

9. INSTRUCTIONAL PROGRAM

- 9.1 Instructional Goals and Objectives
- 9.2 Evaluation of Instructional Program
- 9.3 Basic Curriculum Design
 - 9.3.1 Special Second Language Programs
 - 9.3.2 Religious Instruction
 - 9.3.3 Family Life/Sex Education
 - 9.3.4 Teaching About Alcohol, Drugs and Tobacco
 - 9.3.5 Teaching About Controversial Issues
 - 9.3.6 Services for Exceptional Children
- 9.4 Supplementary Activities
- 9.5 Standardized Testing Program
- 9.6 Homework
- 9.7 Promotion and Retention of Elementary Students
- 9.8 High School Graduation Requirements

9. INSTRUCTIONAL PROGRAM

9.1 INSTRUCTIONAL GOALS AND OBJECTIVES

The educational system of the American Educational Association of La Paz shall be based on American educational standards, utilizing American principles and teaching methods in the provision of a liberal education for its students.

The mingling of national, religious and social elements gives American culture its unique strength and should be well-exemplified in the schools where children work harmoniously with those of different backgrounds.

AEA shall offer a program to promote the growth of the whole child: physical, emotional, intellectual and social, basing placement in the program on the needs and readiness of the child.

Cross-reference: AEA Statutes Article 2 - Objectives

Adopted: May 10, 2004

9.2 EVALUATION OF INSTRUCTIONAL PROGRAM

The faculty and administration shall regularly evaluate the educational program. Outside agencies and consultants may be invited to participate appropriately.

Curriculum development is the responsibility of the entire staff, however the leadership and coordination of the development process is the special task of the Principal(s).

Reports on the effectiveness of the instructional program will be presented to the Board by the Superintendent at least annually.

Adopted: May 10, 2004

9.3 BASIC CURRICULUM DESIGN

The Curriculum of AEA shall reflect common educational practices in American schools of high standing to facilitate transfers of its highly transient student body to allow entry or re-entry to American schools or international schools.

Under the guidance of the Principal(s), AEA will develop and keep current written curriculum and will select learning materials that best implement that curriculum.

Adopted: May 10, 2004

Cross-Ref-Curriculum Revision Cycle Appendix 9 C

9.3.1 Special Second Language Programs

Students are accepted at AEA provided their English language skills are commensurate with the grade level for which they are applying. Exceptions are made for students whose second language is English to the extent that personnel and facilities exist to meet their needs within budget constraints and without inhibiting the progress of the regular class.

In accepting ESL (English as a Second Language) students, emphasis is placed on their rapid acquisition of English language skills, to the possible exclusion of other subjects.

Cross-reference: 9.3.6 Services for Exceptional Children

Adopted: May 10, 2004

9.3.2 Religious Instruction

Religious Instruction shall not be a part of the curriculum at AEA.

Adopted: May 10, 2004

9.3.3 Family Life/Sex Education

Family life and sexuality education will be taught as an adjunct to the AEA health program. Believing parents to be the foremost human sexuality/family life educators, the purpose of the curriculum will be to supplement the efforts of parents. The Superintendent or Principal may waive a student's participation in certain classroom instruction if the parents object to participation on legitimate cultural or religious grounds. The goal of this health segment is to help our students become healthy, happy, responsible and caring adults who are able to deal positively with their sexuality and form strong families of their own in the future. Materials will be presented as appropriate to the student's developmental levels.

Adopted: May 10, 2004

9.3.4 Teaching About Alcohol, Drugs and Tobacco

Drug use and the accompanying traffic in drugs are societal problems of great concern. Such use disrupts the educational program of a school, interferes with the intellectual, social and moral development of students, and undermines the morale of the entire school community.

AEA shall design a curriculum to develop a school-wide program that includes 1) clarification of expectations and attitudes toward the use of tobacco, drugs and alcohol, 2) the disciplinary consequences of possession or use of tobacco, drugs and alcohol, 3) strategies for prevention, intervention and treatment as appropriate at each grade level. Instruction will be delivered through science and health classes during the academic day, drawing on community resources for assistance as needed.

Cross-reference: 7.3 Student Discipline
7.33 Alcohol and Drug Use by Students

Adopted: May 10, 2004

9.3.5 Teaching About Controversial Issues

AEA encourages consideration within the instructional program as developmentally appropriate of any controversial issue as it arises in the normal pursuit of the school curriculum or particularly as it may occur in contemporary affairs which have political, economic, or social significance and concerning which the student, at his level, may have an opinion.

