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AUPP PRIMARY SCHOOL



AUPP HIGH SCHOOL
FOXCROFT
ACADEMY

STUDENT HANDBOOK 2025-2026



ABOUT AUPPHS-FA

AUPP High School-Foxcroft Academy is an independent K-12 school founded on the principle that knowledge can enhance student independence, leadership, critical thinking, and overall academic success. We are committed to providing students with a rigorous college and career preparatory academic curriculum designed to produce informed and active global citizens. The school will furnish all students with the underlying skills needed for post-secondary success while embracing its safe community and natural environment.

WELCOME

Dear Students,

I would like to welcome you to a new school year at AUPP High School-Foxcroft Academy, and it is an honor to be your principal. Within the mission and vision of AUPPHS-FA are very important "Guiding Principles" which this Handbook is based upon:

The AUPPHS-FA Experience...

- builds a global perspective through teaching and learning.
- demonstrates a commitment to serving each student's growth as a whole person.
- prepares students for lifelong learning.
- honors human difference as fundamental to life.
- enhances the educational experience for all students and staff with quality facilities and technology.
- is implemented by a highly qualified and professional community that is dedicated to students.
- is supported by the pillars of integrity, respect, and responsibility.

The Student Handbook serves as a supporting document outlining the schools guiding principles and help all members of our community achieve the mission and vision of the school. In a community, understanding the expectations is essential. For example, under the principle of "honors human difference", the Student Handbook has valuable information about the zero tolerance of harassment or bullying in the AUPPHS-FA community. Please take the time to read the Handbook, discuss it with your parents/guardians, and ask questions to ensure that you understand these guidelines, as this will be the basis of decisions made throughout the year. Because unanticipated situations may emerge, we reserve the right to change this Handbook at any time without prior notice.

I hope you will take advantage of the many opportunities available at AUPP High School-Foxcroft Academy, that include academic classes, co-curricular activities, academic support, and the opportunity to develop lasting relationships with your classmates. If there is an interest, the chances are that we have an activity! Get involved, try new things, and give it your best effort, and you will find that your experiences will be very rewarding.

On behalf of the AUPPHS-FA founders, teachers, and staff, I would like to wish you a successful experience, and I am looking forward to a great year.

William Thomas
Principal and Head of School



AUPP HIGH SCHOOL



TABLE OF CONTENTS

School History.....	1
Mission and Vision.....	2
Guiding Principles.....	2
Community Values.....	3
Non-Discrimination Policy	3
School Wide Learner Outcomes.....	4
Primary Virtues Program.....	5
School Calendar.....	6
Daily Schedule.....	6
Publication Policy.....	6
Student Records.....	7
Academics.....	8
Primary Curriculum Outline.....	12
Earning Your Diploma.....	13
Courses and Credits.....	15
Community Service.....	18
Reading Requirements.....	19
Senior Capstone Project.....	20
Grading System.....	21
Communication.....	23
Attendance Policy.....	26
Integrity.....	28
Academic Probation.....	31
Recognition.....	33
Counseling Services.....	35
Personal Counseling.....	41
Co-Curricular Programs.....	41
General Behavior.....	42
Bullying.....	44
Harassment and Sexual Harassment.....	47
Dress Code.....	49
Affectionate Behavior.....	50
Student Lockers.....	50
Classroom Resources.....	50
Personal Property.....	50
Damage to School Property.....	50
Consumption of Food and Drink.....	51
Tobacco and Vaping Use and Possession.....	51
Medication Policy.....	51
Drug and Alcohol Offenses.....	51
Prohibited Property.....	52
Posting Material on Walls of the School.....	52
Technology and Internet Use Rules.....	52
Cell Phones/Earbuds/Smartwatches or Glasses.....	56
Library Policy.....	56
Discipline.....	58
Automatic Penalties.....	61



SCHOOL HISTORY

AUPP High School-Foxcroft Academy (AUPPHS-FA) was founded through a partnership between American University Phnom Penh and Foxcroft Academy (FA). FA was established as a private secondary school on January 30, 1823, becoming the first school to be chartered after Maine became a U.S state.

Expanding on FA's history of educational leadership, AUPP High School-Foxcroft Academy was established in Phnom Penh as a private grade 9 through 12 college preparatory high school on November 02, 2020. Its curriculum, created in partnership with Foxcroft Academy and American University Phnom Penh, embraces a STEAM (science, technology, engineering, art, and mathematics) philosophy that focuses on combining disciplines designed, not only to prepare students for university, but also provide students with real-world 21st Century skills. All courses are taught in English by teachers from around the globe. This ensures, not only a variety of perspectives, but also an expansive pool of highly qualified teachers. AUPP HS promotes a western style education that provides students with multiple opportunities to express their understanding of a problem or issue.

