrict, suspend, or terminate any user’s access to the school’s technology resources or execute other disciplinary measures deemed appropriate by the school administration, for not respecting this policy.

iPad Guidelines

Grade Level Guidelines: AES Middle School takes a developmental approach to personal apps. With age and maturity more choice and responsibility is given.

- **Grade 6**: No personal apps
- **Grade 7**: No personal apps
- **Grade 8**: 10 personal apps

*Parents: Please direct any special requests or questions to the MS Tech Coordinator*

Keep your iPad Safe

- Keep your iPad locked up or in a secure location at all times. Lock it up during lunch. Unattended iPads are collected and stored in the MS Office.
- Keep it in the case/cover.
- Make sure iPad stays labeled with your name.
- Make yourself the ONLY user.
- Transport the iPad in your bag to and from school.
- Carry your iPad with two hands at school.

Be Careful

- Insert and remove all cords, cables and removable storage devices carefully.
- Keep food and drink away from all technology equipment.
- Keep your iPad free of stickers, drawings or permanent markers.
- Do not set items on top of the iPad.
- Don’t leave your iPad outside or in direct sunlight for a prolonged period of time.
- Clean the screen with a soft, dry cloth; do not use household cleaners.

Be Responsible

- Use technology when appropriate.
- Maintain your browsing history.
- Share your passcode with your advisor.
- Bring your iPad to school fully charged.
- Immediately report loss or damage to the MS office.
- Use only school-approved and legally-obtained software. (Piracy, making illegal copies of music, games, movies, or written work, is not acceptable.)
The balanced, authentic and intentional integration of technology empowers students and faculty and is a driver of innovation at AES. It provides opportunities for voice, choice, collaboration, critical thinking and content creation across grade levels and content areas.

Be Present
- Turn off distracting notifications.
- Stay off personal apps and personal websites on campus.
- Don't email or message during class.
- Keep iMessage and Facetime switched off on school campus.
- Close your iPad during breaks in the Hallway.

Be Thoughtful
- Streaming and downloading videos and games that are not required for class can take up excessive bandwidth and is strictly prohibited.
- Each iPad has a unique identification number and at no time should the labels or numbers be modified or moved.
- Properly cite all information, images, music and videos used for school or personal purposes. (Plagiarism, presenting the work of others as one's own, is not tolerated in Middle School and could result in disciplinary action.)

Be Aware
- Use your AES email account to identify yourself in all school-related communications.
- Keep your password and login information private.
- Protect yourself and others by not providing or offering personal information about themselves or anyone else while online.
- Recognize that electronic communication systems should not be considered confidential and may be monitored at any time by designated AES staff to ensure appropriate use for educational purposes.

Be Respectful
- Use polite language in all communications inside and outside of the school community, including emails, instant messages, digital images/videos or web postings.
- Represent yourself honestly in all communication. Do not assume someone else's identity or pretend to be someone else.
- Access only appropriate sites and report any threatening or disturbing material to a teacher.
- Respect the privacy of community members by not using another person's ID or password, or accessing other people's accounts in any way.
- Respect the work and files of others and agree not to open, copy, change, delete, or damage files or folders of others.
- Recognize that anything posted online is both public and permanent and thus creates a personal digital footprint.

Technology Equipment Checkout
Students may check out other technology equipment from M308 (MS Tech lab) as needed. The following guidelines apply:
- Checkout is for one block only. All laptops and equipment must be returned at the end of each block.
- Students must use their own ID to check out technology equipment.
• Students may not check out technology equipment for someone else.
• Students are responsible for any equipment that they check out.
• Loss or damage should be immediately reported to M308.

Examples of Irresponsible Use Include: (this list is not exhaustive)
• Ignoring iPad guidelines outlined in the RUP
• Accessing, downloading, or sending inappropriate material (i.e. Pornographic, gambling, hate sites or chain letters).
• Using the school’s resources for illegal activities including copyright violation;
• Using the school’s resources for money making activities.
• Accessing the network through accounts other than your own.
• Changing, deleting, or adding to any school software.
• Allowing others to access the network through your account.
• Accessing or attempting to access areas of the network from which you are restricted.
• Downloading any malicious software onto a school computer.
• Causing or attempting to cause damage to any part of the system.
• Downloading executable or Adobe Flash programs.
• Playing non-school supplied games including Adobe Flash games.
• Loading or running software on any computer or file server space without permission from the Middle School technology coordinator.
• Altering or deleting information in shared folders other than your own.
• Checking or working with internet email accounts other than school related e-mail.
• Using chat or messaging in internet based accounts.
• Using email or messaging during class time.
• Gaming at school, using personal apps or personal websites.
• Using excessive school bandwidth for non-school related materials.
• Impersonating another’s identity.
• Lending your iPad to another student. Using another student’s iPad.
• Using Social Media sites(such as: Instagram, Snapchat, Facebook etc.) to harass, bully or emotionally harm another student

Consequences of Irresponsible Use
Based on the severity, the nature and the magnitude of the violation, and based on the student’s academic and behavioral record at AES any or all of the following consequences may be applied:
• letter to the student’s parent(s) or legal guardian(s);
• Parents/Guardians are responsible for the cost of loss or intentional damage of materials checked out to the student;
• parent/student/administrator conference;
• restricted access to School’s Information Technology;
- denial of access to School's Information Technology
- mandated individual or family counseling as determined by the School;
- Disciplinary action as outlined in policy 8.40 “Student Discipline”
- Identity theft of a student or staff member of AES, by a student or group of students, is considered a serious violation of school rules and will result in any or all of the disciplinary consequences outlined in board policy 8.403 and 8.404. Because this violation involves AES students or staff; disciplinary consequences will apply whether the offence occurred using the school network or some other network

**iPads at home**

Digital Citizenship is not something we talk about one day at school and then never think about again until a teacher brings it up. We hope our students understand that how they conduct themselves at home is just as important as how they conduct themselves at school. If inappropriate behaviors are reported to school, the school will inform the parents and student. We hope you take time as a family at the beginning of the year to complete the online AES Family Media Agreement. A copy of your agreement will be emailed to parents and students.

**Tips For Parents:**

- Start as early as possible discussing and setting your family guidelines.
- Ask questions about what your child is doing for homework
- Monitor your child’s time online. Set a limit!
- Find out who your child is talking to and what he/she is posting.
- Keep technology in an open, visual place.
- Role model appropriate digital citizenship behavior.
- Surf the Internet with your child.
- Talk about digital citizenship and be a part of their digital world.
- Even if you think you are clueless, you are not. You are still your child’s #1 teacher.
- You get to make the rules and set appropriate limits! Limits are healthy.
- Put the iPad to bed, but not in the bedroom. Parenting experts suggest parking all technology devices, from cell phones to iPads, in a common family room overnight to discourage late night, unmonitored use and sleep disruption. Don’t allow your child to sleep with an iPad, laptop or cell phone.

For more information about Internet safety tips: Common Sense Media: www.CommonSenseMedia.org

**Optional Insurance Plan:**

For AES SY15-16 returning students, the initial insurance buy-in must be made prior to the first day of school which is Aug 11th, 2015.

For new SY15-16 students, the initial insurance buy-in must be made within 30 days of the insurance invoice. If you wish to purchase the insurance after this period, you must have the iPad or MacBook Air checked and approved for insurance in the respective school tech office prior to paying the insurance
fee in the Business Office. **If you do not purchase the insurance within this timeframe, families will be responsible for any damage to the school issued device.** The insurance MUST be renewed each August regardless of claims and renewals from the previous school year.

Families in the MS and HS have the option to insure their student’s device with the following guidelines:

1. A US $50 fee will be collected in the Business Office to insure the MS iPad Air. A US $100 fee will be collected in the Business office to insure the HS MacBook Air. This covers damage to the device for the current school year only. See the image below for a description of the damages that are NOT covered by the program. The damages that are NOT included are devices that are disassembled or have missing parts, devices that are destroyed or forcibly separated into multiple pieces, catastrophic damage, devices that are inoperable due to unauthorized modifications, and devices that have been repaired with non-Apple or counterfeit parts.

2. Provided the family has paid the insurance fee, the first incident/claim is covered.
3. Once a device with charger has been issued and accepted, it will be assumed that the items were issued and accepted in fair condition and all insurance claim policies will be followed.
4. Any approved claim with a cost lower than the cost of the insurance will be covered by the insurance and re-enrollment will not be necessary.
5. Any approved claim with a cost higher than the cost of the insurance will be covered by the insurance and re-enrollment will be required.
6. After the first incident, another payment of US$50 (iPad Air) or US$100 (MacBook Air) will be necessary to insure the next device issued for the remainder of the school year.
7. If the 2nd device issued is damaged, it will be covered by the insurance, however, the user will NOT be eligible to re-enroll in the school insurance program. Another school device will be issued, however, the parents/guardians will be responsible for the full cost of the device repair or replacement. The current replacement price for the iPad Air is approximately US $700. The current replacement price for the MacBook Air is approximately US $1400.
8. Families who choose not to purchase the insurance or have not done so within the time frame, will be responsible for the full cost of the device repair or replacement. The current replacement price for the iPad Air is approximately US $700. The current replacement price for the MacBook Air is approximately US$1400. Insurance cannot be purchased after the fact to cover damage that has already occurred.
9. HS students who are returning for SY16-17 and have been approved to take their HS MacBook Air home over the summer, will be covered by
their paid insurance policy until the first day of SY16-17. Students who are approved to take their laptops home over the summer and have not paid the school insurance will be responsible for the full cost of the device repair or replacement over the summer as well.

10. Returning HS students who wish to enroll, for the first time, in the insurance program for SY15-16 must have their computer checked and approved for insurance in the HS Hub prior to enrolling in the program.

11. Note: This program does not cover loss or theft. It is only for damage. In case of loss or theft, the student will be liable for full replacement cost.

If you have questions please contact the Director of Technology: techdirector@aes.ac.in

Families who choose not to purchase the insurance or have not done so within the time frame, will be responsible for the full cost of the device repair or replacement.
Absences

Students are expected to attend school every school day. We can best help educate students when they meet this expectation. Parental communication is required when students are absent from school.

If students are absent from school, they are responsible for making every effort to obtain missed assignments. Your resources are: teachers’ blogs or calendars, phone calls or emails to friends in your class, a contact with your teacher upon your return.

Students who arrive late to school should check in at the Middle School office to enable us to record their attendance.

Planned absences: If parents plan to take their child out of school, the office must be informed in advance. The student should contact teachers for assignments. Absences longer than two days require the students to have their teachers fill out a Leave Approval Form at least two days before the intended absence. The forms are available from the middle school office and are issued upon receipt of a note from a parent/guardian. It is at the teacher’s discretion to provide classwork and homework in advance; however, students are responsible for completing all work they have missed.

Recommended attendance: We believe that the best learning happens when students are present in class. We also recognize that a highlight of middle school is participating in travel opportunities. However, there is a tipping point for when being away from school begins to impact the academic integrity of the student’s learning. To help parents and students, the school guideline for absences from school, unrelated to illness, is 5 days per semester. Also, we do not recommend that students are out of school traveling on back to back weekends.

Participation in school activities:

AES middle school students are not permitted to participate in or attend a middle school activity on a day they are absent from school. In order to
participate in an activity, middle school students must be present all day or, if late to school, should arrive by 12:00 noon on the day of participation. The only exceptions to this procedure can be made by the Principal.

NOTE: For Travel Guidelines, please refer to “Sports Activities and Intramurals” section.

