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**BOARD POLICY**  
**7.000**

**EDUCATION AND LEARNING PHILOSOPHY**

The American School of Tripoli pursues academic excellence for students in the international community through an American-based education that nurtures responsible, respectful, and globally conscious lifelong learners.

The Board of Directors supports the existence of a climate within the School that enhances the dignity and worth of each individual. This includes insistence on human relations and practices that promote understanding, trust, acceptance, and respect between people from different races, religions, and ethnic backgrounds. The Board further believes that the diversity of the School's enrollment enriches the individual and is a unique learning opportunity for students and faculty.

Education and learning at the School is a deliberate, systematic and sustained effort to transmit or evoke knowledge, attitudes, values, skills and sensibilities. This systematic effort includes instruction in the basic and essential skills associated with language arts, social studies, the sciences, mathematics and the fine arts. The Board believes, too, that physical/health and social development are integral parts of the intellectual and emotional development of students and require instructional emphasis.

Education and learning occurs not only at the School, but also in the home as well as through travel and the media. The Board believes that the family is of vital importance in the development of the child, and that parents, students and teachers have a shared responsibility for a child's learning.

The Board believes the School's instructional program should provide meaningful learning experiences that encourage individual thought, creative/critical thinking and sharing of ideas that will cause students to question and evaluate information. The educational environment should promote learning, be student-centered, lead to thoughtful and discerning decision making and provide an atmosphere in which students have an opportunity to accept a tolerance and understanding and appreciation for that which is different and diverse. Learning skills should be taught and the benefits of learning should seek to connect real-life experiences. The Board recognizes the need to balance academic rigor with additional opportunities that meet the age appropriate needs of students. It is important that the School provide opportunities for students to participate in the fine arts, sports and other after school activities that promote leadership and those that develop successful interpersonal relationships.

The School shall be an environment where teachers offer the stimulation, atmosphere and guidance that will motivate students to attain academic excellence, enable them to become responsible citizens and lifelong learners in an environment where they become constructive and healthy human beings. It is the intention that classroom learning experiences will be of a high standard with the teacher guiding each learner towards excellence. The School's primary interest lies in what students learn, absorb, and are able to perform. The focus is student learning and the consistent assessment methods and techniques of such learning.

Although the primary focus is on student learning, what and how teachers teach remains important. Teaching assistance to the student shall be proactive. Suggestions that students need paid tutorial assistance, shall not be a substitute for teachers being available after class hours to assist those students who need the "helping hand".

**ADOPTED:** October 27, 2009

**REVISED:**

**CROSS-REFERENCES:** 1.100 School Philosophy and Mission  
7.020 Cross-Cultural Learning Opportunities  
7.030 Instructional Standards  
7.040 Curriculum Beliefs and Design  
7.050 Curriculum Development and Evaluation

**BOARD POLICY**  
**7.020**

**CROSS-CULTURAL LEARNING OPPORTUNITIES**

**The Board of Directors recognizes the exceptional opportunities for learning and growth that young people gain from living in an international setting and promotes efforts to take advantage of these opportunities, academically as well as socially and culturally.**

The Board shall encourage programs and events that promote cross-cultural awareness and understanding.

**ADOPTED:** October 27, 2009

**REVISED:**

**CROSS-REFERENCES:** 7.000 Education and Learning Philosophy  
7.330 Host Country Studies Program

**BOARD POLICY**  
**7.030**

**INSTRUCTIONAL STANDARDS**

**In keeping with its stated Mission the school shall provide a high standard American instructional program, supported by PROFESSIONALLY DEVELOPED instructional standards that identify what students should know.**

The Board holds the Director responsible to ensure that personnel and resources are available to implement the school's adopted professional instructional standards.

**ADOPTED:** October 27, 2009

**REVISED:**

**CROSS-REFERENCES:** 1.100 School Philosophy and Mission  
7.000 Education and Learning Philosophy  
7.040 Curriculum Beliefs and Design  
7.050 Curriculum Development and Evaluation  
7.110 Selection of Instructional Materials

**BOARD POLICY**  
**7.040**

**CURRICULUM BELIEFS AND DESIGN**

The School's curriculum shall be designed so that it is consistent with the School's Philosophy and Mission.

**ADOPTED:** October 27, 2009

**REVISED:**

**CROSS-REFERENCES:** 1.100 School Philosophy and Mission  
7.000 Education and Learning Philosophy  
7.030 Instructional Standards  
7.050 Curriculum Development and Evaluation

**BOARD POLICY**  
**7.050**

**CURRICULUM DEVELOPMENT AND EVALUATION**

**The Board of Directors recognizes that curriculum development and updating is an ongoing process requiring a coordinated effort across the School. The Board holds the Director responsible to set forth procedures that will ensure that the School’s curriculum remains current and consistent with the School’s “Philosophy, Mission and Objectives”.**

**The Board expects that curriculum documentation clearly state what students are to learn and how that learning will be assessed.**

The Board expects the Administration, in consultation with the faculty, to establish a regular cycle for conducting a comprehensive review and evaluation of the educational program and curriculum. Such evaluation may lead to recommendations for modifications of practice or changes in course content or instructional materials or the development/removal of a course. Proposed changes in curriculum that have a significant budget impact must be presented to the Board for approval.

**ADOPTED:** January 20, 2010

**REVISED:**

**CROSS-REFERENCES:** 1.100 School Philosophy and Mission  
6.120 Standards of Employee Conduct  
6.200 Staff Positions  
7.000 Education and Learning Philosophy  
7.040 Curriculum Beliefs and Design  
7.055 Curriculum Guides and Course Outlines  
7.100 Instructional Methods and Techniques  
7.110 Selection of Instructional Materials

**BOARD POLICY**  
**7.055**

**CURRICULUM GUIDES AND COURSE OUTLINES**

The Board of Directors recognizes the importance of written curriculum guides and course outlines in the education process, both for teachers in guiding the teaching process and for parents in understanding the course content.