In 2023, the school expanded to include grades K3-8 making it a complete K-12 program. 2023 is also the year the school moved to a new building located closer to the city center. The new school includes classrooms with smart boards, labs to support the STEM courses, a library, etc... Care was taken to ensure that teachers and students are provided with a safe environment conducive to learning.

MISSION & VISION

AUPPHS-FA is a mission-driven institution. All decisions and planning are completed under the framework of our Mission, Vision, and Guiding Principles.

MISSION

AUPP High School-Foxcroft Academy is a private English language college preparatory institution in Cambodia, offering a high-quality American-style education that is grounded in the culture of Cambodia and Asia. The School inspires socially responsible behavior, life-long learning, innovative thinking, and academic excellence, to ensure its graduates' success in a changing post-modern world.

VISION

AUPP High School-Foxcroft Academy will be a preeminent center of secondary academic excellence in Cambodia and in Asia.

GUIDING PRINCIPLES

The AUPPHS-FA Experience.....

- ▶▶ Builds a global perspective through teaching and learning.
- ▶▶ Demonstrates a commitment to serving each student's growth as a whole person.
- ▶▶ Prepares students for lifelong learning.
- ▶▶ Honors human difference as fundamental to life.
- ▶▶ Enhances the educational experience for all students and staff with quality facilities and technology.
- ▶▶ Is implemented by a highly qualified and professional community that is dedicated to students.
- ▶▶ Is supported by the pillars of integrity, respect, and responsibility.

COMMUNITY VALUES

The values by which we live:



Respect



Responsibility



Honesty



Compassion



Loyalty



Justice



Individuality

NON-DISCRIMINATION POLICY

AUPP High School-Foxcroft Academy admits students of any race, color, gender, sexual orientation, gender identity, gender expression, religion, national or ethnic origin, and extends to them all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, gender, sexual orientation, gender identity, gender expression, religion, national or ethnic origin, in the administration of its education policies, admission policies, scholarship programs, and athletic and other school-administrated programs.

SCHOOL WIDE LEARNER OUTCOMES

To ensure that the academic program works toward fulfilling the mission of the school, the following cross-curricular mission standards define the skills and abilities we intend students to be able to demonstrate upon graduation from AUPP High School-Foxcroft Academy. These standards pertain to what our school values.



CLEAR AND EFFECTIVE COMMUNICATOR

Defined as one who understands the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes, and through a variety of modes.



SELF-DIRECTED AND LIFE-LONG LEARNER

Defined as one who understands the importance of embracing and nurturing a growth mindset.



CREATIVE AND PRACTICAL PROBLEM-SOLVER

Defined as one who is skilled at selecting and applying a process of problem-solving to deepen understanding and determine whether redefining the goal is a better way of addressing a problem and continuing to consider other alternative solutions until one resonates as the best one.



RESPONSIBLE AND INVOLVED CITIZEN

Defined as one who understands the interdependence within and across systems and brings to each situation the appropriate actions.



INTEGRATIVE AND INFORMED THINKER

Defined as one who is skilled at using complex reasoning processes to make meaning.



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AUPP PRIMARY SCHOOL



PRIMARY VIRTUES PROGRAM

In alignment with our school-wide learner goals, the Primary school emphasizes core values which underpin our approach to learning at AUPP. These values are introduced to students through the Homeroom, where the Homeroom teachers spend two weeks covering each virtue. Each homeroom has an opportunity to present their virtue at assembly once each semester. This gives them experience presenting to a large group, as well as a deeper understanding of the virtue being explored.

SCHOOL CALENDAR



The school calendar is available as a PDF on the AUPPHS-Fa website. Changes to the schedule will be announced on social media (Facebook, Instagram, LinkedIn), Telegram or email.

DAILY SCHEDULE



The school day at AUPPHS-FA begins at 8 AM and ends after the student's last scheduled class. Students are expected to be in their assigned or directed locations at all times in accordance with the daily class Schedule.

PUBLICATION POLICY



AUPPHS-FA will periodically ask students permission to use their photos, video, audio and any other recordings or representations of their work in its various publications, website, and news releases. If parents do not want their child's photos or videos used, please contact the school Administration Office.

Students may not photograph or record employees or other students without the permission of the administration or the individuals being photographed and/or recorded.



STUDENT RECORDS



INSPECTION OF RECORDS

Parents/eligible students may inspect and review the student's education records within 45 days of making a request. Such requests must be submitted to the building administrator in writing and must identify the record(s) to be inspected. The building administrator will notify the parent/eligible student of the time and place where the record(s) may be inspected. Parents/eligible students may obtain copies of education records at no cost.