Temporary Guardianship

From time to time, it may be necessary for parents to travel while leaving you behind. According to School Policy and in the best interest of you and your parents, please be sure that the school is informed, a temporary guardian be appointed and a letter authorizing this be sent to the middle school office. A temporary guardianship form is available electronically, or as a hard copy from the MS Office.

Withdrawal Procedures

1. Students and/or parents should notify the Principal’s office as far in advance as possible (at least two weeks notification is needed) of the withdrawal date. Please refer to the school website, Admissions page, to access the online withdrawal form.

2. In the case of students in grades 6-8, the counseling office secretary will issue a withdrawal form. The form will be taken by the student to his/her teachers and then returned to the counseling office secretary. A prior check with the business office and library is done by the counseling office and if there is anything due this is noted on the form and must be corrected before the withdrawal form is submitted. Parents and student ID cards need to be turned in on the students’ last day of school. The Middle School Guidance Office transfers records to the new school or parents.

3. Parents who wish to hand carry their children’s records may do so. However, they should notify the school of their intentions to do this and ample time must be given to assemble records, especially in cases where several copies are required. Hand carrying of transcripts at the end of the year may be delayed due to scoring of exams. In that case, transcripts and/or records will be sent to the new school or to the parents (parents should leave their forwarding address) at the earliest possible date. Records cannot be released until all outstanding dues are paid.

4. Often, a school may request that confidential recommendation forms be filled in from current teachers as part of their admissions process. Please turn all such forms in to the MS Counseling Office, where it will be directed to the subject teachers required by the school, or, if not specified, then to the teachers of your choice. Teachers will fill in these forms and hand them over to the counseling office. The counseling secretary will then fax them out if required, or prepare a sealed packet to mail, or send the files electronically. The Counseling Office will contact you when the forms have been sent out as per the prospective schools’ requirement. Confidential letters of recommendation, once prepared, will not be turned over to students or parents, but will be sent directly to the prospective school.
Clubs And Activities

There are a wide variety of clubs and activities for students in the middle school. The range of activities does change each season and might include activities about the environment, writing, photography, art and service. Below is a sample of activities run in the middle school. These are subject to change and students and parents will be notified in advance of each quarter through the After School Activity Brochures, as well as through the Tiger Tales. Middle school activities rarely incur a fee and most are open to students on a drop in basis. If students have ideas for other activities besides those mentioned below, these may be shared with their advisor or with the principal. The activities program will only be as successful as each student helps it to be. Listed below is a sample of some activities.

Art Club

The art club provides an opportunity for all students to explore various media and work individually or in groups. While there is no curriculum in art club, the teacher will provide ideas, assignments and individual instruction as needed. Students are also encouraged to teach each other. Media used in art club have included painting, drawing, wire, clay, mixed media, printmaking, cartooning and clay. Regular attendance is not mandatory, and some students take time off from art club to be on an athletic team for a season.

Chess/Games Club

The Chess/Games Club is open to chess, cribbage, and other game players to have fun and refine their play. Come and test your wit against an opponent.

Tech Clubs

The middle school offers a host of technology related activities throughout the year. Some of the activities offered have been Robotics, Gamer's Club, Tech Tutors, Team Geek, Claymation Club, and Apps Club. Additionally, you can join
the Computer Service Club which allows you to be the teacher and help build skills in computer technology for local students from the neighborhood.

**Dance Crew**
The AES Middle School Dance Crew learns dances in different styles. Crew members work to choreograph and perform in dances made by teachers and students. Dancers present throughout the school year at assemblies, talent shows and theatrical productions. All are welcome – Come out and dance!

**Student Government**
Leadership Round Table serves as a communication and organizational link between the students and adults in the middle school. All students are encouraged to be part of the leadership opportunities throughout the year including, planning dances, new student orientation and special programs/ assemblies. Leadership Seminars are held 4 times a year to help build leadership skills in all students interested. Additionally, there are several committees that students can be a part of, including the Service Committee, the School Climate Committee, Student Activities Committee and more.

**Homework Club**
If you work better in a supervised, structured environment where a teacher will answer questions, help you organize your work – then Homework Club is the place for you. Any student who needs a quiet place to study is welcome.

**ISTA**
ISTA (International School Theater Association) is an organization dedicated to providing a fabulous drama experience for international students. Its focus is on festivals that are held around the world, from Sydney to Paris. ISTA festivals emphasize cooperation and collaboration, not competition. Students from AES join students from several other schools to study and share with each other in workshops and ensembles. Students meet new friends and share a dynamic weekend of theater and fun. The opportunity to participate in the ISTA festival is open to all Middle School students. Please try out and join in the fun.

**Hang Out at the Rocks and Ping Pong**
Students are welcome to “hang out” with their friends in front of the HOP to visit, work on Homework or to play ping-pong as part of our after school supervised activities. Students need to notify the supervisor if they are leaving early from the activity. Ping pong is also available as a lunchtime activity. The days of the week that this is available will be posted.

**Rock Climbing Club**
The bouldering and climbing walls at AES behind the gymnasium have become very popular, and students who are interested in trying out this activity can participate in this after school club during the first, second and third season. Fourth season will run until it is too hot. The activity also includes occasional field trips to local climbing areas such as IMF.
Social Functions
Throughout the year, students have the opportunity to plan and participate in a number of events. These are held after school and in the early evening. Some favorite examples include: open gym, pool parties, various dances, talents shows, etc.

Tennis Club
Leading up to ASIAC Season 3, students are invited to attend sessions to be part of our tennis club. All students of all ability ranges are welcome to get the feel for their stroke and tennis legs. Students will play organized sets with each other to hone their skills.

Swim Club
This activity gives students a chance to develop their swimming skills and a chance to have fun in the water.

Athletics (ASIAC/MESAC), Sports Clubs / Intramurals
The co-curricular program at AES is designed to provide a well-rounded education by encouraging students to grow physically, emotionally, intellectually and socially in a wide variety of after school and weekend activities. The co-curricular program is organized into the following categories:

1. Athletics (ASIAC for MS students in grades 6-8) all middle schoolers and MESAC for students in grades 8-12 (some grade eight athletes),
2. Sports clubs – (open to all MS students in grades 6-8) and many are drop in format activities,
3. Lunchtime Intramurals – (open to all MS students in grades 6-8) specifically occurring at lunchtime,
4. Performing Arts Productions (plays, musicals, choir) – refer to the performing arts department for information
5. Clubs - see individual club sponsors
6. Community Service (open to all MS students in grades 6-8)

Athletics Activities
The athletics program is designed, conducted and administered for the love of sport, for the general welfare of the athlete, and the enjoyment of the student body. The chief goal is to produce better citizens, as such athletes are expected to demonstrate exemplary behavior at school and while representing AES.

MESAC (Middle East South Asia Conference) – High School Junior Varsity Athletics Participation in a MESAC sponsored activity at the junior varsity level shall be limited to individuals who are full time students at AES, are in grade eight or above, have not reached their 16th birthday prior to September 1st of the current school year and meets the general eligibility requirement of the middle school.

MESAC sports train Mon/Wed/Fri from 4:00 – 6:00 and Sat for not more than 2 hours throughout the season. The season will culminate in a tournament hosted either by AES or one of the other MESAC schools.
(only a reminder to correct the dates for next year's season)

- **Season One:** August 21 to September 6 to October 31
  - Junior varsity volleyball, swimming, junior varsity academic games
- **Season Two:** November 22 to February 13
  - Junior varsity basketball, soccer, cross country, tennis and wrestling
- **Season Three:** February 22 to April 26
  - Track, badminton, junior varsity baseball (boys) / softball (girls)

**ASIAC** (American School in India Activities Conference) – Middle School Athletics/Activities - Participation in an ASIAC sponsored activity shall be limited to a full time middle school student who has not traveled the MESAC junior varsity team in that particular sport (i.e. a MESAC JV soccer player could not play ASIAC soccer but could play ASIAC volleyball). ASIAC activities require a commitment to that team and season for that sport, where seasons are based on each of the four quarters in the school year. The season will consist of two parts: i) the first part of the season will be open to committed players ending in an intramural tournament, from whom, ii) the ASIAC team will be chosen and train 3-4 additional sessions to prepare for the ASIAC tournament.

ASIAC sports train Tues/Thurs/possibly Sat for 2 hours each session.

- **Season One** (August 17-October 10): table tennis, badminton, Musicfest, Dramafest
- **Season Two** (October 19-December 12): soccer
- **Season Three** (January 18-March 12): volleyball, tennis
- **Season Four** (March 14 - May 14): swimming, basketball

Note: Participation on these teams requires a greater commitment of time and energy on the part of the athlete than is expected in other after school activities. Additionally, participants will find themselves in need of good organizational skills to continue to meet for the training sessions. If chosen for either a MESAC or ASIAC team, there will be a reciprocal housing responsibility.

For further information contact the Athletics department.

**Sport Clubs:** Various clubs like rock climbing, tennis, open swim, ultimate frisbee, wrestling and more are offered throughout the year. These clubs operate on a drop in basis allowing a student to explore a variety of opportunities.

**Intramurals:** Operate through the lunch times to offer an opportunity for students to continue to be active during the day. These activities may include basketball, volleyball, soccer, floor hockey, ping pong. Intramural activities are offered only at lunch and vary according to weather and venue availability.

At no time is a middle school student allowed in the gymnasiums at lunch or after school when there is not a supervised activity.

AES will continue to provide the opportunity for students to audition for Honor Band and Choir event sponsored by the Association for Music in International Schools (AMIS). We believe these opportunities help students extend the music learning beyond the walls of AES and feel they are valuable experiences. In order for AES to provide chaperones for these events there must be a minimum of three students selected to attend the trip. If there are fewer than three, AES will continue to support the selected students by paying their registration fee, but parents will have to chaperone their own children to the event and must be responsible for all associated costs.
Participation in school activities

AES middle school students are not permitted to participate in or attend a middle school activity on a day they are absent from school. In order to participate in an activity, middle school students must be present all day or, if late to school, should arrive by 12:00 noon on the day of participation. The only exceptions to this procedure can be made by the Principal.

Student Trips: Student travel is a great opportunity, but also a great commitment of the student's time and energy. It is with the experience of watching students struggle to physically and mentally cope with being out of school for travel trips, that the middle school recommends strongly that a student travel only one time per season and a maximum of one trip per month. For every day a student is absent from school due to participation in a school sponsored event, the student is entitled to two days to make up work. This can include a study period during the day from the related content area. Please confirm this with the principal.

Student Trips Expectations

1. As per school board policy, if a student uses, sells, distributes, or possesses tobacco products, drugs, or alcohol on school-sponsored trips, they will be removed from the team/group may also miss the next season and/or may have further disciplinary actions as outlined in the MS Student/Parent Hand- book page 32-33. If a violation occurs or there is other improper behaviour at a tournament/festival, the student, where feasible, may be sent back to Delhi at personal expense.

2. Pre-Arranged Absence Form – Students must obtain, complete and submit a pre-arranged absence form to the office two days prior to departure on a school-sponsored trip. For every day a student is absent from school due to participation in a school-sponsored event, the student is entitled to two days to make up work. This can include a study period during the day from the related content area. Please confirm this with the principal.

3. Eleven Hour Rule: Team/groups on flights that arrive at the New Delhi airport after 10 PM, are excused from class for the following 11 hours. Students are not excused from class the day after the tournament and are expected to attend class after this excused period of 11 hours.