Written curriculum guides and course outlines shall be:

- Prepared for each area of instruction;
- Implemented through the School Administration;
- Reviewed periodically and revised as appropriate; and
- Used by the staff in their classroom teaching.

The guides and course outlines shall be consistent in format within each school unit (i.e. elementary school, middle school and high school) and shall contain, at a minimum, the following:

- Content standards of learning
- Course goals and objectives
- Units of study
- Grade level expectations
- Instructional methods and materials
- Methods of learning assessment

**The Director shall be responsible for the preparation of curriculum guides and course outlines as directed to ensure that they align with American standards of learning. It is expected that he/she will actively involve the teaching staff in the development of these curriculum guides and course outlines. The Board retains the right to reject any additions, changes or deletions to the curriculum guides.**

**ADOPTED:** January 20, 2010

**REVISED:**

**CROSS-REFERENCES:** 7.000 Education and Learning Philosophy  
7.030 Instructional Standards  
7.040 Curriculum Beliefs and Design  
7.050 Curriculum Development and Evaluation

**BOARD POLICY**  
**7.060**

**ORGANIZATION FOR INSTRUCTION**

For instructional purposes, the School shall be organized into four units:

Early Childhood	for Pre-School and Kindergarten
Elementary School	for Grades 1 to 5
Middle School	for Grades 6 to 8
High School	for Grades 9 to 12

**ADOPTED:** January 20, 2010

**REVISED:**

**CROSS-REFERENCES:** 1.100 School Philosophy and Mission  
1.210 School Program and Levels of Instruction  
7.000 Education and Learning Philosophy

**BOARD POLICY**  
**7.070**

**GROUPING FOR INSTRUCTION**

The Principal shall be responsible for assigning students to classes within a given grade. The aim is to place each child where he/she will work and play comfortably, yet will be continually challenged and inspired to achieve his/her full academic potential. Teachers may, within their own classrooms, group for instruction as they deem appropriate. Within each class, effective grouping should be flexible and should provide for changing the grouping as necessary to fit specific purposes.

Students in the Elementary School shall be grouped in self-contained classrooms, supplemented by subject specific classes. Assignment shall include an attempt to balance classes at the same grade level with students of varying academic ability, language proficiency and social development. Teachers may join with other teachers in inter-class grouping for instruction, team teaching, or the assignment of teachers to subject matter specialties with prior approval of the Principal.

The Middle and High School programs shall be organized on a subject matter basis in order to allow specialist teaching by qualified teachers. The curriculum shall be supplemented when deemed appropriate by support services, enrichment, and/or advance placement programs.

**ADOPTED:** January 20, 2010

**REVISED:**

**CROSS-REFERENCES:** 7.000 Education and Learning Philosophy  
7.060 Organization for Instruction  
7.080 Class Size Guidelines

**BOARD POLICY**  
**7.080**

**CLASS SIZE GUIDELINES**

The Board of Directors recognizes the need to maintain a student-teacher ratio that offers maximum opportunities for instruction and learning within the constraints of the annual operating budget. For all grades, the preferred total enrollment shall be 20 students per class, with a maximum of 25.

In addition, the share of students in beginner level ESL services for any class shall not exceed 30 percent at any one time without specific Board approval. The Director shall notify the Board when the number of students in Beginner ESL in any classroom exceeds 20 percent.

The Director shall be responsible for informing the Board when any given class is expected to exceed, or has exceeded, the maximum class size or ESL limitations, and shall provide proposed solutions for addressing the issue.

**ADOPTED:** January 20, 2010

**REVISED:** March 24, 2010

**CROSS-REFERENCES:** 1.250 School Capacity  
7.070 Grouping for Instruction  
7.410 English-as-a-Second-Language Program  
8.000 Student Enrollments and Admissions Criteria

**BOARD POLICY**  
**7.100**

**INSTRUCTIONAL METHODS AND TECHNIQUES**

Students have varying learning styles and needs, therefore, the Board of Directors expects teachers to use a wide variety of proven instructional methods and techniques. Teachers, in partnership with parents, shall offer maximum effort to motivate and encourage students to reach their highest learning potential at any age or grade level. The staff development program will provide teachers with increased competence in the use of appropriate instructional methods and techniques including the use of a wide variety of media resources.

**ADOPTED:** January 20, 2010

**REVISED:**

**CROSS-REFERENCES:** 1.100 School Philosophy and Mission  
7.000 Education and Learning Philosophy  
7.030 Instructional Standards  
7.040 Curriculum Beliefs and Design

**BOARD POLICY**  
**7.110**

**SELECTION OF INSTRUCTIONAL MATERIALS**

The Board of Directors shall approve, within budget constraints, funds for instructional materials that support the implementation of a high standard, enriched American curriculum. Teachers and students shall be supplied with up-to-date, educationally valid materials. A wide range of media, from print to technology, will be used.

Materials shall be consistent with the School's educational philosophy and instructional goals. They shall serve the needs and interests of a multi-ethnic student enrollment and shall be sensitive to the cultural diversity and environment of the School.

The Director shall be responsible for establishing and monitoring review and selection procedures for all instructional materials. The Principal in collaboration with the instructional staff shall recommend appropriate materials for the Director's approval. Teachers are expected to supplement the textbooks by using a wide variety of resources, media and technology.