AMENDMENT OF RECORDS

Parents/eligible students may ask AUPPHS-FA to amend education records they believe are inaccurate, misleading or in violation of the student's right to privacy. Such requests must be submitted to the building administrator in writing, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the building administrator decides not to amend the record as requested, the parent/eligible student will be notified of the decision, their right to request a hearing, and information about the hearing procedure.



DISCLOSURE OF RECORDS

AUPPHS-FA must obtain a parent/eligible student's written consent prior to disclosure of personally identifiable information in education records except in circumstances as permitted by law.

ACADEMIC



CURRICULUM DESIGN PRINCIPLES

AUPHS-FA's purpose is to prepare all students for "the great duties of life". We recognize that most of our students will require education beyond their time in high school in order to find success later in life. To that end, AUPPHS-FA's goal is to provide all students with the academic knowledge and skills necessary for success in post-secondary education. While some students may choose not to continue their education, our commitment is to maintain an academic program that makes college an option for every graduate of AUPPHS-FA. Our standards-based curriculum and proficiency-based grading system (explained in detail below) enhances our ability to achieve our long-standing goal of preparing students for life-long learning and success.



STANDARD/LEARNING OBJECTIVES, IDENTIFY CONCEPTS & SKILLS TO BE LEARNED

Within modern curriculum design, standards/learning objectives are important concepts or skills that students are expected to learn within a particular course or subject area. By identifying a standardized set of concepts and skills to be learned, the educational experience becomes more consistent, and teachers can provide more detailed diagnostic feedback on student learning. Although it is true to some degree that schools and teachers have always had standards, they may not have always articulated them clearly or implemented them consistently from classroom to classroom. AUPPHS-FA, like many other schools around the world, uses standards to accomplish several goals:

- ▶▶ to identify what students must learn.
- ▶▶ to provide detailed diagnostic feedback on student learning.
- ▶▶ to coordinate consistent and effective implementation of the curriculum.

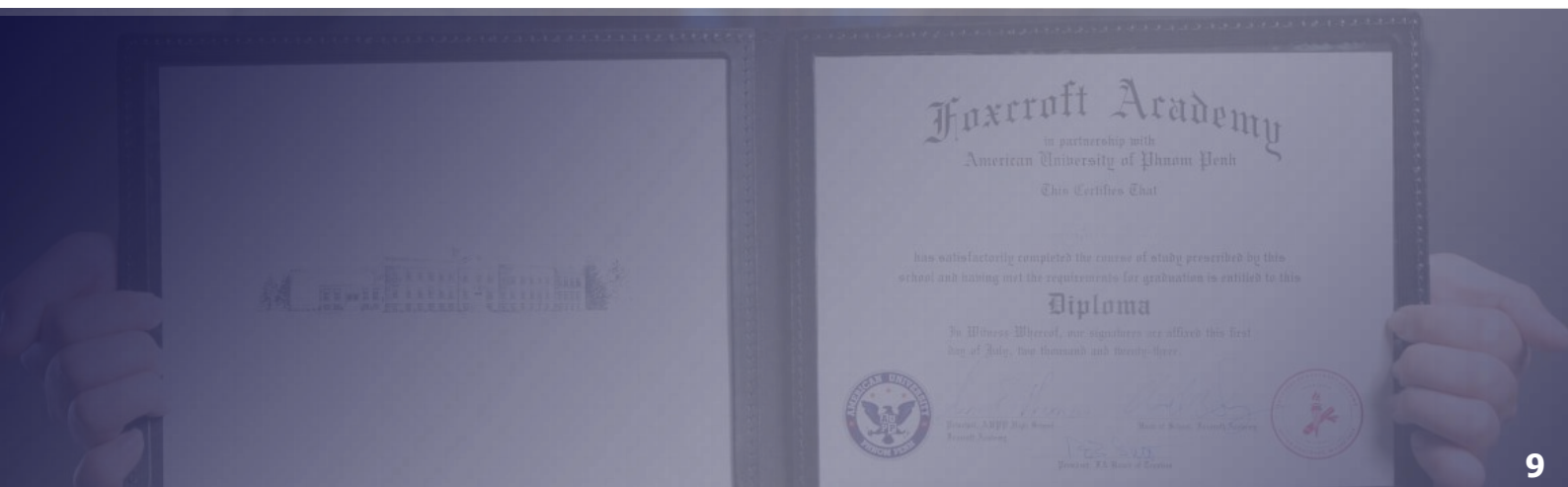
Each course at AUPPHS-FA includes between three and five subject-area standards. Each course also includes one standard called Academic Initiative that represents the student's class participation and engagement, appropriate use of technology, homework completion, timely completion of extended assignments, and appropriate use of academic resources and supports as needed. All standards are graded and appear on the report card.