For such studies, AEA recognizes the right of the student:

- ...To have free access to all relevant information including the materials that circulate freely in the community.
- ...To study under competent teachers in an atmosphere of freedom from bias and prejudice, and
- ...To form and express his own opinion on controversial issues without thereby jeopardizing his relationship with his teacher or with the school.

Adopted: May 10, 2004

9.3.6 Services for Exceptional Children

Based on certain limitations inherent in an overseas school, AEA does not provide an educational program for gifted or moderately to severely disabled students.

At the elementary and middle school levels, academic support will be provided through the school for students identified with mild learning disabilities. Identification will be made through the Student Study Team (SST) process.

The ACS High School (Grades 9-12) shall follow a program of studies, which is college preparatory. The Principal is directed to assure that students accepted at that level are able to successfully cope with such a program and, concurrently, that the program standard serves the needs of the students.

The Superintendent will annually review the needs of both the existing and potential student population to recommend to the Board program changes for exceptional children, also relating to ESL, LD and gifted.

AEA will not accept or retain students who present, either behaviorally or from educational history as determined by AEA, moderate to severe emotional, social, behavioral, learning or academic impairments.

Cross-references: 9.3.1 Special Second Language Programs
 7.1 Admissions standards

7.1.5 Limitations

7.1.6 Conditional Admissions to the AEA

Adopted: May 10, 2004

9.4 SUPPLEMENTARY ACTIVITIES

Purpose: AEA will offer a program of activities for students, outside of regularly scheduled classes, the purpose of which is to enhance the education of AEA students consistent with the mission of the school.

Program Development: The Principal of each school has the primary responsibility for defining and prioritizing the activities to be offered. The program of activities will be:

- consistent with the AEA mission,
- developmentally appropriate for the age of students,
- integrated across grade levels to allow progressive development of skills as appropriate, and
- sufficiently diverse to provide a balance of activities including, but not limited to: athletics, fine arts, academic/intellectual activities, and community service activities.

A Supplementary Activities Committee will review the recommendations of the Principals and will decide the program of activities to be offered, subject to availability of facilities, equipment, and coaches/instructors. Committee membership will include the administrators, the PTA President or her/his designee, and a Board member. The Superintendent will chair the Committee and will ensure that the Supplementary Activities program is reviewed, updated, and approved at least once each school year.

Program Costs: The AEA annual budget will include a provision for supplementary activities, which may cover some or all of the cost of those activities. Where AEA funding of activities is limited, additional activities may be funded by charging participation fees and/or supplemental funding from the PTA for the activity. Activity fees, if charged, will be based on the estimated cost to conduct the activity and will not be inflated to generate additional revenue or to fund other activities.

Use of Facilities: The Board of Trustees is responsible for AEA assets and will periodically review policies regarding use of facilities and equipment. The Superintendent will determine the appropriate operational use of facilities and equipment consistent with the following:

1. Use of the facilities for the education of AEA students will take priority over all other activities.
2. Association members may also have limited access to AEA facilities and equipment for other purposes. Any such use will conform to school policies as well as any rules and procedures established by the Superintendent. In establishing rules and procedures for Association member use of facilities, the Superintendent will reflect the Board's desire to:
 - a. support community activities, particularly those that directly or indirectly benefit students;

- b. protect the assets of the school; and
- c. avoid interference with or disruption of AEA programs.
3. The Superintendent may establish usage fees or other mechanisms to cover the cost of additional maintenance, repairs, and/or replacement of facilities and equipment related to use by Association members.
4. The Superintendent will ensure adequate supervision of all activities sponsored by AEA, and will require adequate supervision of any other activities on the AEA grounds.
5. The facilities will not be used for commercial purposes except in connection with, and in support of, fundraising activities.

Scheduling: After the Supplementary Activities Committee has approved the program of activities, the Superintendent or his/her designee will develop a schedule of activities that:

- Is consistent with the priorities established by the Principals and approved by the Committee;
- Provides an appropriate balance across grade levels; and
- Reflects any constraints related to availability of facilities, equipment, or instructors.