Textbooks for the curriculum shall be reviewed and selected in accordance with a rotating annual schedule with no more than one major discipline chosen for review each year. The adoption procedure shall be a review process involving the Principal and teachers.

**ADOPTED:** January 20, 2010

**REVISED:**

**CROSS-REFERENCES:** 1.100 School Philosophy and Mission  
7.000 Education and Learning Philosophy  
7.030 Instructional Standards  
7.040 Curriculum Beliefs and Design  
7.050 Curriculum Development and Evaluation  
7.055 Curriculum Guides and Course Outlines  
7.100 Instructional Methods and Techniques

**BOARD POLICY**  
**7.120**

**SCHOOL LIBRARY PROGRAM AND MATERIALS SELECTION**

**The Board of Directors recognizes that the School library program, including its resources and services, is an integral and inseparable part of the educational program. To that end, the Board expects the library to serve as an extension of the classroom, support and enhance the mission and objectives of the School, and reflect the same high standards sought for both the curriculum and instructional program. In keeping with the ideas expressed in the American Library Association's Library Bill of Rights, the Board is committed to, and holds the Director responsible for, a library program that meets the following objectives:**

- To provide materials that will enrich and support the curriculum, taking into consideration individual needs and the varied interests, abilities, socioeconomic backgrounds, and maturity levels of the students served.
- To provide materials that stimulate the growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- To provide a background of information enabling students to make intelligent judgments in their daily lives.
- To provide materials on opposing sides of controversial issues so that students may develop, under guidance, the practice of critical thinking and critical analysis of all media.
- To provide materials representative of the many religious, ethnic, and cultural groups in the world.
- To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the school library.

The School library shall be directed by a qualified librarian, appointed by the Director, whose responsibilities shall be clearly defined in a job description.

The library shall be only available to all staff, students and parents of the School.

The Director shall be responsible for the development of procedures for the selection of materials (print and audio-visual media) for the library, in accordance with the general objectives above, including criteria for materials selection and procedures for handling challenges to the materials. Library selections shall be a cooperative, continuing process in which the Principal, teachers, librarian, and students participate. Final selection, however, is the responsibility of the Director and must be within annual budget limitations as set by the Board. Some of the basic factors in selecting library materials shall be the curriculum, the reading interests and backgrounds of the students and other individuals using the library,

and the desire to provide a collection of outstanding literary works and reference materials.

**It is recognized that from time to time the suitability of some of the materials may be questioned or challenged, despite the care taken in the selection process. Any member of the school community (i.e. parent, student or employee) may voice objection to any of the School's library resources. The procedures for handling challenged materials shall be documented and attached to this policy. These procedures shall be guided by the American Library Association's Library Bill of Rights and the principles of intellectual freedom. In all cases, the ultimate decision for choice of materials of an individual student rests with that student's parent or legal guardian.**

**ADOPTED:** January 20, 2010

**REVISED:**

**CROSS-REFERENCES:** 1.100 School Philosophy and Mission  
7.000 Education and Learning Philosophy  
7.030 Instructional Standards  
7.100 Instructional Methods and Techniques  
7.110 Selection of Instructional Materials

**BOARD POLICY**  
**7.130**

**USE OF INSTRUCTIONAL AIDES**

The Board of Directors recognizes that there are non-teaching duties assigned to a teacher that may take away actual instructional time from students. Therefore, within the constraints of the annual operating budget, the Board endorses the use of salaried teaching assistants known as Instructional Aides.

**ADOPTED:** January 20, 2010

**REVISED:**

**CROSS-REFERENCES:** 6.200 Staff Positions

**BOARD POLICY**  
**7.140**

**OTHER CLASS RESOURCES**

The Board of Directors recognizes there are many other personnel resources, from parents to other specialists, that can enhance and broaden the learning experience of the students at the School. The faculty is encouraged to seek out interested parents and other individuals who are willing to volunteer their time and services.

All classroom visits must be coordinated with the appropriate teacher or faculty member. Prior approval must be obtained as a courtesy to the children and teacher.

**ADOPTED:** January 20, 2010

**REVISED:**

**CROSS-REFERENCES:** 9.100 Opportunities for Association Members'  
Involvement  
9.030 Visitors to the School

**BOARD POLICY**  
**7.150**

**ACADEMIC FREEDOM**

Academic freedom may be defined as the right to pursue the search for truth in its many forms. In the classroom, academic freedom also means the right of teachers to encourage discussion of issues, including those that may be considered controversial, and to encourage students to engage critically in the examination of different meaning systems in their quest for knowledge and search for truth.

It is recognized that the application of the principle of academic freedom at the elementary and secondary school levels must take into account the relative maturity of the students, the School's curriculum requirements and the students' need for guidance. Teachers must present issues in a fair and unbiased manner to allow students to study the issues and arrive at balanced views. To do this, teachers must continuously seek to expand their own perspectives and knowledge, recognizing that only in this way can fair and unbiased options be presented. It is also understood that the exercise of academic freedom must also be sensitive to the environment of cultural diversity in which the School operates.

The Board intends to protect teachers from censorship or undue restraint that interferes with their obligation to fulfill their classroom duties in a manner consistent with the School's goals and philosophy.

**ADOPTED:** January 20, 2010

**REVISED:**

**CROSS-REFERENCES:** 6.120 Standards for Employee Conduct  
7.160 Teaching Controversial Issues

**BOARD POLICY**  
**7.160**

**TEACHING CONTROVERSIAL ISSUES**

The Board of Directors recognizes that the discussion of controversial issues is important to develop student understanding and analytical thought. However, the Board recommends that prior to the initiation of planned discussion about any subject that might be sensitive or controversial, a teacher should seek the guidance and counsel of the Principal or, in his/her absence, the Director.