PROFICIENCY SETS EXPECTATIONS FOR LEARNING OUTCOMES

The process of measuring and reporting what students demonstrate that they know and can do provides clear descriptions of expected outcomes and the grade that will be earned for different performance levels. These descriptions relating the quality of student work to a grade are known as rubrics. Rubric documents are a critical component of standards-based assessment and provide students with detailed information on what the teacher expects students to be able to do to earn a particular grade. Rubrics help students to reach proficiency and help teachers to provide consistent and detailed feedback for assessments relative to the standard(s). Rubrics also delineate performance expectations by standard, helping both to ensure that students develop and demonstrate proficiency in all standards and to prevent strength in one standard from masking weakness in another.

AUPPHS-FA expects that students will demonstrate, at a minimum, basic understanding and/or skill in every standard. Levels of demonstrated proficiency are correlated with letter grades in our grading system. Letter grades of C and better communicate that the student has demonstrated at least the minimum level of required outcome quality. When the quality of student work does not meet expectations, the work is graded as s D, D-, or F. Individual standards are, by definition, critical pieces of knowledge and skill, so students do not receive course credit if most of the work within any individual standard is unmet (not graded C- or better). Students must meet performance expectations for all standards, including Academic Initiative, in all courses, whether mandatory or elective.





FLEXIBILITY HONORS PERSONAL DIFFERENCES IN THE LEARNING PROCESS

AUPPHS-FA recognizes that different students have different academic interests and skills. We also understand that students learn at a different pace or speed. Due to our role as a “college-preparatory” institution, we do not offer different levels of study. But we do provide support for students who, for one reason or another, find it difficult to demonstrate the expected level of understanding within a course. Academic support structures include opportunities for replacement assessments, academic support periods, standard completion opportunities, and summer school.



ACADEMIC INITIATIVES

AUPPHS-FA will go a long way to help students who demonstrate effort in completing all assignments to the best of their ability. What we have little tolerance for are students who approach their academics with a lackadaisical attitude. Students who do not turn in their assignments when due will automatically receive an F grade for that assessment. Though typically allowed to turn in the assignment later, and at the discretion of the teacher, the F grade will remain until such time that the assignment is turned in. The teacher will then allow no more than a C grade for late work.



EXAM RE-TAKES

In order to meet standards, teachers are allowed the flexibility to provide multiple opportunities to do so. When such an occasion is given that a student is allowed to re-take an assessment, the maximum grade that student may earn for that assessment is a C.



AUPPHS-FA STUDENT EXAM RULES

1. Everything will remain on top of the desk for the entirety of the exam period.
This rule remains in effect even if you complete the exam prior to the end of the period. Examples of what will remain on top of the desk:
 - a. Hands
 - b. Calculators
 - c. Pencils
 - d. Exam paper
 - e. Work sheet
2. Exam papers will remain flat on the desk at all times.
3. Teacher's will attempt to make instructions, of any kind, part of the exam.
Students are not allowed to bring paper into, or remove any paper from, the exam room unless authorized by the teacher.
4. No electronic devices are allowed in the exam room unless authorized by the teacher
5. Students who complete the exam will turn the exam into the teacher or turn the exam over on their desk.
6. If a student completes the exam prior to the end of the exam period, they will remain silent until all other students have completed the exam or the exam period has ended.
7. Students will remain in the exam room for the entirety of the time designated for the exam. Leaving early is not an option, so please do not ask.
8. Students will not communicate, in any form, with another student during the exam. This includes talking, mouthing words, hand gestures, etc...
9. After the start of an exam, students who need anything (pencil, paper, eraser, etc...) or wish to ask the teacher a question, will raise their hand.
10. Students will not share resources during an exam. Examples of sharing resources include but are not limited to, sharing of an eraser or calculator.
11. Backpacks will be left outside the classroom
12. Garments that are not part of the school uniform are not allowed in the exam room.
13. Students are expected to go to the bathroom prior to the exam, even if it means being a bit late for the exam.
 - a. Students who decide to leave the classroom during or before completing the exam, for any reason, will not be allowed to finish the exam. The teacher will remind the student that they will not be allowed to complete the exam if they leave the classroom and then collect the exam before the student exits the room.
14. Security cameras will be used for random checks or at the request for a teacher.