Coordination: The Superintendent or his/her designee will arrange for coordination of the Supplementary Activities to be offered. Coordination responsibilities will include:

- Identifying and recruiting the best qualified instructors/coaches, whether staff members, volunteers or outside paid personnel;
- Establishing and enforcing a code of conduct for instructors/coaches;
- Establishing applicable rules or procedures for the activity;
- Identifying equipment needs and arranging for procurement;
- Providing training materials and/or clinics to instructors/coaches;
- Providing for appropriate recognition of instructors/coaches as well as student participants;
- Establishing the means to capture feedback and continuously improve the program.

Student Eligibility and Participation: All eligible students who have a desire to participate in Supplementary Activities will be allowed and encouraged to participate. In situations where the number of participants must be restricted due to facility constraints, insufficient instructors/coaches, or travel limitations, the following guidelines will apply:

- In competitive events, the most qualified students may be selected to represent AEA.
- In all other activities, including practices leading up to competitive events, all eligible participants will be given comparable opportunities to participate consistent with their level of commitment and degree of effort.

For Middle School and High School Supplementary Activities that require regular after school practice sessions or for activities that require students to be absent from regularly scheduled classes, a student will be considered eligible to participate only if the student meets the academic criteria established by the Principal and published at the beginning of each school year (**7.3.5.1 Academic Probation, 7.3.5.2 Disciplinary Probation**).

Instructors/Coaches: The Superintendent may offer a stipend to AEA staff, in accordance with professional staff policies, or to qualified personnel to coordinate, supervise, instruct or coach Supplementary Activities. Any such payments will not exceed the equivalent hourly rate for the lowest professional staff salary scale and will be paid in the form of a stipend.

Paid instructors/coaches from outside of the Association will be utilized only under the following conditions:

- One or more professional staff who are familiar with the activity endorse the use of an outside instructor/coach;
- The Principal responsible for the activity makes a determination that using an outside instructor/coach will be beneficial to AEA student participants;
- The instructor/coach agrees to comply with terms and conditions specified in writing by AEA;
- All payments must be made in advance and are made to the coach/instructor only through AEA, whether funded by participant fees or not.

Cross-references: 5.8.2 Professional Educator Staff Extra-Duty Pay Plans
 5.9.4 Tutoring for Pay
 7.3.5.1 Academic Probation
 7.3.5.2 Disciplinary Probation

Adopted: May 10, 2004

9.5 STANDARDIZED TESTING PROGRAM

AEA shall annually test students in grades (3-12) using standardized tests appropriate to their age in an effort to provide parents with information on their child's relative standing to U.S. standards; as one of many individual assessment tools; to evaluate curricular needs, and; to evaluate admissions procedures. The overall results shall be reported annually to the School Board. AEA shall pay for all ITBS standardized testing. All other costs for standardized testing will be funded by parents.

Adopted: May 10, 2004

9.6 HOMEWORK

AEA endorses the concept of homework, recognizing that it supports the learning process and can further develop self-discipline, responsibility, initiative and constructive study habits.

Teachers shall assign students an amount of homework commensurate with the students' grade level. Homework allows teachers the opportunity to monitor student progress. The teacher shall provide students with timely feedback on the quality of work submitted by

students. The principals shall provide teachers with general guidelines related to homework and monitor their implementation.

If parents have concerns regarding the amount or type of homework assigned, they are encouraged to consult with the teacher.

Adopted: May 10, 2004

9.7 PROMOTION AND RETENTION OF ELEMENTARY STUDENTS

At least one month prior to the completion of each academic year, any elementary student remaining on a Student Intervention Program shall be assessed to evaluate his/her academic level.

The SST will convene to analyze the assessment results, academic progress, and other disciplinary and maturity information. These data will be used to decide whether the student will be promoted to the next grade; retained in his/her current grade; or not be offered enrollment the following year. Generally, the following guidelines are used to assist in making this recommendation:

- **Promotion to next grade:** Students have been able to make continuous progress and can continue with the standard AEA curriculum appropriate for his/her grade.
- **Retention:** Students have demonstrated that they are unable to keep pace with their peers due primarily to developmental and maturity reasons. Students have demonstrated positive social skills and are not disciplinary problems.
- **Withdrawal:** Students are unlikely to succeed at AEA based on limitations in cognitive ability or social skills that are unlikely to be alleviated through maturation of the student or through the additional assistance AEA is able to provide.