4. Airport Pick-ups Procedure: Students returning from trips are expected to return to AES after the trip with the group. Exceptions may be made for a student to be picked up at the airport directly with the following conditions:
   - The request is made by the parent, in writing, to the Athletics department 2 working days prior to travel.
   - For the safety of your daughter/son, pick-up needs to be by a parent.
   - If the parent is not at the airport when the team/group exits the arrivals hall, then the student being picked up shall return to the school with the team.

Due to the difficulty of coordinating meeting times for students, all students are required to meet at the school to depart together as a team/group.
Eleven hour rule

Competitive sport teams on flights and other out of country traveling groups, which arrive at the New Delhi airport after 10 PM, are excused from class for the following 11 hours. Student-athletes are not excused from class the day after the tournament and are expected to attend class after this excused period of 11 hours. Student-athletes are responsible for their transportation to and from school.
The designated AES buses are operated for your convenience and safety. Please review and follow the rules listed below. Buses leave the school at 3:45 and 5:10 daily for the return trip home. In order to assure safe, punctual transportation, we need your cooperation in obeying the following expectations:

- Arrive at the bus stop at least five minutes early.
- Wait off the main road for safety.
- Wait for the conductor to help students onto and off the bus.
- Take a seat immediately
- Fasten seat belt, immediately (Mandatory)
- Remain seated at all times, with head, hands and arms inside the windows.
- Do not throw things inside or out of the bus.
- Maintain quiet, courteous behavior.
- Use appropriate language and do not shout inside the bus, as this may disturb other bus riders
- Be respectful and responsible towards others, and
- Listen to and follow the instructions of the Bus Monitor, always.
- Practice safe, appropriate behavior and set an example for the younger students.
- Remember: Student safety is important and appropriate behavior will be appreciated by all. Any misconduct or non-adherence to the above may result in stern disciplinary action and the student may be debarred from using the school bus.

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in stern disciplinary action and the student may be debarred from using the school bus.

Parking & Traffic Procedures

Parking

Parents: A couple of parking spaces are reserved at Gate 5 for parent drivers (self-driving). Most visitors to the school park on the surrounding streets avoiding AES no parking zones.

Loss or Damage: Parking anywhere around AES is at the owner’s risk. AES does not take responsibility for loss or damage to vehicles or their contents.

Incident Reporting

Injury:

Call for help from one of the AES traffic guards. The closest gate guard will immediately call the AES Health Office for first aid and/or an ambulance. On receiving details the closest gate guard will then call either the Security or Facility Manager, who will decide whether the Delhi Police should be called.

Collision:

The drivers involved should exchange contact information with each other. AES traffic guards will report any collision they witness to their supervisor.

Driver Behavior:

Drivers who drive in an unsafe manner, fail to follow Delhi traffic rules or fail to cooperate with AES traffic guards are reported to either the Security or Facility Manager. As much as possible, the Director Operations and Business Manager or appropriate Principal will talk to, call or e-mail the driver and/or the employer of the driver about the behavior. If harmful/inappropriate behavior continues, the AES placard will be removed from the vehicle.

Common Courtesy

1. Always pull ahead as far as possible so that maximum vehicles can be accomplished in drop-off / pick-up zone in the peak traffic hours. Avoid drop-off / pick up in front of the main gate.
2. Do not park or wait in obvious no parking areas like the yellow zones in front of Gates 2 and 5, the Gate 2 crosswalk or the middle of the street with vehicles waiting behind.
3. Do not double park on San Martin Marg or Chandragupta Marg.
4. Cooperate with AES traffic guards. They are trying to keep traffic flowing safely.
5. Minimize drop-off/pick-up time by asking your driver to stay in the vehicle instead of opening doors and keeping school bags in the trunk.

Many thanks for your kind cooperation to keep our parking lots and streets safe!
The Health Office has a staff of 2 nurses, one Health services Coordinator, a doctor and a secretary. The working hours are 8:00 am- 5:00 pm Monday through Friday. Other events outside of these hours also have nurse coverage, e.g. MESAC events, WOW trips and invitational tournaments.

The function of the Health Office is to promote the health and safety of your child and the AES community. Responsibilities of the school nurses include assessing students’ illnesses and injuries and providing basic first aid/care as needed, reviewing and maintaining student health records, control of communicable diseases and prevention and administering daily medications as required and written permission is given by a parent. The Health Office provides health information to students, staff, and parents, as well as local referral information if a student is identified as having possible difficulties with vision or hearing or any other difficulty observed by a teacher, counselor or nurse. The nursing staff assists in the management of students with asthma, diabetes, or other health conditions. The Health office (in cooperation with Administration, Facilities and Security) helps in creating and maintaining a safe school environment, which includes regular training for all faculty in CPR, First Aid and emergency preparedness.

If the student has an injury or illness and needs to go home, the parents will be contacted. The student must be picked up from the Health Office by a parent or other adult whom the parents have given written or verbal permission to. If a student requires outside medical assistance during school hours, the school nurse will contact the parent/guardian in order to refer for medical evaluation. In the case of a life-threatening or urgent situation and the parent cannot be reached, the student will be transported to an appropriate hospital by school vehicle or ambulance. In that case, the parents will be notified to meet the child at the hospital.
Student Health Records

New Students:

To attend school a new student must comply with the following health requirements before the first day of attendance at AES:

1. Have current immunity against diphtheria, tetanus, pertussis (DPT), Polio, measles, mumps, rubella (MMR), hepatitis B, and haemophilus influenzae type B (HIB requirement for ECEC and Kg students only). Parents who object to any immunizations for personal or religious reasons may sign a waiver provided by the school nurse, with the understanding that the child may be excluded from school in the event of an exposure or epidemic.

2. Be free of Tuberculosis. Tuberculosis screening should be done within 3 months prior to the date of admission. A licensed practitioner should complete a) a PPD Mantoux test, b) a Quantiferon blood test or c) Chest X-ray. This requirement is waived if a child has had a BCG vaccination within the last 5 years. The BCG date must be documented. This requirement is also waived if a student has had a positive Mantoux and fully complied with the treatment and provides documentation by a licensed practitioner.

3. Undergo a full physical examination by a licensed practitioner. This report should be dated within the last 3 months prior to admission. This fulfills the sports physicals requirement.

4. Provide the School with the completed AES New Student Health form, including medical consents to be given to the Admissions Director before the first day of attendance at AES.

Continuing Students:

To return to AES a student must comply with the following health requirements by the first day of attendance of new school year:

a. Provide the school with a completed continuing student non-compliance form, including immunizations and screening. Parents who object to any immunizations for personal or religious reasons may sign a waiver provided by the school nurse, with the understanding that the child may be excluded from school in the event of an exposure or epidemic.

b. Continue to be free of Tuberculosis. Tuberculosis screening is required every 2 years. A licensed medical practitioner should complete a) a PPD Mantoux test or b) a Quantiferon blood test or c) Chest X-ray. This requirement is waived if the child has had a BCG vaccination within the last 5 years. The BCG date should be documented.

c. Continuing students entering grades 1, 6 and 9 should also undergo a full physical examination. This requirement is waived if we have a record of a previous physical examination within the last 12 months. Athletic physicals for Middle and High School students who participate in sports need to be completed every two years.

It is the parent’s responsibility to notify the Health Office staff of new health alert and information and parent contact information, including Temporary Guardianship.

The school nurses manage the health of your child/children, based on the information provided by parents in the Student Health Form. It is important that the form be filled out completely. For significant conditions such as severe asthma, severe allergies, diabetes, or seizures, you should inform the nurses immediately upon the first day of school and supply the Health Office with any necessary information.
emergency medicine indicated. If there is any change in the student’s health condition at any time, it is the parent’s responsibility to inform the Health Office.

During the year, you may be asked to update your child’s/children’s health data for MESAC events, WOW, or other class trips. We realize that this is inconvenient, but it is important that chaperones for each event have the most recent emergency contact and health information, as some information may change since you last submitted a form.

Students’ health records are reviewed by the nurses and kept in the Health Office. Health alert information is entered into the Veracross data base. Parents can access their child’s Veracross data at any time. Records are confidential but certain information, such as a severe allergy, may be shared with teachers on a “need to know” basis.

The Health Office provides a current list of doctors in New Delhi if your child needs a physical examination, immunizations, TB screening, or health care in general. Remember to take the Health Form and your child’s immunization records with you for the physical examination when you visit the physician. It is the parent’s responsibility to send the dates for immunization and TB screening to the Health Office. It is advised by the Health Office that copies of your child’s health records be kept in an electronic file, if possible, for easy access and safe-keeping.

**Medications**

If you would like the nurse to administer daily or emergency medication to a student (such as antibiotics, cold medicine, inhalers, Epipens), you must provide the Health Office with the medication in its original container, and a completed Medication Permission Form provided by the Health Office. If a student is responsible for taking a medication during school hours please notify the Health Office staff.

The Health Office has a limited supply of over-the-counter medications that can be given to the student without calling you first, if you have already signed the New Student Health Form. This permission can be changed at any time the parent wishes to do so.

**When to Keep Your Child at Home**

To prevent spread of contagious disease and to enable a student to receive the rest needed for recovery, please do not send your child to school if he/she has any of the following:

Possible or diagnosed contagious illness such as chickenpox, mumps, measles, strep-throat, or any other infectious disease. Following such an illness, the health office staff may request medical clearance from a clinician before a student may return to school.

Notify the teacher and the Health Office (nurses@aes.ac.in) of any contagious illness, and the following:

- Fever of 100F or 37.7C, with or without any other symptom
- Vomiting (more than one time) or diarrhea (more than one time, very loose like water)
- Scabies or lice (children may attend school after treatment and the nurse has checked for live lice)
- Severe cough
- Severe sore throat
- Red eyes that are crusting or with discharge (pink eye, conjunctivitis)
- Body rash, unless you present a note from the doctor that the child may attend school
- Severe “common cold” symptoms—stuffy nose, body aches, cough, thick nasal discharge
- Whenever your child looks noticeably unwell

Students who come to school with any of the above symptoms will be sent home if determined by evaluation from the nurse indicating it is appropriate. If a student is slightly unwell, but able to come to school, please ensure that we can contact you during the day if the symptoms become worse.

The following information is provided to assist you in fulfilling immunization and TB screening requirements and recommendations.

Immunizations Required For Attendance At AES

DPT, DTaP, DT or Td (Diphtheria and tetanus, with or without pertussis)—A minimum of 3 doses, with at least one dose after the 4th birthday are required. (Exception: If the child has received six doses before the 4th birthday, consult your physician about when the next dose will be due.) Middle and High School students whose last immunization containing tetanus was 10 or more years ago must receive a Td (adult tetanus-diphtheria) or Tdap (adolescent tetanus, diphtheria, pertussis booster) prior to attending mini-courses (WOW).

HIB (Haemophilus Influenzae Type B) –This shot is given at ages 2, 4, 6 and 12-16 months. This immunization is only required for ECEC and KG students. It is however recommended for all students, and a minimum of one dose should be given by the age of 6 years.

POLIO—A minimum of 3 doses of oral or injectable polio is required. If a child has had only 3 doses of polio vaccine, one dose must have been administered after the 4th birthday.

MMR (MEASLES, MUMPS, RUBELLA)—Grades ECEC through grade 5: one dose of each, may be given in combination as “MMR”. Grades 1 and up require 2 doses of MMR or 1 Measles and 1 MMR.