PRIMARY CURRICULUM OUTLINE

In the Primary section of the school, 14 lessons per week are devoted to the core subjects in the English program, including English language, Social Studies, Math and Science. These are based on the Amplify curriculum which is an integrated program from the United States, and which supports the development of the knowledge and skills necessary for later success in the High School. Khmer language, literature and history are allocated 10 lessons per week. The specialist subjects, which are taught in English include P.E., Music, Art, ICT, Steam and Library and are allocated two lessons per week each. There is a strong emphasis on digital literacy in the program and student progress is supported by on-line resources including Amplify for all core subjects 1-6, IXL for English Math and Science K-6, and Raz Kids for Reading 5-6. It is for this reason that traditional textbooks are not used in the Primary. Students are provided with consumable workbooks which they use in every lesson and access the content through the on-line resources mentioned above.



EARNING YOUR DIPLOMA

To graduate from AUPPHS-FA, students must complete four full years of attendance at the high school level and earn a total of at least 24.5 credits. In addition, students must complete annual requirements for Community Service and Library Reading and present a Capstone project that demonstrates the AUPPHS-FA Mission Standards.



GRADUATION REQUIREMENTS SUMMARY

Unless noted otherwise, courses are year-long and College Preparatory.

*Sem = Semester long course

*AP = Advanced Placement

*Pre-AP = Pre Advanced Placement

Total credits required for graduation: 24.5

Earned credit in the following mandatory courses:

- Pre-AP English I, Pre-AP English II, AP Seminar and English IV (4 years)
 - Research/Capstone (1 year)
 - Khmer Language I, II, III and IV (4 years)
 - Math: Pre-AP Algebra I, Pre-AP Geometry w/Stats, Pre-AP Algebra II, AP Pre-Calc., AP Calculus AB, AP Statistics (4 years)
 - Sciences: Physics, Pre-AP Chemistry, Pre-AP Biology, AP Physics, AP Chemistry, AP Biology (4 years)
 - Social Studies: Pre-AP World History: Pathway I, AP World History, AP Human Geography, AP Macroeconomics, AP Microeconomics, Khmer History/Culture) (4 years)
 - World Language: Chinese I and II (2 years) Visual and/or Performing Art: (1 year)
 - Physical Fitness & Health: (1 year)
 - STEM: Basics of Engineering, Robotics, AP Computer Science
 - Stem Electives: Food Science and Technology, AP Chem or AP Physics (2 years)
-
- Community Service - Minimum 36 hours
 - Library reading – Two books per year while enrolled at AUPPHS-FA
 - Capstone Project – Students will present their Capstone in the Spring of their senior year.



ENROLLMENT & SCHEDULING

Students must enroll for a minimum load of 6 credits per year in order to be considered a full-time student at AUPPHS-FA.

Each year, AUPPHS-FA's master schedule of course offerings is evaluated and updated to meet the needs of students. Students and parents are a source of information used to develop the master schedule, but the primary factor considered when creating the schedule is what the school leadership believes students need for post-secondary success. With that in mind, we also factor in the expertise of our faculty to ensure the quality of instruction.



REPEATING A COURSE

Repeating a course is difficult to schedule given the rigid graduation requirements, but there are exceptions and AUPPHS-FA will make every attempt to schedule a course into a student's schedule should they need to repeat it. Currently the best way to recover a failed credit is summer school. AUPPHS-FA will accept a credit from an outside educational entity, but before seeking to make-up a failed credit via this method, prior approval by administration is required.



NON-VOLUNTARY WITHDRAWAL

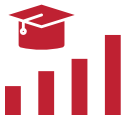
Students maybe administratively removed from a course and receive a withdraw-failing (WF) due to poor performance and/or behaviors which are detrimental to the learning environment for others. A student may be removed from a course if any of the following conditions exist:

- The student has compromised the likelihood of meeting course requirements due to poor performance, excessive absences, or too little time/opportunity for improvement remaining in the course.
- The student has failed to take advantage of available support.
- The student has negatively influenced the classroom environment.
- The student has not responded to multiple efforts to resolve academic difficulties and behavioral modifications made by the teacher.

This action is taken in only the most extreme cases. The student should understand that the implication of this action seriously jeopardizes the likeliness of graduation in a four-yeartime frame.

COURSE & CREDITS

AUPPHS-FA offers a comprehensive curriculum that includes English, Mathematics, Science, Social Studies, World Languages, Health, and Physical Education, Art, STEM (ICT, Food Technology, and Robotics), and Khmer Language/History and Culture. For detailed information on our course offerings, including standards, course descriptions, and prerequisites, please refer to our course guide.