The Superintendent shall make a recommendation to the Board for the expulsion or withdrawal of any student. Along with the recommendation, the Superintendent shall provide to the Board for its deliberation, all supporting documentation including records of SST meetings, assessment test results, report cards and the ISP results. The Board of Trustees retains the authority to expel or request the withdrawal of students.

Cross-references: 7.1.6 Conditional Admissions to the American Community School
 7.3.5 Student Probation

Adopted: May 10, 2004

9.8 HIGH SCHOOL GRADUATION REQUIREMENTS

The American Educational Association of La Paz's diploma is awarded to individuals who have completed a minimum of eight semesters of academic work beyond the eighth grade level and have earned a minimum of 25 units of high school credit. AEA will award an English Bolivian transcript. The award of the Bolivian Bachillerato will be the sole responsibility of the parents.

One half unit of credit is awarded for the successful completion of a course taken beyond eighth grade which meets on a full time basis for one semester.

Area	U.S High School Diploma	Bolivian Bachillerato
English	4 Credits	4 Credits
Math	3 Credits Including Intro to Trig or Advanced Math	4 Credits
Science	3 Credits Must include 1.0 life, 1.0 physical science	3 Credits: 1.0 Biology, 1.0 Chemistry, and 1.0 Physics
Social Studies	4 Credits	4 Credits
Spanish	3 Credits	3 Credits
Physical Education	2 Credits	2 Credits
Foreign Language (Other than Spanish)	None	1 Credits Generally French
Fine Arts	0.5 Credits	1 Need 0.5 credit each of at least two different Fine Arts offerings
Philosophy / Religion	None	0.5 Credits
Psychology	None	0.5 Credits
CWW / Community Service	1 Credits CWW and CSP combine for 0.25 credits each year	1 Credits CWW and CSP combine for 0.25 credits each year
Electives	4.5	1

If a student fails one semester of a course, credit will not be granted, and the semester credit will have to be earned in accordance with the guidelines governing make up credit (see Appendix 9B).

For transfer students, credits earned elsewhere will be evaluated by the Principal and Guidance Counselor. In cases where extenuating circumstances of an unusual nature make it impossible for a student to completely meet the graduation requirements the Superintendent, upon the recommendation of the principal, may waive those requirements.

All students at AEA must be full time students. A full-time student in the high school is one who is carrying a minimum of 7 credit-earning courses.

Cross-references: **Appendix 9A**, Community Service
 Appendix 9B, Make-up Credit

Adopted: May 10, 2004

Appendix 9A
Community Service
(Policy 9.8)

Community Service is defined as volunteer work intended to benefit society or individuals in need, either directly or indirectly. It is expected that AEA high school students will complete an average of 25 hours of community service per year. The intent of the service requirement is to have students participate in community service throughout their high school career, rather than complete the requirement all in one year.

Adopted: May 10, 2004

Appendix 9B
Make-up Credit
(Policy 9.8)

Unless graduation requirements have been met, students who fail a course, or lose credit for a course due to excessive absences must make up this credit in order to graduate. Board policy 7.2 defines excessive absences as more than 10% of the class periods in a semester, or 5 class periods. This includes absences for any reason, including sickness. School trips will not count towards absences. Make-up credit may be earned by taking a course at AEA, or a pre-approved summer, or university course.

When credit is lost due to a failing grade, the student may either take the same course again or a different course in the same subject area. The student may be required to take the same course again if

- i) the actual course is a requirement for graduation, or
- ii) the student's teacher, guidance counselor, and principal determine that it would not be in the student's best interest to advance to the next level of a course.

When credit is lost due to excessive absences (more than 5 class periods in a semester) the student receives the grade on his/her transcript, but not the credit. In this case, students may either take the same course again, or take a different course in that subject area in order to meet AEA graduation requirements.

Students who choose to make up lost credit by taking a pre-approved summer or university course must submit their completed transcript within one year. If the summer or university transcript is not received by the end of the school year following the failed course, the student will be enrolled in an appropriate course at AEA for the subsequent school year.

On-line correspondence or Summer school courses are only to be used to make up lost credit, or to enhance a student's academic program by taking a course beyond the scope of courses offered at AEA.

The AEA transcript reflects coursework taken at AEA and transfer credits from other accredited institutions. Only courses taken at AEA will indicate a letter grade or be included in the calculation of a student's GPA.

Adopted: May 10, 2004