The Board recognizes the possibility of criticism or alleged charges that may occur against teachers acting in compliance with this policy. Therefore, the Director shall develop appropriate procedures that will allow parents of the school community to challenge within orderly procedures, controversial materials or issues which they feel are inappropriate in the classroom.

**ADOPTED:** January 20, 2010

**REVISED:**

**CROSS-REFERENCES:** 7.150 Academic Freedom  
9.120 Association Member Comments, Complaints  
and Grievances

**BOARD POLICY**  
**7.170**

**STUDENT HOMEWORK**

The Board of Directors endorses the concept of homework, recognizing that the development of self-directed and self-motivated students should be the general intent of homework assignments. With additional study outside the classroom, students can be assisted in developing initiative, responsibility and self-reliance.

Homework is one of the many ways to involve students in independent study and the use of out-of-school resources. It is intended to be rigorous as opposed to "make work". It is also a way to reinforce learning through further practice and can assist the student in applying what has been learned. It provides the maturing student an opportunity to develop sound independent study habits and enrich learning through individual research and experimentation.

Teachers shall assign students an amount of homework commensurate with the student's age and grade level. The Principal shall provide teachers with written homework guidelines. Homework allows the teacher to closely monitor student progress and study habits with the reinforcement of work done in class. A distinction is made between homework and the completion at home of incomplete classroom assignments. The teacher shall (where appropriate) provide students with immediate feedback on the quality of homework submitted by the student.

The Board expects that parents will support their child's homework responsibilities. If parents have concerns regarding the amount or type of homework assigned, they are encouraged to consult with the teacher.

**ADOPTED:** January 20, 2010

**REVISED:**

**CROSS-REFERENCE:** 7.100 Instructional Methods and Techniques

**BOARD POLICY**  
**7.200**

**STUDENT PROGRESS REPORTS AND PARENT CONFERENCES**

The Board of Directors, recognizing that progress is the foundation of education, believes the School has an obligation to provide periodic assessments of academic and personal performance. It is also understood that performance feedback is important for developing the student's fullest potential and can be of motivational value to the student. Such progress reports must be based upon full information accurately and honestly reported with the proper maintenance of confidentiality. Therefore, all reporting of student progress, whether by formal report card, informal note or conference, shall be for the purpose of giving parents those items of information that may be used to help the student. Parents shall have access to information that indicates the student's areas of strength and areas where improvement is needed. The information shall be in a format useful to parents to help promote and maintain acceptable levels of achievement and to foster desirable patterns of student behavior.

**To ensure all parents have an opportunity to meet with their student's teachers to discuss their child(ren)'s progress, the Administration shall schedule school-wide parent/teacher conferences twice a year. Further, parents, teachers, or administrators may initiate additional conferences at any time during the school year whenever there is a concern or need for information.**

**ADOPTED:** January 20, 2010

**REVISED:**

**CROSS-REFERENCES:** 7.210 Grading Philosophy  
7.220 Student Academic Achievement  
7.230 Student Recognition Programs  
7.250 Student Records

**BOARD POLICY**  
**7.210**

**GRADING PHILOSOPHY**

**The Board of Directors expects that the School's student grading philosophy shall be consistent in application and provide a measure as to what extent the student has attained pre-determined learner outcomes. The Board recognizes that student grades must also serve the purpose of encouraging student performance without sacrificing the School's standard of instruction.**

Grades shall be based upon achievement. However, many factors other than achievement alone enter into a child's overall performance. Therefore, the grading format shall allow for additional comments and/or coding to reflect such factors. In addition, the grading system for students in ESL may differ from that used in regular classes. The Director, in consultation with the Principal, shall establish grade reporting formats that are appropriate for all grade levels. The adopted grade reporting format(s) shall be periodically reviewed by the Principal and teachers, with recommended changes approved by the Director. The Principal shall ensure that all teachers clearly understand the School's grading policy and adopted guidelines for implementation. Teachers shall be held responsible for clearly explaining the grading policies and procedures to students and parents and shall periodically inform students of their progress.

The format used in the Elementary School shall be appropriate to the age and must include clear information for parents as to their child's academic and social development. Report cards shall provide space for helpful teacher comments that are consistent with the assignment grades.

**For High School and Middle School students and for purposes of determining grade-point-averages, honor rolls, class rank, etc., the faculty shall develop a format that is consistent with other American curriculum schools and facilitate transfers to other educational institutions including universities. The format shall be presented in the Parent/Student Handbook, in a manner easily understood by the parents and students, and any approved changes shall be communicated on a timely basis.**

**ADOPTED:** January 20, 2010

**REVISED:**

**CROSS-REFERENCES:** 7.200 Student Progress Reports &  
Parent Conferences  
7.370 High School Graduation Requirements

**BOARD POLICY**  
**7.220**

**STUDENT ACADEMIC ACHIEVEMENT**

The Board of Directors, faculty and parents expect that students attending the School will contribute their best effort toward academic achievement. Therefore, the Director is charged with establishing performance standards and reporting systems that will continually monitor both student effort and student achievement.

It is recognized that students respond positively to the opportunity for success rather than the threat of failure. The School shall seek, therefore, to make achievement both recognizable and possible for students.

Teachers shall make every attempt to motivate students to higher levels of performance. ESL resources will also be available. However, it shall be the decision of the Director, upon teacher recommendation, as to whether or not a student will be allowed to continue his/her enrollment. The Director's decision to terminate enrollment for academic reasons shall be final.