HEPATITIS B: A three dose series is required. The second and the third doses are given at one month and six months respectively, after the first dose. (0,1,6) These are the minimum requirements for AES. The United States CDC (Centers for Disease Control) recommends doses additional to the minimum given here. Please check with your physician regarding the immunization schedule recommended for your child.

All dates of immunizations from birth must be provided. Students who do not have immunization records may be requested to repeat one of each of the above immunizations to ensure at least partial immunity.

*Parents who object to any immunization requirement may sign a waiver provided by the school, with the understanding that the child may be excluded from school in the event of exposure or epidemic.*

Additional Immunizations Recommended

AES does not require these for entry, but they are highly recommended for the health of your children. The first 3 are included in childhood immunizations.
given in many countries, including the US. The others are recommended for India. Please check with your physician or travel clinic.

**HEPATITIS A**—Hepatitis A is spread through contaminated food or water. 2 separate injections given 6 months apart are recommended.

**VARICELLA** (Chickenpox)—2 injections for all ages.

**TYPHOID**—Typhoid is spread through contaminated food or water. One injection normally covers for 3 years, or 4 tablets orally, which are good for 5 years is recommended. Repeat at recommended time. The oral vaccine is not available in India.

**RABIES**—3 separate injections in a one month period. Rabies is prevalent all over India. The vaccine series not obviate the need for further shots after an exposure, but allows for simpler post-exposure treatment.

**JAPANESE ENCEPHALITIS**—3 injections in one month are recommended. Serious illness carried by mosquitoes. Not usually present in urban areas. This vaccine is recommended for those students likely to visit rural areas with rice and livestock production, particularly eastern coastal states, and parts of Nepal. Consult with your physician. This vaccine is not easily available in India except in areas of outbreak.

**MENINGOCOCCAL DISEASE**: 1 injection. Meningitis is an infection of the fluid surrounding the brain and spinal cord. It is a serious illness and can cause death or neurological problems. There are different strains of meningococcal vaccine therefore you should consult your doctor.
Parent School Association (PSA)

The principle purpose of the PSA is to encourage and strengthen the involvement of parents in support of the American Embassy School’s mission of providing a superior education in a wholesome academic and social environment to all AES students. This year’s Middle School PSA representatives are Mrs. Kate Langdown, Mrs. Heidi Griffiths, and Mrs. Sona Puri.

Parent-Teacher Conferences

Conferences are scheduled twice a year for parents to meet with all teachers. Individual conferences may be scheduled with teachers at any time throughout the year by calling the Middle School Office.

Appointments with the Principal and Counselor

While students and parents are always welcome in the Middle School, if the discussion of a specific issue is required, it would be advisable to contact the appropriate secretary to schedule appointments with the Principal or Counselor. One can then be guaranteed of not having to wait.

Requests for Specific Teachers

The American Embassy School recruits the finest teachers, both locally and from around the world. Students are scheduled in a manner that creates equity of class size and gender balance. Changing teachers is disruptive to the educational process and is rarely done. Student placement is at the sole discretion of the Principal.

Questions and Concerns

At some point during your child’s time in the AES MS you may have questions or concerns about your child’s middle school experience.
In order for us to best serve both you and your child, it is suggested to seek the following avenues of support:

- Social/emotional concerns regarding your child be directed to your child’s counselor.
- Academic concerns or concerns related to your child’s teacher should be directed to the teacher involved and/or your child’s counselor.
- Curriculum, programming, and MS initiatives concerns can be directed to either the MS Assistant Principal or the MS Principal.

Another resource for general questions about the school or living in New Delhi is your grade level PSA representative.

The MS Administration strives to maintain an open-door policy and to work with parents to answer questions and allay concerns as they arise. Working together allows us to address concerns in the most effective way.

Parents who are dissatisfied with the response of the MS Administration can elect to bring their concern to the AES director.
Tobacco, Alcohol, and Other Drugs

The use of tobacco, alcohol, and/or other drugs is injurious to student health and to a healthy learning environment. The use, sale, or distribution of tobacco products, alcohol or other drugs by students on school property, on school-provided transportation, at school-sponsored and chaperoned functions are prohibited and are grave infractions of school rules that will not be tolerated. This prohibition extends but is not limited to conventions, sports events, WOW, dances, and other social functions, as well as extra-curricular activities.

The Director and the Administration are responsible for developing a formal, comprehensive health education program at all levels and for the inclusion of that program in the school curriculum. At the appropriate grades, specific attention will be focused on the use and abuse of tobacco, alcohol, and/or drugs. The Director will provide an annual update to the Board of Governors on this program.

It is the responsibility of the Middle School parents and students to become fully aware of the policy on Tobacco and Alcohol and Drugs outlined below.

Disciplinary Actions:

1. Tobacco

Use (chewing) of smoke or smokeless tobacco by students is prohibited on campus, at all school-sponsored events, and on school-contracted transport. Violation of this rule is a serious matter and will result in disciplinary action, including suspension.

In the event that a student has persistently violated this policy or demonstrates a willful disregard of the policy, the student may be subject to further measures, up to and including expulsion.

First Violation

A conference between student and parent(s) and the school administrator and counselor.
Students may not use, possess, be under the influence of, sell, or distribute alcohol and drugs at any time while on campus, at a school-sponsored or chaperoned event, on school-provided transport, or in any activity conducted under the aegis of the School.

A one-day out of school suspension; and
Mandatory individual or family counseling as determined by the school.

Second Violation
A conference between student and parent(s) and the school administrator and counselor.
A three-day out of school suspension; and
Mandatory individual or family counseling as determined by the school.

Subsequent Violations
The student will be subject to further disciplinary measures up to and including expulsion.

2. Alcohol And Drugs

Students may not use, possess, be under the influence of, sell, or distribute alcohol and drugs at any time while on campus, at a school-sponsored or chaperoned event, on school-provided transport, or in any activity conducted under the aegis of the School. Use of prescribed medications shall be supervised by the Health Office. Any infraction of this policy is a grave matter and will result in the following:

First Violation
• A conference between student, his/her parent(s), the School counselor, and the School Administrator;
• Immediate out of school suspension from School and all school activities for a period of not less than five school days;
• Mandatory individual or family counseling as determined by the School.

Second Violation
• A conference between student and parent(s) and the school administrator and counselor;
• Suspension or expulsion from AES for a length of time determined by the school;
• Participation in a treatment program subject to school approval but researched and paid for by the student’s family;
• The Student may reapply for admission to AES following the successful completion of the treatment program. Re-admission is not guaranteed and will be made by the school administrator, guidance counselor and admissions director upon a review of the student’s progress.

If a first violation is deemed of sufficient magnitude (as in sale or distribution of drugs to others), and if the violation takes place in the context of a history of other violations of school policy and rules, and/or in the event that the Director determines that it is in the interest of the School (as in cases where there is a clear threat of legal action by the government or where there is a clear threat to the life and safety of the students or others), the student may be expelled from the School.
Dangerous and Violent Behavior

Violent behavior and/or the threat of violence are serious violations of school rules and will not be tolerated. The carrying of offensive and/or dangerous weapons, by anybody, on to the AES campus or while participating in AES-sponsored activities is prohibited. Students are not permitted to bring toy weapons on to campus or to sponsored activities.

In addition to confiscation of the weapon or dangerous object, violation of this policy will result in any or all of the disciplinary consequences outlined in the policy 8.40 “Student Discipline”.
In collaboration with the Parent School Association and Middle School Principal, the following guidelines were established to help guide evening parties. These are voluntary options and guidelines.

Party Length and Time
Parties should be scheduled for a time not to exceed 4 hours and should end no later than 10:00 p.m. Parties and sleepovers are asked to be held only on weekends or on days that have the next day as a holiday.

Parental Supervision
At least one parent must be home to supervise the party. If your child is invited to a large party, parents should feel free to volunteer to help at the party.

Transportation
Children should not ride in a taxi without adult supervision. Parents are responsible for arranging rides. Clear rules need to be given to the driver and the student if a parent does not accompany the driver. Children should notify the host parent if they leave the party before the designated ending time. Parents (driver) are requested to be on time for pick-up and the host parent should be notified of changes in transportation arrangements. Limit the number of riders to the safe capacity of the car. Destination points should not be changed without parents’ consent.

Party Activities
Parents should help children plan suitable party activities. Videos should be previewed by parents and the names of the videos could be given to the parents upon request. Lights should remain on unless off for an organized game. Use of the internet should be monitored.
Drugs
These substances are prohibited at parties: alcoholic beverages, tobacco and other drugs.

Invitations/Call to Host Parent
Written invitations with starting and ending times, the address and phone number of the host should be distributed. When writing invitations, the host should include the names of all the invited students so that discussion in front of others is avoided. Invitations should be distributed at least five days in advance of the party. Parents, in order to ensure the safety and well-being of their child, should feel comfortable in calling the host parent if necessary.
You will undoubtedly have many questions about our middle school. What we have done in this section is try to answer some of the questions that we hear on a regular basis. Our hope is that by reading this section carefully, you will either find the answer yourself, or discover who might be able to give the answer to your questions.

General Question Area: CHANGING SCHEDULES

Question: I don’t think I am in the right level of my math class. Whom should I see to help straighten this out?

Solution: First you should talk to your teacher! Perhaps he or she doesn’t realize you feel at the wrong level, and perhaps the level of your work can be altered WITHOUT changing classes. The second step is to see your counselor. Please note that incorrect level or course placement is the ONLY reasons for granting schedule changes. If you prefer a specific teacher or want to be in the same class your friend, please do NOT ask for a schedule change.

Resource: Your Teacher, Counselor.

General Question Area: MY LOCKER

Question: I have been assigned a locker on the top level and I can’t see my stuff inside when it’s open. May I have a locker lower down?

Solution: Check with your advisor, or the counselor, and we will try to find someone who wants to switch lockers. All problems with lockers (location, locks that don’t work, damage, etc.) will be handled by the advisor, or the counseling office secretary.

Resource: Advisor, Counseling Office Secretary
General Question Area: PEER BEHAVIOR
Question: This guy in my second period class keeps bugging me. He says untrue, unkind things about me and keeps bullying me before and after class. What do I do?
Solution: Try bringing this problem to the attention of your teacher. If you still have a problem, see your counselor. That guy is violating your rights and is not living up to his responsibilities as a member of our middle school community. Your counselor will help you deal with this problem. Of course, any serious violations should be reported directly to the principal.
Resource: Teacher, Counselor, Principal

General Question Area: TOO MUCH HOMEWORK
Question: Wow! I seem to be spending every free minute I have doing homework. This is absolutely no fun! Is there any way I can get some help?
Solution: You bet! Talk to your advisor. She will be able to suggest ways of better budgeting your time, getting better organized with the time you have and generally becoming a more efficient student. The average amount of homework you should have, if you use your time wisely, is one hour per day for grade 6 and one to one a half hours per day for grade 7 and one a half hours to two hours per day for grade 8. Of course, at exam times and when major papers are due, you may have more work. Spread out the studying for tests and the writing of major papers/projects. If you still have difficulty, see your counselor, teachers or the middle school principal.
Resource: Advisor, Teachers, Counselor, Principal

General Question Area: ATTENDANCE
Question: I am home sick in bed and will have to stay here for a few days. Can I get my assignments so I don’t fall behind with my work?
Solution: YES! An excellent idea! Please check your Veracross/Website calendar for updates on missed assignments. Additionally, you can e-mail your teachers with other questions.
Resource: Middle School Website or/and Veracross

General Question Area: AFTER SCHOOL ACTIVITIES
Question: I’m really not in any activities after school but I just want to ‘hang out’ and wait for my buddies who are on the swim team. O.K.?
Solution: Hanging Out is only allowed at the Rocks as a supervised activity. Otherwise, sorry! Most of the middle school afternoon activities are scheduled from 3:45 until 5:00 PM. After 5:00, we expect you to be on your way IF YOU HAVE PARTICIPATED IN AN ACTIVITY. Otherwise, you should head home at 3:45 PM. Your other choices are: to study quietly in the library or join an activity with a friend. The activities can include a club or afternoon activity sponsored

What we have done in this section is try to answer some of the questions that we hear on a regular basis.
by parents or a coached sports program. Please don't make us have to ask you to call home for a ride because you have misused the privilege of staying after school.