LEVEL OF STUDY

Courses specifically required to graduate from AUPPHS-FA are offered at two different levels of study. The standards assessed in courses offered at different levels of study are the same. However, the pace, quantity of work, level of responsibility for independent effort, and degree of complexity in knowledge and skill increase in the higher levels of study. Levels of study include:

►► College Preparatory (CP) and Pre-AP – all courses not specifically designated as AP are “college prep” or “Pre-AP”. Pre-AP courses begin in grade 8, and both Pre-AP and CP courses are designed and coordinated to provide students with the academic knowledge and skills required to succeed in AP courses taught in grades 10, 11, and 12. AUPPHS-F offers 8 Pre-AP courses.

►► Advanced Placement (AP designation) – taught in grades 10, 11, and 12, students are required to take AP courses to fulfill graduation requirements. Though students may have a choice of AP courses, for instance, AP Calculus or AP Statistics, one of the two will be required to gain a math credit. All students taking AP courses are required to sit for the exams in May. Sitting for the exams provides necessary feedback to the teachers and the school, and forces students to experience the process that goes into preparing for a comprehensive exam.



ADVANCED PLACEMENT (AP) INFORMATION

The Advanced Placement (AP®) program at AUPPHS-FA is a cooperative effort among students, dedicated teachers, the College Board, and a host of post-secondary academic institutions around the world. AP courses are among the most challenging course offerings at AUPPHS-FA, allowing students to take college-level courses and exams that may gain them college credit or college course placement. AP exams are created by the College Board and administered annually by the respective high schools in early May; participation in the examination is expected for all students enrolled in an AP course, and the cost of the exam is borne by the student. Students who are unwilling or unable to participate in the AP exam may be limited to a maximum final course grade of "C". AUPPHS-FA is currently approved by the College Board to provide students with AP courses in: Calculus AB, AP Pre-Calculus, Chemistry, Macroeconomics, Microeconomics, Physics 1, Statistics, Biology, Human Geography, World History, AP Seminar and AP Computer Science.

AUPPHS-FA students are required to sit for AP exams and bear the costs. The fee is non-refundable for any student who disenrolls during the academic school year. Any student who disenrolls from AUPPHS-FA during their senior year will also be required to contact all colleges to which s/he have applied to inform their admissions offices. Possible post-secondary repercussions of dropping an AP class could include the institution withdrawing an acceptance decision.



EARNING CREDIT

At AUPPHS-FA, credit is earned when a student demonstrates proficiency in each standard in the course, resulting in a course grade of C or better in a course that meets for 96 hours of instructional time. Half credit may be earned in a course that meets for 48 hours of instructional time, and 1.5 credits may be earned for a lab course that meets for 144 hours. Due to their academic rigor, AP may provide students with the opportunity to earn credit beyond the course's instructional time.



TRANSFER CREDITS

Upon transferring to AUPPHS-FA, students with prior high school experience may submit to the Registrar official transcripts of academic performance to earn transfer credits toward their graduation requirements. Transcripts are analyzed by the Registrar and approved by the Administrator for Academics. Only courses that will assist the student with graduation progress at AUPPHS-FA will be analyzed for transfer eligibility. In most cases, if the prior school awarded credit, that credit will be accepted by AUPPHS-FA even if the accompanying grade would not meet AUPPHS-FA's expectations. Partial credit is not awarded for specific graduation requirements - for example, a student transferring in from a school that awarded 0.5 credit for English I will still have to earn a full credit in English I at AUPPHS-FA. As many credits will be transferred to the benefit of the student.

In situations where the course title on another school's transcript is not a clear match for AUPPHS-FA's graduation requirement, the student may be required to provide curricular documentation of course content.

Transfer credits are not shown on the AUPPHS-FA transcript, and transfer grades and credits are not considered in the AUPPHS-FA GPA calculation.



EXTERNAL CREDIT

Students enrolled at AUPPHS-FA may earn, at their own expense, up to two credits toward graduation requirements from external, accredited schools. External credits must be approved in advance by the Assistant Head of School. The student must earn a final grade of C or better for the credit to be eligible to meet an AUPPHS-FA graduation requirement. The student must submit a final, official, printed transcript to the Registrar for the external credit to be eligible to meet an AUPPHS-FA graduation requirement.

External credits are not shown on the AUPPHS-FA transcript, and external grades and credits are not considered in the AUPPHS-FA GPA calculation.

COMMUNITY SERVICE

Faculty and administration alike agree that a community service requirement as part of a high school education is a valuable experience and integral to the fulfillment of the school’s mission for its students. Varied experiences in community service teach and model giving to others, at the same time, it demonstrates the concept of community stewardship. Students develop altruism, learn the benefits of hard work, and have an opportunity to demonstrate selfless behavior. They may become familiar with the agencies and services in their region and may be exposed to a variety of career and professional role models. Many times, community service work has been the deciding factor for gaining employment or admission to college. Many scholarships require community service as a part of their criteria.