**ADOPTED:** January 20, 2010

**REVISED:**

**CROSS-REFERENCES:** 7.200 Student Progress Reports  
7.210 Grading Philosophy  
7.230 Student Recognition Programs  
7.370 High School Graduation Requirements

**BOARD POLICY**  
**7.230**

**STUDENT RECOGNITION PROGRAMS**

The Board of Directors encourages the development of student recognition programs. Recognition of students' progress and accomplishments is an effort to enhance student success, improve self-esteem, reinforce appropriate school behavior and identify positive role models. Students shall be honored and recognized for achievements in a number of different areas including academics and participation in various school activities.

The Board holds the Director responsible for establishing student recognition programs at all levels within the School. The programs should be sensitive to the maturity levels of the children, and as a result, are likely to be different for each school unit (i.e. elementary school, middle school and high school). At a minimum, the Middle and High School program shall include an Honor program that recognizes students who have consistently performed in an outstanding manner. These programs shall be communicated to students and parents through the Parent/Student Handbook and other notices.

**ADOPTED:** January 20, 2010

**REVISED:**

**CROSS-REFERENCES:** 7.200 Student Progress Reports & Parent  
Conferences  
7.220 Student Academic Achievement

**BOARD POLICY**  
**7.250**

**STUDENT RECORDS**

Accurate records shall be maintained for all students attending the School. The Board of Directors holds the Director responsible for establishing and maintaining a system for keeping student records on file and ensuring the appropriate confidentiality. This shall include procedures for the collection of student information as well as the retention of and access to student records. The Administration shall also clearly document and adhere to the legal retention requirements for each type of record.

Student records that include grade reports, test scores, teacher comments and other related information shall be kept confidential and used only when the occasion is deemed necessary to help the student and/or parent with placement, references and/or relocation. The following provisions shall guide the Administration in establishing a system for keeping student records on file:

- A. **Basic Requirements.** Parents are required to provide previous school records upon registering for enrollment. All School records shall be kept in a secure place. Upon departure, the School will keep student records on file for five years, after which time, the files will be destroyed. Computer files will be kept indefinitely.
- B. **Access by Faculty and Staff.** Faculty members and appointed staff will have access to student records. Such access generally does not extend beyond those of students assigned to the teacher. Under all circumstances, student record information is considered confidential and privileged.
- C. **Access by Parents to Their Child's School Records.** Parents or legal guardians wanting access to their child's school records shall make such request through the office. Every attempt shall be made to assist parents in the correct interpretation of the child's records. Parents may challenge the content of these records to correct or amend alleged inaccuracies.
- D. **Release of Student Records.** Parents shall have a sealed copy of their child's records upon departure from the School. No school records or related information will be provided by the School to anyone other than the legal parent, guardian, their representative, or to the relocation school requesting such information. Confidential material such as psychological testing, psychiatric evaluations and social case history are to be withheld unless the parents specifically request a transfer. Under no circumstances shall records be released until all school financial obligations have been cleared.

**ADOPTED:** January 20, 2010

**REVISED:**

**CROSS-REFERENCES:** 4.310 School Fees (Regulations)  
7.200 Student Progress Reports & Parent  
Conferences  
7.440 Standardized Testing Program  
8.000 Student Enrollment and Admissions Criteria  
8.020 Placement of Students

**BOARD POLICY**  
**7.300**

**INSTRUCTIONAL PROGRAM OVERVIEW**

The Board of Directors holds the Director responsible for ensuring that the School's instructional program is designed to support the School's "Philosophy, Mission and Objectives" and educational goals.

- A. Early Childhood Program (Pre-School and Kindergarten).** The Early Childhood Program shall be based on current knowledge of child development and sound educational principles. It shall be sensitive to the fact that the development of young children is a continuous process. Careful attention shall be given to fostering age appropriate intellectual, physical, emotional and social development. Learning activities shall be based on the above four areas of development with the understanding that rates of learning vary as each child develops in his/her own unique manner.
- B. Elementary School (Grades 1 – 5).** The school recognizes that the first years of formal schooling are perhaps the most important years of one's school life. During these first years, children develop a positive attitude towards learning and build the foundations that are essential to future educational success. At the same time, students learn to work and play independently and with other children.
- C. Middle School (Grades 6 – 8).** The middle school years are a time of significant intellectual, physical, social and emotional growth. To assist in this transition, the middle school, organized in grade level teams, shall offer a carefully planned curriculum presented through core subjects and exploratory programs. A full range of co-curricular, athletic and advisory activities are also offered to support student development.
- D. High School (Grades 9 – 12).** The high school shall be designed to assure that students are adequately prepared for post secondary education. It shall encourage students' needs to explore, question, evaluate and analyze information and ideas. The high school curriculum is designed to fulfill the School's graduation requirements and to satisfy university and college entrance requirements. To reflect the diverse nature and needs of the School student body, to provide enrichment opportunities and to provide a program that facilitates transition into other schools and universities, the school shall offer Advanced Placement (AP) courses and AP exams. All high school curricular programs shall be offered depending on the needs and resources as determined by the Administration.

The Board is also committed to supporting other school-wide programs that help ensure a broad well-rounded education for all students attending the school, including instructional computer, host country studies and community service as well as a variety of after school and intramural activities. In addition, the School shall provide English-as-a-Second-Language.

**ADOPTED:** January 20, 2010

**REVISED:**

**CROSS-REFERENCES:** 1.100 School Philosophy and Mission  
7.000 Education and Learning Philosophy  
7.310 School Curriculum  
7.320 Instructional Computer Program  
7.330 Host Country Studies Program  
7.340 Community Service Program  
7.350 Advanced Placement Program  
7.370 High School Graduation Requirements  
7.400 Student Support Services Program  
7.500 After School Activities Program  
7.510 School Intramural Activity Program

**BOARD POLICY**  
**7.310**

**SCHOOL CURRICULUM**

The Board of Directors recognizes that there is a common core of knowledge that all students should obtain. Cultural literacy, scientific literacy, knowledge of the humanities, comparative religion and appreciation of the values of our global society are important skills for all students to learn. In addition, through a comprehensive curriculum students should fully develop skills of reading, writing, speaking, listening, calculating, and thinking critically.