Resource: Principal, Club/Sport sponsors

**General Question Area: PERSONAL PROBLEMS**

Question: I have a good friend who is having some private, personal problems. Is there anyone I can talk to about this?

Solution: Of course! You have your advisor, the middle school counselor and the middle school principal. We suggest you choose the person you're most comfortable with, and talk with him/her. The counselor is trained in helping students with personal, private problems. Your privacy with confidentiality will be respected, except in the most serious cases.

Resource: Counselor, Principal

**General Question Area: ACADEMIC DIFFICULTIES**

Question: I am having a terrible time keeping up in science. Maybe I should get a tutor. Where do I go for help?

Solution: First of all, talk with your science teacher. He/she is trained in science, and will have ideas that can be of help. Perhaps a session or two will solve the problem. Your advisor may also be able to help with this question. If you continue struggling, see your counselor, and you will be given information on available help.

Resource: Classroom Teacher, Counselor, Advisor

**General Question Area: PHONE CALLS**

Question: I forgot my social studies project at home. Can I use my cell phone to call home and have somebody bring it to me?

Solution: EMERGENCY phone calls may be made in the Principal's office or the Counselor's reception area. Cell phones should be kept locked in lockers during the school day. If you need to use it, please step into the counseling office or go to the middle school office to do so.

Resource: Reception/Secretary

**General Question Area: EARLY WITHDRAWAL**

Question: We are moving to Singapore next month. How do I go about withdrawing from school: whom do I see?

Solution: Our middle school Counselor will be the one to assist you with this. You are required to bring a note from your parents indicating your proposed departure date. You will then be given a checkout list, which you must complete before you leave. We'll be sorry to see you leave!

Resource: Counselor
General Question Area: LOST PROPERTY

Question: I can’t find my books and I’m sure someone has taken them.

Solution: First, retrace your steps. Check all of your classrooms. Then check the Lost & Found. If all else fails, see the principal. Custodians are advised to take items left in hallways to the Lost and Found for safekeeping. STUDENTS ARE REQUESTED TO USE THEIR LOCKERS AT ALL TIMES, AND NOT LEAVE THINGS LYING AROUND. Our experience is that most items have not been taken but have been left somewhere. Check carefully.

Resource: Lost and Found, Principal
Program Highlights: Student Centered Education Schools That Learn – Grade Level Projects

Throughout the Middle School experience, students learn through grade level projects designed to highlight the inter-relatedness of the subject outcomes, advisory goals, and grade level team objectives.

Grade 6 End of Year Reflection/Celebration
At the end of each school year, the sixth grade team likes to take time to acknowledge all of the work that has been done by the 6th graders and the 6th grade teachers. Throughout the course of the year, we have spent a lot of time trying to reinforce the message that we are a part of a community. To end our school year, we engage in a reflection process that provides an opportunity for 6th graders to reflect on their school year and prepare for the 7th grade. We also make time to celebrate with an end of year celebration.

Grade 7 Culminating Integrated Activity (CIA)
The Culminating Integrated Activity (CIA) is an end-of-year project that takes the form of a sustainable housing summit project. It is designed as an opportunity for students to work collaboratively, and to synthesize their academic work from content areas and affective education practices used in classrooms and advisory throughout the year. 7th graders explore the issue of sustainable and environmental housing in India and work in groups to create a scale model and a presentation for an eco-housing solution. It is a wonderfully engaging way for 7th graders to end the school year and demonstrate all that they have learned and are able to do at the end of 7th grade.
Grade 8 Population Project

The POP, as this project is fondly addressed, is an integrated, inter-disciplinary project from the American Embassy School that pulls together concepts and skill from all your Grade 8 classes under one “umbrella”. Once you have chosen your Topic and Focus, you will create a set of products that fall within that focus. Centered around health, economics, and social issues in India related to population growth, this project serves to deepen student understanding of the world around them and underwrite their role as responsible global citizens. Over the course of the second semester, students will see films, hear local experts, take field trips and conduct individual research on various topics as water pollution, malnutrition, gender equality and education. Portions of this project are aligned with course outcomes and are used as common assessments by individual departments. Other portions are designed to engage students in learning that is not always directly taught in one particular subject, but is of high value across the curriculum. The first part of the project, which asks students to complete an individual portfolio of research on a question that they generate themselves, emphasizes inquiry, independent study, goal setting, reflection and interdisciplinary connections. The second part of the project, which has students working in groups, focuses on teamwork, collaboration, and presentation technique. In both parts of the project, students extend their study beyond the classroom and immerse themselves in authentic investigations of their local Indian surroundings. Take advantage of this unique opportunity to take your studies beyond a single classroom (beyond the school, even!) and pursue this fascinating, real-world topic.
Middle School Humanities Philosophy and Belief Statements

Philosophy:

At the middle school level, the integrated humanities curriculum maximizes opportunities for students to reflect upon and form connections between language, literature, and the study of the world. Using the tools of reading, writing, listening and speaking, students discover how they are inextricably tied to all other human beings—past, present and future. Assigned and independent choice reading experiences provide mentor texts to guide students’ development as writers and thoughtful, sophisticated readers.

Students learn how to think critically and creatively in order to make informed choices, to comment articulately upon their world and their role within it, and to better understand their connection to that world as a global citizen.

Learning is enhanced by exposing students to complex themes. Emphasis is placed upon deep understanding, application, analysis, evaluation and active involvement in their own learning.
School-wide Math Beliefs
AES takes pride in a strong mathematics program that is rooted in the Common Core State Standards:

Mathematics is…

- reasoning
- modeling
- communicating ideas
- problem solving
- finding patterns
- using tools strategically
- as well as…
- computational fluency
- exploring number theory

We believe:
- everyone can learn math and make sense of math.
- the process and the explanation are as important as the answer.
- mistakes are an essential part of the learning journey.
- math understanding generally progress from concrete, to representational, to abstract.
- number sense is the foundation of math learning.
Learning is enhanced by exposing students to complex themes. Emphasis is placed upon deep understanding, application, analysis, evaluation and active involvement in their own learning.

Math learning happens best when...
- students explore, explain and extend their mathematical understanding in a variety of ways, individually and collaboratively.
- teachers facilitate, model, observe, and guide using best practice
- students are active learners who construct their own understanding through inquiry.
- concepts precede processes.
- the math is authentic, engaging, and connected to our everyday lives.
- all students are exposed to rich mathematics.
- computational fluence (accuracy, efficiency, flexibility) is reinforced throughout all skills and concepts.


Math 6
Topics in this course focus on the four Common Core critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Math 7
Topics in this course focus on the four Common Core critical areas: (1) rational numbers and exponents; (2) proportionality and linear relationships; (3) introduction to data sampling and inference; and (4) creating, comparing, and analyzing geometric figures.
Math 8
Math 8 is the first course of the integrated math sequence. This course is similar to the high school Integrated Math 1 course. Successful completion of this course will lead to Integrated Math 2. Topics in this course focus on the following Common Core critical areas: (1) relationships between quantities; (2) linear, exponential and quadratic functions; (3) reasoning with equations; (4) descriptive statistics; (5) transformations and congruence.

INTEGRATED MATH 2
This is the second course of the integrated math sequence. This course will focus heavily on algebraic concepts including systems of equations, quadratic functions and logarithms. In addition, this course will cover topics from trigonometry, statistics and probability. Successful completion of this course will lead to Integrated Math 3. A graphing calculator is required. The TI-84 is recommended.
The AES science program is aligned with the Next Generation Science Standards.

The Middle School Science Program is an integrated curriculum where Life, Earth, and Physical Science content are interwoven throughout the year in grades 6, 7, and 8.

Each course is built around comprehensive teaching and assessment that are based on scientific and engineering practices, crosscutting concepts and disciplinary core ideas. The curriculum promotes development of problem solving skills and encourages students to become critical thinkers and life-long learners through hands-on experiential learning.

Our AES K-12 Science Philosophy states that “we believe students should appreciate science as a dynamic human endeavor to make sense of their natural world and learn to deal sensibly with the problems of an increasingly complex society”. Furthermore, the goal of the Middle School Science Program and its teachers is to instill in the students a “love” of science and an understanding of how it applies to and impacts their lives.

The Middle School science courses utilize a variety of innovative resources to support the curriculum including, but not limited to, Prentice Hall Explorer series, Vernier software, specific apps on iPads etc.
The AES World Language Program in the Middle School consists of classes in French, Spanish and Mandarin. The World Language program at AES derives its standards from the National Standards for Foreign Language Education. Our program is designed to meet the needs of students who have limited or no previous experience in the language they wish to study. Students with exceptional circumstances will be evaluated to determine the proper course. They may also enroll in a new language.

Students with no previous language experience and who arrive after the beginning of the school year will not be placed in a World Language course until the following year. Those late-arrival students who have been enrolled in World Language class at their previous school, or those new to AES must take a very basic proficiency exam for placement into the appropriate course/level.

**Foundational Spanish/French/Mandarin**

Foundational World Language is an introductory course designed for students who may have had some or no instruction in a world language in the AES Elementary school. AES World Language classrooms are dynamic places where students actively participate. Maximum exposure to the target language will be given to students in the classroom through the language of instruction and a variety of methods that may include: readings, games, cultural videos, storytelling, songs, music etc. Students will begin to understand and produce the language on their first day. The course is organized in such a way to lead students to proficiency in all four language skills (listening, speaking, reading and writing).

**Intermediate French/Spanish/Mandarin**

Intermediate World Language is a course designed for students with a solid background in the basic structures of the language. The course continues to lead students to proficiency in all four language skills (listening, speaking,
Advanced World Language is a course designed for students who have the required proficiency to succeed at this level based on a successful completion of intermediate level requirements. More detailed grammar structures are emphasized to enhance oral and written communication. Students continue to focus on comprehension and production of the target language AND culture continue to be interwoven into the course. French, Spanish or Mandarin will be used for basic communication between both the students and instructor.

Advanced French/Spanish/Mandarin

Advanced World Language is a course designed for students who have the required proficiency to succeed at this level based on a successful completion of intermediate level requirements. The course continues to lead students to proficiency in all four-language skills (listening, speaking, reading and writing). Students engage in more complex listening and reading comprehension activities, along with oral presentations such as debates, storytelling, and interviews. There is also an expanded emphasis on developing writing skills with an effort to encourage more creative expressions in the language. Language and culture continue to be interwoven into the course. At this level, both the teacher and the students use the target language as the medium of communication.

*Mandarin classes will use both pinyin and Chinese characters.
The English as an Additional Language (EAL) program supports non-native English speakers in acquiring and refining the English skills needed to be successful in all of their subject areas and to move into a mainstream Humanities classroom as soon as they are ready. Middle School EAL classes integrate language learning with the grade-level Humanities curriculum. This takes place in sheltered Humanities-EAL and EAL Support classes.