AUPPHS-FA expects all students in all grades to perform a minimum number of hours of community service each year.

GRADE	9	10	11	12
HOURS	6	8	10	12

Total community service hours required for graduation are 36. Students are responsible for contacting service sites and submitting proof of service performed to administration.



READING REQUIREMENTS

Reading is a critical skill necessary for an informed citizenry ready for success beyond AUPPHS-FA, and students who choose a book beyond their coursework demonstrate the ability to be self-directed lifelong learners and increase their ability to be integrative and informed thinkers. To that end, reading books beyond what is assigned by a teacher is a graduation requirement.

To fulfill this requirement, all students will be assigned a book to read by their English teachers. In most cases, it will be one that the teacher has read, is appropriate for the grade level, and will not be taught as part of an English class. One book will be assigned at the beginning of the year and another in Q2. The teacher will administer a simple exam or multiple quizzes to test the students on the contents of the book. If successful, the student will gain credit for that reading requirement. The teacher will communicate that success with the Academic Office, which keeps the official record of the Reading Requirement for all students. Those who fail to read the book will have other opportunities to fulfill this graduation requirement.

Number of readings required per graduating class:

CLASS	2024	2025	2026	2027
# OF READING	5	6	7	8

**Total number of readings may be affected by number of years enrolled at AUPPHS-FA.*



SENIOR CAPSTONE PROJECT

The Capstone project is not only a graduation requirement for all AUPP High School - Foxcroft Academy students, but also a classroom requirement for their Research/Capstone class. The project will adhere to conventional capstone specifications as noted below and be presented in a public forum in the spring of the student's senior year.

The Capstone project will represent a culmination of a student's education at AUPP High School by satisfying the following standards:

- Clear and Effective Communicator
- Creative and Practical Problem Solver
- Integrative and Informed Thinker
- Responsible and Involved Citizen



WHAT IS A CAPSTONE PROJECT?

"A Capstone project in a high school is often a writing assignment that reveals what educational experience and skills students have gained in the course of their studies. This research is substantial and long-term by nature. For this purpose, they pick topics that interest them related to academic inquiry, professional aspirations, or social problems. They expand such topics while working with a mentor who provides guidelines and shares his/her knowledge about a particular area of interest the student has."



WHAT ARE THE BENEFITS OF THE CAPSTONE PROJECT?

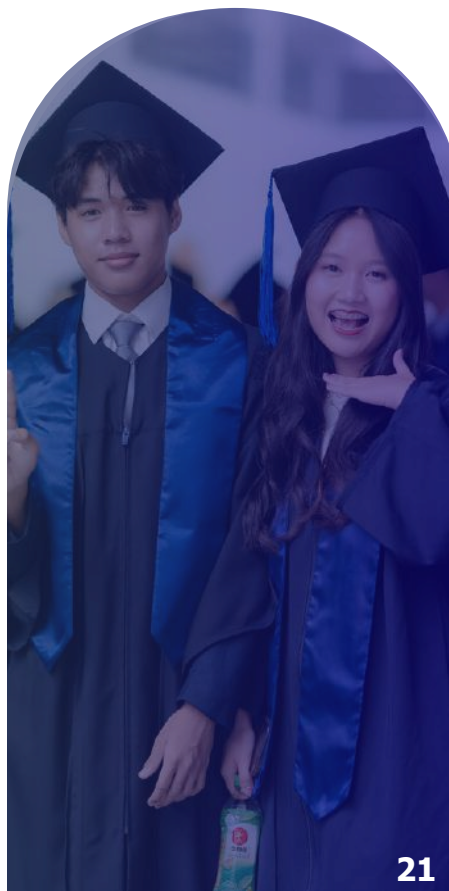
- The capstone project provides an opportunity for students to seek out their own interest. This may be the first time in a student's career that they are not being told what to write about, what to read, or what to experiment with. It provides a good step towards post-secondary work, and their chosen profession.
- Students improve their research, analytical, critical thinking, and writing skills.
- Students learn time management.
- The capstone encourages professional growth.
- It provides the experience of evaluating real-life events.
- The capstone promotes a sense of accomplishment, which builds confidence.