The curriculum for the Elementary School shall include English/language arts, mathematics, science, social studies, Libyan culture, physical education, music, art, library, and computer literacy.

Students in the middle school shall pursue a common, comprehensive, academically oriented curriculum, which prepares them for success in high school. This curriculum shall be appropriate to the developmental characteristics of young adolescents. Subjects in the middle school are English/language arts, social studies, mathematics, science, foreign language, physical education and health, visual and exploratory courses.

**The high school instructional program is designed to give students an academic foundation needed for success in college. The curriculum for the high school includes a variety of required courses in the areas of English, math, science, social studies, foreign language, physical education and health, fine arts, and electives.**

**ADOPTED:** January 20, 2010

**REVISED:**

**CROSS-REFERENCES:** 1.100 School Philosophy and Mission  
7.300 Instructional Program Overview  
7.370 High School Graduation Requirements

**BOARD POLICY**  
**7.320**

**INSTRUCTIONAL COMPUTER PROGRAM**

The Board of Directors is committed to support a School-wide instructional computer program. This program should not only provide students with appropriate instruction in computer literacy, but also allow them to develop skills in the use of computers as learning tools. Such a program shall include:

- A. Specialist instruction in a laboratory setting;
- B. Computer assisted instruction by the classroom teacher; and
- C. In-service training for faculty and staff.

All teachers are obligated to gain the skills needed to make computers an integral component of the instructional program.

**ADOPTED:** January 20, 2010

**REVISED:**

**CROSS-REFERENCES:** 5.040 School Information Technology Program  
7.100 Instructional Methods and Techniques  
7.300 Instructional Program Overview

**BOARD POLICY**  
**7.330**

**HOST COUNTRY STUDIES PROGRAM**

**The Board of Directors believes that the School has a responsibility for acquainting all of its students with the culture and history of the host country. Therefore, teachers are encouraged to include, where appropriate, instructional references to the host country's culture and history as well as seek to schedule host country observances and celebrations.**

**ADOPTED:** January 20, 2010

**REVISED:**

**CROSS-REFERENCES:** 7.020 Cross-Cultural Learning Opportunities  
7.040 Curriculum Beliefs and Design  
7.160 Teaching Controversial Issues  
7.300 Instructional Program Overview

**BOARD POLICY**  
**7.340**

**COMMUNITY SERVICE PROGRAM**

The Board of Directors is committed to a School-wide program in which each student becomes a responsible citizen in a global community. The objective of such a mission is to provide all of our students with the opportunity to demonstrate social responsibility through active involvement in serving our community. Community service involvement gives students the chance to get involved in a variety of enriching, useful, and practical experiences as well as exposes them to people and situations outside their previous experiences. The Director shall be responsible for the development of programs to encourage and facilitate participation by all students in meaningful and appropriate community service; service that is already being recognized as significant criteria for entry into higher education.

**ADOPTED:** January 20, 2010

**REVISED:**

**CROSS-REFERENCES:** 1.100 School Philosophy and Mission  
7.000 Education and Learning Philosophy  
7.040 Curriculum Beliefs and Design  
7.300 Instructional Program Overview

**BOARD POLICY**  
**7.350**

**ADVANCED PLACEMENT PROGRAM**

The Board of Directors is committed to the inclusion of advanced learning courses that are recognized by colleges and universities world-wide as an important component in an enriched American curriculum program for high school students; specifically The College Board (New York) Advanced Placement program.

The purpose of offering Advanced Placement (AP) courses is to provide high school students with an opportunity to earn college credit and to enhance their college admission potential prior to their graduation from high school. It is believed that as students become exposed to the demands of an AP curriculum, they gain the self-satisfaction and self-confidence that is so important in achieving success when they move on to a college or university environment.

The specific AP courses offered each year may vary, according to the specific needs of the high school student body. The School administration shall inform the parents and students which courses will be available in the upcoming school year.

**ADOPTED:** January 20, 2010

**REVISED:**

**CROSS-REFERENCE:** 1.100 School Philosophy and Mission  
7.300 Instructional Program Overview

**BOARD POLICY**  
**7.360**

**HIGH SCHOOL STUDENT CLASS LOAD REQUIREMENTS**

The Board of Directors recognizes that, for the High School program, developing a master class schedule must take into consideration many factors including available teachers, space and the course needs of students. The Board expects that every attempt will be made to construct a master class schedule that allows students to not only complete required courses in sequence, but also access advanced placement courses and electives with a minimum amount of conflict.

Students shall be counseled to maximize their learning opportunities at the School; opportunities that should both challenge and reward academic pursuit and achievement. Load requirements for high school students shall be attendance in eight (8) subjects per semester. Any exceptions to this requirement shall be approved by the Director.

**ADOPTED:** January 20, 2010

**REVISED:**

**CROSS-REFERENCES:**

**BOARD POLICY**  
**7.370**

**HIGH SCHOOL GRADUATION REQUIREMENTS**

Requirements for graduation, including the number of credits in each area of study, shall be approved by the Board of Directors upon the recommendation of the Director. They shall be consistent with the stated goals of the School and the requirement for admission to institutions for higher learning. Each year's performance achievement will be reviewed to ensure all students will eventually meet the School's graduation requirements.