The Middle School EAL Program:
All EAL classes follow the mainstream Humanities benchmarks and, like mainstream courses, include a balance of mini-lessons, group work, class discussion, and individual response. In addition, the EAL program incorporates learning strategies and an orientation to the American educational system and culture.

Humanities-EAL, grades 6-8:
These grade-level courses consist of sheltered Humanities classes. Students acquire English language (listening, speaking, reading, and writing) through the academic content of the grade level Humanities benchmarks in this daily class. This course uses a reading and writing workshop model to enhance students’ reading and writing skills.

EAL Support Level 1:
Students who are placed in Humanities-EAL also take one grade-level EAL Support 1 class every other day. A modified reading and writing model is utilized. It is designed both to reinforce and support the grade level Humanities-EAL content, and to develop more complex academic language skills.

EAL Support Level 2:
Students who are reaching grade level proficiency will be placed in a daily mainstream Humanities class and will also take EAL Support 2 (meets every
To ensure that EAL students can satisfy grade level academic requirements and participate to the fullest extent possible in school life, AES Middle School has established minimum levels of academic English proficiency for Grades 6-8.

other day). EAL Support 2 uses a reading and writing workshop model to enhance students’ literacy, grammar, and spoken language skills.

MS EAL Admissions and Placement:

*Humanities-EAL and EAL Support Levels 1 and 2 are not electives.* Placement in the EAL program is determined by English language proficiency testing, a home language survey and past school performance. Once admitted into the program, movement between levels, including mainstreaming (no EAL support), may be considered only at the end of a semester. Movement is based upon testing results, class performance, academic English proficiency, and teacher recommendations.

Eligibility Criteria for Admissions:

To ensure that EAL students can satisfy grade level academic requirements and participate to the fullest extent possible in school life, AES Middle School has established minimum levels of academic English proficiency for Grades 6-8. New students at AES must have attained these levels of academic English proficiency in reading, writing, speaking and listening for admission to these grades. An applicant’s educational history and English language proficiency assessment result will be used to determine whether an applicant has met the minimum expectation for admission.
Physical Education

The MS PE curriculum follows the National Association for Sport and Physical Education (NASPE) standards from the United States. The emphasis in PE is on fitness and the development of interpersonal skills such as demonstrating respect, offering positive feedback, and demonstrating responsible behavior in terms of physical and emotional safety. Students are encouraged to challenge themselves throughout each class meeting. All middle school students will participate in an 85 minute PE class every other day. Mandatory showers and change of clothes are essential for success in this course. (An appropriate change of clothes separate from those worn to school is required. Showers are mandatory on some days and will be optional on others). Students will be assigned a locker and will be provided with a lock from the PE department. Students will be expected to use the assigned lock and locker to secure personal items during PE classes. The lock will be collected at the end of the year or prior to a student’s departure from the school.

Activity units are structured for skill acquisition, expanding knowledge about rules and strategies of different sports, problem solving through adventure activities, cooperation through team building games, physical fitness, and enjoyment. The importance of valuing physical activity for its contribution to a healthy lifestyle is emphasized.

Health Education

Philosophy

Health Education is fundamental to supporting and promoting lifelong wellness. The AES Health Education curriculum is designed to guide each student’s developmentally-appropriate learning in the areas of physical, social and mental health and thereby the development of positive health/wellness. The AES Health Curriculum strives to empower students with critical thinking and communication skills, essential understandings, and the ability to make
Students are encouraged to explore their own values, and the values of others, within the context of familiar and cultural beliefs. We also believe that effective Health Education is a collaborative responsibility between home and school. The health courses in the Middle School are an important part of a broader, more comprehensive wellness initiative that is being created and implemented by people in various capacities across the school. The health education program recognizes and appreciates the diversity of the school community. The need to respect others and their cultures is stressed. Students are encouraged to explore their own values, and the values of others, within the context of familiar and cultural beliefs.

Course Descriptions

Grade 6 students receive a six-week exploratory health course. The goal is to provide opportunities for young people to learn some essential skills needed to lead healthy and productive lives. The topics and skills grade 6 students will focus on are: puberty, hygiene, emotional health, communication and goal setting. Grade 6 students are encouraged to ask questions with regard to what they are concerned or curious about, and families are encouraged to participate through shared homework assignments.

Grade 8 students participate in a semester-long health course. The curriculum is based on current adolescent health research and resources, and is aligned with the National Education Health Standards. The classes take shape for students through a variety of activities and discussions that encourage reflection, group work, independent research, and positive participation. Information for students comes through literature, media, videos, music and other reference materials. The course addresses topics of concern to teens including: self-esteem, depression, peers and pressure, nutrition, alcohol and other substance use and abuse, relationships and sexuality, respect and responsibility. The goal of this course is to provide a non-judgmental exploration of health issues of interest to adolescents and their parents, and to help students develop healthy behaviors, communication skills and positive standards for themselves.
The Exploratory Program block, a key component of middle level philosophy, will be one teaching period divided into six 6-week courses mandatory for all grade 6 students. The exploratory affords students a chance to experience multiple courses that provide hands-on experience for future course selection, either in the middle or high school programs. The courses are presented in short blocks to allow for students to experience all the exploratory choices in the same year. The courses will be assessed in a pass/fail manner that supports the exploratory philosophy.

The exploratory courses are: Indian Studies, Art, Health, Dance Exploratory-Body Graffiti, Robotics and Digital Age Literacy

Delhi Out and About Exploratory
The Indian Studies knowledge component of the 6th grade Exploratory Program offers a few drops from the ocean of knowledge about this major world civilization. It forms an important part of the Indian Studies integration into the A.E.S curriculum. Studying our host country provides a rich opportunity to discover the diversity and unity, lifestyles, values systems and modes of thinking of this new/old country. Weekly field trips, activities and discussions provide students access to the larger Indian society in which we live and an opportunity to understand and appreciate India. Through comparative study, we also understand ourselves better.

Art Exploratory
The Art exploratory program is designed to introduce students to the creative process of planning, producing and reflecting on works of art. Through a variety of projects, techniques and media, students are encouraged to discover individual strengths and interests in art. Students will learn to recognize and use some of the elements and principles of art and design. Art appreciation is built into the project reflections, blog posts or the sketchbook that each student will produce.
Health Exploratory
The Health exploratory is an introductory six-week course. The goal is to provide opportunities for young people to learn some essential skills needed to lead healthy and productive lives. The topics and skills grade 6 students will focus on are: puberty, hygiene, emotional health, communication and goal setting. Grade 6 students are encouraged to ask questions with regard to what they are concerned or curious about, and families are encouraged to participate through shared homework assignments.

Dance Exploratory- THE ABC’s of Dance
Sixth Grade Dance Exploratory students will become Performers, Choreographers and Responders of Dance. Dancers will become familiar with Dance Vocabulary in each of these roles. A basic understanding of the Elements of Dance - Body Effort Space and Shape informs the curriculum structure. Dancers will learn a choreographed sequence and strive to master with a performance rubric and culminating sharing in each session. Dancers will become familiar with the work of a choreographer and respond to a Dance Performance. Opportunities for personal expression and improvisation will support individual interests and learning styles.

Robotics Exploratory
The course will introduce Robotics as an important engineering science of the 21st century using the Lego Mindstorms curriculum. Students will design, construct and program robots using Lego Mindstorms Edu NXT programming language. Students will work in small groups to complete investigations and challenges that reinforce key math, science, and engineering concepts by programming simple behaviors. As students learn to combine simple behaviors together, increasingly sophisticated tasks become possible.

Course Aims:
1. To present Robotics as an important 21st century engineering science
2. To provide a course of study that integrates math, science and technology
3. To learn and use an entry level programming language
4. To work effectively together in pairs and teams

Digital Age Literacy
The Digital Age Learning Exploratory is six-week course that provides students with the skills and digital tools to reflect on their emerging digital lives. Based on the work of Common Sense Media, this exploratory encourages students to improve their digital citizenship and media literacy skills by exploring a variety of topics and digital tools that emphasize how individuals interact with and impact others in the digital world. Some specific topics covered include defining appropriate online behavior and developing a positive digital footprint.
Elective Descriptions

Year Long Electives

Yearbook

In Yearbook class, students work as a team to create the amazing MS yearbook. They do all their own photography, design, layouts and writing and learn how to use programs like Adobe InDesign, Illustrator, and Photoshop. Cooperation, creativity, and time-management are important skills students will develop in this class - along with enthusiasm for all the events and classes at our Middle School.

Semester Long Electives:

Art of Animation

This course is designed as an introduction to animation and will include everything from storyboarding to post production using standard editing software. Student will create animations through the use of multiple artistic mediums such as cut paper, drawing techniques, clay modeling and found objects. They will use the internet and other resources to research and develop animated projects. This course will allow students to development skills in storyboarding, set design, modeling, material development, camera placement, lighting, composition, and post production. They will be measured by their ability to demonstrate an understanding of concepts covered, craftsmanship, and effort displayed throughout the making of each animation.

Art Experience

Art Experience: The Art Experience course aims to let students sample the ins and outs of variety of media in an environment that is designed to extend their knowledge regardless of their starting point. The class emphasizes work with a variety of drawing techniques in a number of media, as well as painting and sculpture. Students cultivate skills with materials, deepen visual awareness, and gain understanding of the elements of art and principles of design while having fun creating works of art in 2 and 3D media.
Students will keep sketchbooks that include independent work and observations as well as the practice we do in class. Additionally, students will pursue an independent projects as time allows. This course will give students a basic array of the skills needed for Art Foundations in High School and will leave them better prepared for more advanced work.

Art Studio
This is the perfect addition to Art 6 Exploratory and the required Grade 7. Work with a variety of art materials and techniques, just like professional artists in their studios. Learn to develop your genius artistic ideas. Be creative. Have fun, and learn tons through independent sketchbooking, solo work, and class projects.

Ceramics
Students will learn several different ways to build their own clay art works. Our goal is to try a variety of hand building as well as learning to use the wheel. We will explore different decorating techniques on our clay pieces including stamping, carving, sculptural and decorative additions, underglazing and glazing. Students will have a chance to develop their creativity and problem solving skills while designing projects and learning how to use Clay and make beautiful finished pieces.

Creative Writing
In Creative Writing students will discover, analyze, and apply the methods and forms of fiction, poetry and dramatic writing. This course is for Middle School students to begin to name and express the emerging themes of their lives through writing. The course will be taught in a workshop style where time will be spent in small groups with peer critique and discussions. Emphasis will be given to self-improvement and the ability to use the necessary tools of writing process.

C.Y.O. (Create Your Own Elective)
Imagine you have 85 minutes every other day to learn about something you were really interested in. What would you spend that time learning? Learn to code, make a movie, write a book, design and build something? In this elective you have that opportunity. In C.Y.O. students will design and manage their own learning experiences with guidance from the teacher. After identifying your interests we will locate resources to help develop your interests, connect you with others that have the same interest, design a way to showcase your interest and then share your interest with others. What opportunity will you create? All ideas considered as long as we have the resources to support you!

Dance Pattern Performance and Parkour
Learn to use the school landscape and architecture as performance dance spaces. Your Choreography will incorporate skills, swagger, and contemporary moves. Use your strong body and creative mind to interpret various courses. Dances will be performed live, as well as filmed.

Design
Design is everywhere in our lives. In this course we will explore the way artists approach design decisions and the strategies they use to convey visual ideas. A variety of mediums will be used, including the computer, to create both 2-dimensional and 3-dimensional work. Through a diverse group of design related exercises, projects, documentation, and class critiques we will develop a basic design foundation.
Design & Technical Theatre

In Theatre Tech, students will become proficient in backstage production skills. Key areas students will explore will be: lighting, sound, set design, costume design, makeup, stage crew roles and responsibilities, video recording and editing. Students will work on the light board, learn to use the sound system, and will work with programs like Audacity, Premiere, Studio, Google Sketch Up and others. Students who join the class will be expected to form the backbone of the tech crew for our major MS theatre production.

Drama

Drama class provides an introduction to performance for students who want to be energized, up on their feet, and engaged in action. Students learn how to develop unique characters and convey emotions onstage, how to project their voices, and how to work cooperatively as an ensemble. Greek theatre, Shakespeare, improv., and clowning are some of the units explored in this class. All students will have the opportunity to perform for different audiences as part of their work in drama.

Guitar

This hands-on class is designed for students who want to take their guitar passion to the next level. We will be studying influential players and the techniques they have used to create some of the most powerful music ever. You will need your own instrument, a desire to be an active member of a group of learners, a willingness to set goals and dedicate practice time to achieve those goals. All levels Welcome.

Mixed Media

Mixed Media is designed to give students the opportunity to develop their skills with a wide variety of artistic materials such as charcoal, painting, printmaking, and collage. This course seeks to build on students’ existing skills in a variety of media, as well as to develop creative independence and problem solving abilities. Advanced techniques and concepts are introduced.

Model United Nations

In Model United Nations, students are able to step into the shoes of ambassadors of UN member states, from Afghanistan to Zimbabwe, to debate current issues. Students, also known as “delegates,” prepare draft resolutions, plot strategy, negotiate with supporters and adversaries, resolve conflicts, and navigate the UN’s rules of procedure- all in the interest of resolving problems that affect every nation on Earth. The elective will be offered both semesters, and students can choose to take it for only one semester or for two semesters. In April, we will attend an international conference where students will meet to debate their resolutions, address current world issues, and negotiate with students from other nations. Students from either semester may try out to participate in this overseas conference.

Money & Markets

Have you ever wondered where money comes from and how it works? Do you want to learn how to budget, save, and invest your money to provide for your future? Are you curious about learning how to make sense of economic news on TV? Money & Markets is an elective class designed to address those issues in a hands-on, interactive way.
Photography

In this course we use digital and film cameras to go out and shoot pictures. We will explore our own visual skills and develop the art of seeing through the lens of the camera. Participants will shoot photos on location while trying to develop their skills to make good compositions, learning to frame in new ways, and employ tricks to help with exposure and lighting. Photoshop is our primary means to process these shots and we will learn the tools that most help us in making better photos from what we shoot and also explore digital painting using our photos as a basis for this. While doing our film unit, the aim is to learn how to use film cameras including shooting and focusing manually, developing film and making prints using traditional darkroom practice. We will make large digital prints for the MS student show, which students will take home along with their finished work from the darkroom and a great looking portfolio as a record of their work.

Robotics

If you want to design, build and program robots and then have your robot compete against your classmate’s robot then Robotics is the class for you. The class offers students a unique chance to engage in hands-on learning as they work in teams to design, build and program robots that solve a thematic challenge using strategies, logic, and adaptations to accomplish specific outcomes. Students will be using the LEGO MINDSTORMS Education Base set and the LEGO MINDSTORMS Education NXT software for programming.

Mother Nature’s Minions

Mother Nature’s Minions is designed to inspire each individual to take sustainable actions to make the World a better place for people, animals and the environment. This elective is inspired by the international ‘Roots and Shoots’ organization founded by Dr. Jane Goodall popularly known as the “Chimpanzee lady”.

The MNM’s ambassadors will be involved in learning and spreading awareness about various environmental issues. They will be introduced to the basics of organic gardening and will work in the garden to grow edible and useful plants. The students will also get an opportunity to work with animal welfare organizations locally. The activities’ in this elective will include; field trip to local gardens and farms, Tetra pak recycling center, local zoo, animal welfare organizations, composting, school wide recycling, creating awareness of major events like Earth Hour, Earth Day, World Animal Day etc.. In this course students will have fun and learn many new things while actually doing something that will benefit them, our school community, and the world!

Speech and Debate

Speech and Debate gives students the opportunity to study and practice skills necessary to develop good oral and visual presentations. The course will help them hone their skills in research, public speaking, note-taking, and seeing both sides of an issue. Debaters will learn to research, write arguments for, and defend both sides of their topics. In addition, they will write and deliver communications in a variety of forms including persuasive, informative and impromptu speeches, poetry recitals, infomercials, dramatic interpretations, visual presentations etc.
Music is basic to the human experience and a part of every culture on our planet. Education, to a large degree, is the transmission of culture from one generation to another. As a natural conduit of the human experience, music has inherent value and integrity as part of the curriculum.

Performance is an important part of the discipline of music and should be a part of every music class at AES. However, performance is one of many methods for enhancing music literacy and appreciation and should never supplant the goal of creating a well-rounded, thoughtful, and independent music maker.

Music literacy is the ability to use the vocabulary and notation of music to make music. With that as a goal, music courses should be more than experiential and offer students instructional opportunities in how to create, recreate, and appreciate satisfying musical expression.

**Beginning Band (Full Year)**

This course is for students who wish to play a band instrument but have had no previous band instrument playing experience. Instruments available are flute, oboe, clarinet, bass clarinet, bassoon, trumpet, French horn, trombone, baritone, tuba, and percussion. Students will choose an instrument with the help of the instructor. Instruments are available to rent and may be rented through the school. In Beginning Band, students develop musicianship through learning to read notes and rhythms and play them on their instruments. They also develop musical knowledge and skills through playing in small groups and alone, and by learning scales, and other musical concepts, techniques and music theory. Beginning Band students will participate in two major concerts, one each semester, as well as other performing opportunities throughout the year.

**Intermediate Band (Full Year)**

This course is for students who have played a band instrument for a minimum of one school year, or on instructor recommendation. Students will further develop their musicianship and instrument playing skills. They will also continue to develop musical knowledge and skills through playing in small groups and alone, and by learning additional scales, more advanced musical concepts, techniques, music theory, and music history. Intermediate Band
Music is basic to the human experience and a part of every culture on our planet. Education, to a large degree, is the transmission of culture from one generation to another.

Students will participate two major concerts, one each semester, as well as other performing opportunities throughout the year.

**Advanced Band (Full Year)**

This course is for students who have played a band instrument for a minimum of two school years, or on instructor recommendation. Students will further develop their musicianship and instrument playing and ensemble playing skills. They will also continue to develop musical knowledge and skills through playing in small groups and alone, and by learning additional scales, more advanced musical concepts, techniques, music theory, and music history. Advanced Band students will participate in two major concerts, one each semester, as well as other performing opportunities throughout the year. Advanced Band students will also have an opportunity to audition for the Middle School Arts Invitational.

**Beginning Strings (Full Year)**

Beginning strings is an instrumental music class designed to teach the beginning strings students the skills of tone and technique in the student musician who may have none or some previous musical instruction on a stringed instrument. In addition this class introduces students to various aspects of music theory, world music, ear training, music history, performance and ensemble skills in a hands-on creative and active way. At least once a year students will work with professional musicians in workshops. Two required curricular performances, in the Fall and Spring, as well as other performance opportunities, are offered throughout the year.

**Intermediate Strings (Full Year)**

The Middle School Strings course is designed to develop both the musician and musicianship through music exploration, creativity and multiple performance opportunities and workshops with professional conductors and performers. The Intermediate strings course builds on the skills of intonation, technique, musical expression, repertoire and theory. Improvisation, harmonization and spontaneously creativity are expected in demonstrating skill building. This course is designed for the student who has played a string instrument consistently for at least one year and is able to read and compose in their respective clef. The class offers two required performances a year, and multiple other possibilities for performances throughout. Students will work with at least one professional artist during the school year. The class is appropriately challenging for the student that wants continuous growth of their skill set. The emphasis is on both ensemble playing and individual achievement.

**Chorus (Full Year)**

Middle School Treble Chorus is a vocal music class designed to develop and improve the singing and breathing technique as well as the musical, performance, and ensemble skills in a student musician. The class focuses on creating a true healthy and beautiful singing tone through deep understanding of how the vocal mechanism works and achieving a proper singing posture. In addition to singing, this class introduces students to various aspects of music theory and history, music appreciation, ear training. Study includes large ensemble singing, solo and small ensemble singing.

The students will be involved in two main on-stage performances, such as the SHANTI WINTER CONCERT in December, as well as other performance opportunities that occur throughout the year. This course may be taken with or without previous experience in music.
Academic Support

The Academic Support course is designed to supplement the general education program in supporting students with documented learning needs. Academic Support and classroom teachers collaborate to develop a Learning Support Plan (LSP) for each Academic Support student. Parental input and the evaluation of student strengths and needs are key parts of this process. Each LSP includes measurable goals and objectives as well as specific strategies and accommodations to help students be successful in the regular curriculum. In cases where learning needs significantly impact a student’s ability to access the general curriculum, modifications to curriculum or assessment are outlined in the LSP.

Independence and responsibility are essential to academic success. Therefore, the Academic Support teacher is not only charged with the task of teaching discrete academic skills, but also thinking strategies, note taking, self-advocacy, and self-initiative. This approach enables students to take responsibility for maximizing their own learning. If you are interested in learning more about Academic Support and the options for your child, please contact your counselor who will share with you the process and review options of support.
Study Skills is an elective course designed for students who have a need for extra time and support to complete academic assignments. In addition to extra work time, Study Skills students receive instruction in strategies such as organization, planning and note taking. Furthermore, if students have a specific content-area need, Study Skills allows for students either to practice skills with their Study Skills teacher or to contact their specific content-area teacher for additional support.
Glossary

Where required distinction will be made in brackets denoting to which division of school an abbreviation or terminology relates.

ES refers to Elementary School (Pre-K to Grade 5)
MS refers to Middle School (Grades 6-8)
HS refers to High School (Grades 9-12)

ACT (HS): American College Test – administered in September, December or May to students in Grade 11 and/or 12 as part of the US college/university admissions process.

Advisor (MS): All students are placed in small groups (8-10), at the beginning of the year with an advisor who is their point person for the year.

Advisory (MS): Time spent in advisory groups during school, three times a week.

AMC: American Math Competition – contests held at AES for MS and HS students for entry to compete in the AIME (American Invitational Mathematics Examination) if they have a high enough qualifying score.


ASA (MS): After-school activities. There are many activities available to students after school. Most are on a drop-in basis, while others (usually sport and drama) require a commitment to attend all sessions. Most are free, although those traveling with school teams will have to pay for their air tickets.

ASIAC (MS): American Schools in India Activities Conference. Team sports open to all MS students. Students commit to a team sport, academic or cultural team for the season and train two or three times a week. Teams are usually picked a couple of weeks before the culminating tournament/meet with the American schools in Mumbai and Chennai. Tournaments/meets are hosted between the three schools in rotation.

ASMA (MS): American Scholastics Mathematics Association math contest. An international math competition held six times a year for those interested in participating.

Auxy Gym: The smaller gym located above the main gym and accessed by the steps just inside the entrance of the PEC (Physical Education Center).