To be eligible for 12<sup>th</sup> grade graduation from the School, a minimum of 24 credits must be earned, with at least six (6) of those credits earned at this School. The requirements shall also define the subjects that must be successfully completed with a passing grade or the specific performance achievement criteria the student must meet (as defined by the Director). For those high school students transferring into the School in the middle of the high school program, the School shall accept official transfer credit as interpreted and approved by the Director.

The graduation requirements shall be presented in the Parent/Student Handbook and any approved changes shall be communicated on a timely basis.

**ADOPTED:** January 20, 2010

**REVISED:**

**CROSS-REFERENCES:**

**BOARD POLICY**  
**7.400**

**STUDENT SUPPORT SERVICES PROGRAM**

The Board of Directors recognizes the need to offer a variety of support programs to meet the diverse needs of the School's student body. The School shall offer selected support services for students that shall include:

**English-as-a-Second-Language (ESL) Instruction**

**College Admissions Assistance**

**Standardized and limited Diagnostic Testing**

While the above services are meant to enhance the School's services for all students, certain programs are designed for specific groups within the student body. The scope of the above stated services is subject to the employment of qualified personnel, available space and funding. The Board shall reserve the right to assess fees for selected student support services.

**ADOPTED:** January 20, 2010

**REVISED:**

**CROSS-REFERENCES:** 4.310 School Fees (Regulations)  
7.410 English-as-a-Second-Language Program  
7.440 Standardized Testing Program  
7.450 Tutoring Services

**BOARD POLICY**  
**7.410**

**ENGLISH-AS-A-SECOND-LANGUAGE PROGRAM**

The language of instruction at the School is English and students attending the School are expected to attain reading, writing and spoken proficiency in the English language. In order to help students who do not have an adequate working knowledge of English, the School shall provide an English-as-a-Second-Language (ESL) Program.

ESL classes are designed to provide instruction in English for students whose native language is not English. ESL courses are not electives. Placement in the ESL program shall be determined by testing at the School as well as by teacher recommendation. Students at the Beginner Level are not accepted from Grades 5-12. Generally it is also expected that a student shall not remain in Beginner ESL for more than one full year.

Students are mainstreamed to the greatest extent possible. Until adequate proficiency is achieved, however, ESL students may be pulled-out of the regular classroom for direct instruction. In addition, outside tutoring may be required as a condition for enrollment or continuation of enrollment at the School. ESL students may require more than four years of high school to successfully fulfill all graduation requirements.

The share of students enrolled in beginner level ESL in any grade-level class shall not exceed 30 percent at any one time without specific approval of the Board. Admission to grade-level classes for beginning ESL applications may be postponed until such time as the make up of the students in those classrooms remains at or below 30 percent beginner ESL students. The Director shall notify the Board when the share of students in beginner ESL in any classroom exceeds 20 percent.

**ADOPTED:** January 20, 2010

**REVISED:**

**CROSS-REFERENCES:**

### **STANDARDIZED TESTING PROGRAM**

The Board of Directors recognizes that the purpose for standardized testing is to provide information to the School, the students and their parents, about individual student and group performance as compared to other similar international schools and American schools that use such assessment tools. Standardized tests are administered to provide reliable data relating to the School's curriculum and the instructional needs of students. The tests also provide an assessment of student performance and may assist parents in transferring schools.

Standardized tests are, however, only one measure of student performance and to guide instruction effectively, assessment must occur on an ongoing basis so that information gained can be used to shape instruction. Therefore, a variety of assessment instruments and practices are employed by the School to make informed decisions about curriculum and instruction. The test data, when used in conjunction with the many other valuable sources of information about students, can have significant value in facilitating program improvement.

The major goals of testing include:

- A. To provide measures of group and individual strengths and weaknesses for use in planning instructional programs.
- B. To provide information about individuals and groups for guidance and counseling programs.
- C. To provide test data for schools and colleges.
- D. To aid in placing students in appropriate groups.
- E. To provide measures of the effect of instructional programs for program evaluation.
- F. To provide data prior to the enrollment of students who do not present standardized test results from their previous school.
- G. To compare School results with North American private and public school norms.

The Director shall be responsible for recommending to the Board for approval any changes in the current standardized testing programs.

Group standardized ability and achievement tests shall be administered annually to students in designated grade levels as a part of the School's testing program. Students will receive instruction on the mechanics of test taking, however, the curriculum will not be shaped around specific testing material. Most students in grades KG-12 shall take a norm-referenced test that is typically administered in the fall. In Grade 10, students take a standardized career interest aptitude test. Grade 11 and 12 students are encouraged to take either the PSAT or SAT examination for college admissions.

Use and Dissemination of Individual Tests. Results from the annual standardized achievement tests will be provided to parents and teachers along with an explanation of how scores are interpreted. The Principal/Teachers are available to parents who wish further information and interpretation about their child's test scores. Procedures for the storage, retention, forwarding or the destruction of test score data shall be attached to this policy.

**ADOPTED:** January 20, 2010

**REVISED:**

**CROSS-REFERENCES:** 1.100 School Philosophy and Mission  
7.400 Student Support Services Program

**BOARD POLICY**  
**7.450**

**TUTORING SERVICES**

The Board of Directors recognizes that from time to time some students may need additional educational assistance beyond the services and capabilities of the School. On such occasions, the School shall recommend private tutoring designed to assist a child in specific subject areas. The School does not take the responsibility for finding a tutor, nor is the School responsible for determining fees for the tutors. In some cases, the School can require that a student receive private tutoring. In such cases, enrollment at the School may be contingent upon parent agreement to secure a tutor.

A School faculty member may not receive extra financial remuneration by serving as a tutor for a student in his/her classes.