Banyan Tree: Large, old tree on the ES playground.

BTS: Back to School Night - Orientation session for parents at the beginning of the school year. Following a general introduction (in the HOP for MS, the theatre for HS), parents move to classrooms for a brief overview from each of their child’s teachers. ES parents go directly to their children's classrooms and/or EAL teachers.

BCR: Board Conference Room. Meeting room in the administration hallway on the bottom floor of the Middle School building, across from Reception, often used for meetings.
Breezeway (HS): The open area at ground level of the main high school building
CAS (HS): Creativity, Action, Service – a fundamental part of the International Baccalaureate (IB) diploma programme which requires IB Diploma students to engage in activity outside the classroom for a prescribed number of hours.
CHS (HS): Computer Honors Society is open to those in Grade 11 and 12 who have demonstrated excellence in the area of computer studies
CIA (MS): Culminating Integrated Activity. An end-of-year project for 7th graders that takes the form of an "environmental summit".
Common Core State Standards: An education initiative in the US that details what K-12 students should know in English Language Arts and Mathematics at the end of each grade.
Community Garden: small circular amphitheatre located by Gate 2, constructed to commemorate AES's 60th Anniversary.
Diwali: Indian holiday in October or November. Sahaliyan (the Indian parent association) organizes a fun event for the community to enjoy the spirit of this holiday.
EAL: English as an Additional Language. This is a program that supports non-native English speakers.
Earth Day (MS): 22nd April is Earth Day and the MS marks the day with a focus on environmental issues.
EE (HS): Extended Essay – a fundamental part of the International Baccalaureate (IB) diploma programme, it is an independent, self-directed piece of research culminating in a 4000 word paper to be completed in the early part of Grade 12.
Electives: Courses chosen by students.
ES Greens: Grassed area near ES office and library.
ES Plaza: Concrete area at kiosk and near gate 5.
ET (MS): Enrichment Time – an opportunity for grade level or advisory extension activities to work on specific curricular or advisory goals.
Exploratory (MS): The exploratory program is a block of six topics taught over six weeks as one teaching period. The program is mandatory for all students in Grade 6 and assessment is via learning habits. The six courses are: Indian Studies, Art, Health, Dance-Exploratory-Body Graffiti, Robotics and Digital Age Literacy.
Friday Night Lights: A community evening combining sports and socializing where students and parents cheer on the MS and HS athletes and those competing in academic and cultural teams. With great food available, it’s a fun night for everyone.
GPA (HS): Grade point average. Information considered in the US college and university admissions process.
Holi: Indian holiday of color celebrated in Spring. Sahaliyan (the Indian parent association) organize a fun event for students and parents to enjoy the spirit of this holiday. People throw powdered colors on each other in a safe and fun environment.
Home Base (HS): All HS students are assigned to one particular teacher in a group of approximately 15-20 as an organizational tool for technology, advisory and emergency procedures.
Home Learning/RP2 (Reading, Passion, Play) (ES): ES students are expected to pursue interests and engage in physical activity during the week after school and to read (or be read to) in any language for 20-30 minutes a day. This is in place of traditional homework.

HOP: Hall of Peace. The large hall next to the MS Office used for meetings, assemblies, table tennis and community events.

HSCR: High School Conference Room. Located in HS Office across from the Breezeway.

The Hub: HS Tech Office located in the Breezeway where students are welcome to drop in to discuss any technological issues they may have.

IB Programme (HS): The International Baccalaureate Diploma Programme is a balanced and challenging programme of education with final examinations that prepare students for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students.

IFF: International Food Fair. One of the PSA's biggest events of the year, IFF showcases the wonderful diversity at AES. Nations come together to build community by sharing delicious food, customs and traditions.

iPOP (ES): After school activities for elementary students in Grades 1-2 and Grades 3-5. Activities run on a quarterly basis. Some of these activities require an extra fee. Registration is done online each quarter.

ISTA (MS): International School Theater Association. AES students join with students from several other schools for workshops and ensembles at a festival. Opportunity to participate is open to all MS students.

ITS (HS): International Thespian Society. Open to Grade 11 and 12 students who have demonstrated excellence in the theatre arts.

The Kiosk: school-run snack bars located around the campus serving snacks and refreshments.

Kg: Kindergarten


Leadership Seminars (ES/MS): held twice a semester, an opportunity for students to spend time thinking about and developing their leadership skills.

MAP: Measures of Academic Progress is an adaptive computer-based assessment. Students are assessed twice a year in the areas of language usage, math and reading. AES uses the data to better understand how to help students and as a standardized source of information for parents.

Math Counts (MS): a foundation that strives to engage MS students of all ability and interest levels in fun, challenging math programmes, in order to expand their academic and professional opportunities.

MESAC: Middle East South Asia Conference. Students in Grade 8-12 compete in Junior Varsity and Varsity sports, cultural, and academic teams. Tournaments/meets are hosted in Delhi, Dubai, Abu Dhabi, Doha and Oman.

MHS (HS): Music Honors Society – international society that recognizes Grade 11 and 12 students for their academic and musical achievements, for their accomplishments and service activities, and for their inspiration of other students to excel at music and leadership.
Minicourses (HS): all HS students select from a list of exciting adventures within India. They all travel for one week in March in small, cross-grade-level groups of 12-20 to explore and experience the delights of our host country. These trips have either a cultural, service or outdoor adventure focus.

MPR: Multi-purpose room. A meeting room on the second floor of the ES Peepal building.

MSCR (MS): Middle School Conference Room located adjacent to the MS Office.

MS Social: A social event for MS students only, held every quarter. The first one of the year is organized by faculty and then each grade has a chance to organize one dance. For those who don’t want to dance, there are lots of other activities to enjoy.

MS Field: Sports field located at the entrance to school via Gate 2. Many sports practices as well as social and community events occur here. The school tennis courts can be found behind this field.

MS Office: Next to the HOP, on the first floor of the MS building once you have gone up the stairs from the main admin area.

MS Parent Coffee: A monthly coffee and talk for MS parents, organized by the MS Counselling office. Topics include general parenting issues as well as school-specific issues.

MS Rising Stars Concert: For beginning students who take band or strings as electives. It’s their chance to perform in front of an audience.

MS World Language Week: A celebration of the culture and food of France, Spain and China. Students are encouraged to make dishes and to sell them at lunchtime to raise money for the Hope School.

Moving Up Ceremony (MS): ‘Graduation’ ceremony for Grade 8 students who are moving up to HS. Held in the last week of May. Formal dress.

MUN (MS/HS): Model United Nations. Students can take part in this after school activity and then can be chosen to represent AES competing against other international schools.

NAHS (HS): National Art Honor Society inspires and recognizes students in Grade 11 and 12 who have shown an outstanding ability and interest in art. It strives to aid members in attaining the highest standards in art scholarship, character and service, and to bring art education to the attention of the school and community.

NGSS (HS): Next Generation Science Standards for K-12, rich in content and practice in science

NHS (HS): National Honor Society open to students in Grade 11 and 12 who have demonstrated excellence in areas of scholarship, leadership, service and character

No Homework Weekends: No homework is given on the weekends before holidays and these are shown on the school calendar.

NUTS (Night Under the Stars): A PSA organized community event usually held in March. It can be a simple dance, BBQ or large gala. It’s all about building community.

One-to-One Program: Every student is issued an ipad in Grades 2-8 and in the HS, every student is issued a laptop.
Open Gym (MS): Periodic evenings when middle school students are invited to come to the gym to enjoy fun activities.

Parent Teacher Conferences: Held twice a year, an opportunity for parents to have individual time slots with each of their child’s teachers to discuss progress and set goals. MS and HS held in the gym, ES held in classrooms.

PEC: Physical Education Center – located next to Gate 5. This building houses two gymnasiums, two dance studios, a fitness room and rooftop play space.

Period 9 (MS): An opportunity for students to stay behind after school on Wednesdays and Thursdays and get help on a specific issue or just work on homework. Period 9 is staffed by different teachers each day so that students can choose which session to go to.

POP Project: For Grade 8 students. A capstone project looking at an issue that affects population in India. The project starts in the second semester and ends in the last week of the school year.

PowerSchool (MS): the online grading and reporting system used in the MS.

Pre-Kg: Pre-Kindergarten.

PSA: Parent School Association. All parents are automatically members of the PSA. There is an elected committee who meets once a month to organize community events, and there are representatives of the various schools who hold coffee mornings and other events to allow parents to meet each other and share experiences.

PSAT (HS): Preliminary Scholastic Aptitude Test. Taken by all students in Grade 10 as practice for those wishing to take the SAT if applying for US colleges and universities.

The Rocks: Climbing area and hang-out zone for MS kids at lunch and after school.

The Roar: Student-produced newspaper that chronicles all the latest happenings in the high school community as well as global events of interest.

SAT: Scholastic Aptitude Test. A US college/university entrance exam taken by students in Grade 11 or 12 who are considering applying to US colleges & universities.

Sehaliyan: Indian Parents social group

Semesters: The school year is divided into two semesters. The first runs from August through December and the second from January to May.

Service: Enter to Learn, Leave to Serve is the school motto which suggests community service is a high priority at AES. Involvement occurs throughout the school, and is evident in a variety of service club opportunities available in the MS and HS.

Spirit: Building a community within the school, between students, teachers and parents. There is a PSA spirit committee that organizes refreshments at sports events and spirit wear (AES t-shirts, etc.) for sale. Helping out with Spirit events is a great way to get involved in the school.

SBGR (ES/MS): Standards Based Grading and Reporting is a system that communicates where a child is in their learning journey in relation to the student’s mastery of academic standards. It seeks to improve feedback to parents about their child’s academic learning, learning habits, areas of strength and areas for growth.
Student Announcements (HS): a daily communication sent to all high school students from the Principal containing important announcements and information. Available to parents by special request to the HS office or online via the HS section of the AES website.

Student Portraits: A professional photographer takes individual portraits which parents can choose to purchase.

Super Saturday: Like Friday Night Lights, a community social event when students and parents can cheer on the MS and HS athletes and cultural/performing arts groups who compete and exhibit in different events. With great food available from the Spirit Team, it’s a fun Saturday for everyone.

Tiger’s Den: The school-run café that is open to all members of the community. HS students can also purchase lunch here. An excellent menu with many veg and non-veg choices, as well as hot and cold drinks. A great place to meet friends and hang out.

Tiger Tales: School-wide communication tool which is updated and published weekly. The one-stop place to find out all that is happening at AES, with individual sections for ES, MS, HS, Athletics/Activities and the Community.

Tiger Turf: The main athletics field located behind the theatre and the high school. Most outdoor sports practices and competitions occur here. The field is floodlit for night-time games and practices.

TOK (HS): Theory of Knowledge. A fundamental part of the International Baccalaureate (IB) diploma programme which allows students to reflect critically on diverse areas of knowledge in their own culture, the cultures of others and in the wider world. Taught as a stand-alone class.

Veracross: The school’s student information system, as well as a homework and grade reporting system for HS students. It is accessible with a personal password that is provided for each community member by the school.

Visiting Artists Series: Visiting Artists Series. AES invites performing artists to come and work with students in areas such as art, music, dance, poetry, etc. Parents and others get the chance to enjoy the artists’ work in events usually held in the theatre at the end of the workshops.

WOW (MS): Week withOut Walls. All three MS grades travel out of Delhi for 5 days during the same week in the fall term to experience all that our host country has to offer and to build MS community and friendships.