**ADOPTED:** January 20, 2010

**REVISED:**

**CROSS-REFERENCES:** 6.390 Tutoring for Pay  
7.400 Student Support Services Program

**BOARD POLICY**  
**7.500**

**AFTER SCHOOL ACTIVITIES PROGRAM**

The Board of Directors recognizes that student lifelong learning opportunities are associated with a well-supervised after school activities program. The Board expects such a program to include a wide variety of activities that provide students with a chance to develop their skills such as athletic coordination, leadership and teamwork strategies, as well as improve their creative abilities and discover new interests. This program also makes it possible for students to interact with teachers on an informal basis and meet students in other grades and form new friendships.

The scope and variety of the activities offered by the School may vary from year-to-year, but it is expected that there will be some activities that are exploratory in nature while others stress continuity. Continuity shall be encouraged in the major areas such as sports and drama.

A list of after-school activities shall be published. Participation dates shall be communicated to students on a regular basis. Following the completion of an activity, the After School Activities Coordinator shall prepare or update procedural notes that will assist in maintaining continuity and high standards of such activities in the future.

At the conclusion of each school year, the Director shall utilize the data collected by the School Activities Coordinator to provide the Board with a fully detailed reporting of after-school activities scheduled and completed, associated costs, support requirements, student attendance and participation, and parent assistance required. This will assist the Administration for future planning purposes.

The Board Treasurer will coordinate with the Administration to ensure that funds are adequately budgeted to support this requirement.

**ADOPTED:** January 20, 2010

**REVISED:** March 24, 2010

**CROSS-REFERENCES:** 7.300 Instructional Program Overview  
7.510 School Intramural Activity Program  
7.520 Inter-Scholastic Student Competition  
8.550 Student Activities

**BOARD POLICY**  
**7.510**

**SCHOOL INTRAMURAL ACTIVITY PROGRAM**

The Board of Directors recognizes that providing an opportunity for students to participate in activities at a competitive level is fundamental within a high standard enriched American curriculum program. Therefore, the Board supports the scheduling of a wide range of intramural activities either within the School day or as part of the after-school activities program. The Board expects that all such activity will be fully supervised and promoted by qualified personnel.

**ADOPTED:** January 20, 2010

**REVISED:**

**CROSS-REFERENCES:** 7.300 Instructional Program Overview  
7.500 After School Activities Program

**BOARD POLICY**  
**7.520**

**INTER-SCHOLASTIC STUDENT COMPETITION**

The Board of Directors supports the School's participation in activities scheduled as part of the "Atlantic Mediterranean Athletic Conference" (AMAC) interscholastic program and when appropriate activities scheduled with schools in the local community. Such activities will include, but not be limited to sports, drama, music, student council and academic games. The Board would expect that each activity would be organized and supervised by a qualified staff member.

In order to sustain AMAC competition to include the widest possible participation, it shall be understood that air transportation to and from the event site will be paid by the student. The amount of School contribution to student air transportation cost will be subject to annual budget constraints as determined by the Board of Directors.

**ADOPTED:** January 20, 2010

**REVISED:** March 24, 2010

**CROSS-REFERENCES:** 4.100 Annual Operating Budget  
7.500 After School Activities Program  
7.510 School Intramural Activity Program  
9.300 Regional Educational Organization Relations

**BOARD POLICY**  
**7.530**

**FIELD TRIPS AND EXCURSIONS**

The Board of Directors recognizes the value of out-of-classroom experiences in supporting the overall educational objectives at every level within the School. Libya provides a unique opportunity for experience outside the classroom from many perspectives, including cultural, historical, art and science, political, etc.

**Adequate time shall be reserved within the curriculum for relevant field trips or excursions organized by the School. These trips must enhance or strengthen particular curriculum objectives. In addition, the distances, duration and number of participants should be decided consistent with the age of the students and the nature of the objectives concerned.**

The Board charges the Director with providing each grade, from K through 8, with a minimum of two out of classroom local field trip opportunities each school year, consistent with guidelines outlined in bold lettering above. It is anticipated that a field trip would be organized each semester, but teachers are given latitude to organize field trips as befits their class schedule and curriculum linkage.

For High School grades, the Board recognizes that the more complicated and diverse course schedule requirements create greater challenges for organizing field trips. The Board strongly encourages the Director to work collaboratively with High School teachers to look for opportunities to provide such trips as appropriate.

School sponsored trips must be approved in advance by the Director. Consideration shall be given to security, safety and the educational value of off-campus and overnight trips. On all school-sponsored trips involving students, teachers shall make provision for proper supervision and ensure parents are properly notified in advance of the trip. Parents are encouraged to assist with such supervision when requested.

Over-night field trips and excursions require a parental authorization and liability waiver form on file with the School office prior to student participating.

Students shall be reminded that while on any School sponsored field trip or excursion, they are expected to conduct themselves appropriately and in accordance with the School's policies and regulations. Appropriate disciplinary actions shall be taken for any students who fail to follow the rules.

**At the conclusion of each school year, the Director shall provide the Board with a fully detailed reporting of field trips scheduled and completed,**

**associated costs, support requirements and parent assistance required. This will assist the Administration for future planning purposes.**

**The Board Treasurer will coordinate with the Administration to ensure that funds are adequately budgeted to support this requirement.**

**ADOPTED:** January 20, 2010

**REVISED:** March 24, 2010

**CROSS-REFERENCES:** 1.100 School Philosophy and Mission  
4.100 Annual Operating Budget  
7.040 Curriculum Beliefs and Design  
7.330 Host Country Studies Program  
8.200 Student Conduct  
8.300 Student Discipline