GRADING SYSTEM

The AUPPHS-FA grading system uses letter grades to provide clear and widely understood diagnostic feedback on student learning outcomes. Grades are issued for individual standards to indicate the degree to which the student demonstrates proficiency in the core concepts and skills addressed within a course. A course grade is also issued in each class to indicate the degree to which the student demonstrates proficiency of the entire set of standards involved. Individual standard grades are recorded on mid-quarter progress reports and on quarterly report cards. Course grades are recorded on progress reports, report cards, and the transcript.

AUPPHS-FA expects all students to develop and demonstrate proficiency in all standards, represented by grades at the C level or above. If a student does not demonstrate proficiency in a standard (“unmet” standard), it will be marked as D, D-, or F. The level of proficiency among individual standards determines the course grade that the student will earn for the class. If the student demonstrates at least basic proficiency in each standard, the course grade will be the weighted average of the individual standard grades, and credit will be earned. Teachers, through their syllabus, will inform students about the weight each standard will contribute toward the course grade.

If **one** content standard is unmet (F or D), the course grade will be a D. If **two** or more content standards are unmet (F or D), the course grade will be an F. A course grade of D, D-, or F requires students to recover credit through Summer School. If the student is successful in remediating the unmet standard(s), the course grade will be changed to a C and credit earned. If the student is unsuccessful, the original course grade will remain unchanged, and the course will have to be repeated and passed with a course grade of C or better in order to earn credit.



There are two other options for recovering credit. The first is to take a similar course from an accredited agency not associated with AUPPHS-FA. The course will have to be approved by the Head of School, and the transfer grade accompanied by appropriate documentation (transcripts). Secondly, an AP course can be redesignated College Prep (CP). This means of recovering credit is a reflection of a student's efforts throughout the year, as well as the professional opinion of the teacher with regard to the student's level of learning throughout the year. If the teacher determines the student's effort was adequate and that the student learned enough to earn, neither of these methods is widely used to recover course credit.

Individual standard grades indicate the degree to which the student demonstrates proficiency in that concept and/or skill area; letter grades representing proficiency levels range from C (basic) to A (superior), while all levels of unsatisfactory proficiency are reported as U. Course grades indicate the degree to which the student demonstrates proficiency across all course standards. Course grades ranging from C (low) to A (high) indicate the demonstration of at least basic proficiency in all standards and earn credit. Course grades of D and D- represent a U in one content standard and/or Academic Initiative and do not earn credit, nor does F, which indicates multiple unsatisfactory content standards.

Grade	Definition	%	GPA	*Wtd GPA
A	Superior proficiency	95-100	4.0	4.30
A-		90-94	3.67	4.00
B+	Advanced proficiency	87-89	3.33	3.67
B		83-86	3.00	3.33
B-		80-82	2.67	3.00
C+	Basic proficiency	77-79	2.33	2.67
C		73-76	2.00	2.33
C-		70-72	1.67	2.00
D/D-	Unsatisfactory understanding of one standard	60-69	1.00/0.67	1.33/1.00
F	Unsatisfactory understanding of two standard	55-59	0.00	0.33

**Weighted GPA applies to AP courses only.*

COMMUNICATION

Over the course of four years, students and parents will receive up to 32 scheduled grade reports and will have at least 8 opportunities for scheduled parent-teacher conferences. In addition, parents and students are encouraged to communicate regularly with teachers and administrators whenever a question or concern arises. Meetings can be arranged at any point in the year. Students have the greatest chance of success when there is clear and constructive communication between the school, student, and parent. We at AUPPHS-FA appreciate the opportunity to speak with parents and students when you have questions, in order that we have the best chance of finding a successful solution.



POWERSCHOOL

AUPPHS-FA uses a student information system called PowerSchool. One of PowerSchool's many features is called a "web portal". With internet access and a modern web browser, students and parents can connect to our system to get assignment and attendance information. Students access PowerSchool using the account provided to them by AUPPHS-FA. Parents will receive instructions to set up an account and access PowerSchool at the beginning of each school year (or upon enrollment of a new student). Parents with multiple enrolled students may use a single account to access multiple students. Students with multiple custodial parents, guardians, or other approved agents may allow each person a separate account for access.

AUPPHS-FA exclusively supports web access to PowerSchool, and strongly discourages student and parent access via PowerSchool's mobile apps.

Upon signing in to the web portal, the system displays a list of currently enrolled courses for the selected student. A grade is presented for that course – please keep reading for more important information on the grades presented in the PowerSchool web portal. The grades are clickable – when you click through, you'll see a list of assignments and the grade for those assignments. Teachers should update their gradebooks on a weekly basis, providing new information by 3 pm each Thursday for the duration of the course.

AUPPHS-FA provides access to our PowerSchool web portal so that you can stay current with attendance and with performance on individual assignments. The overall course grade displayed by the PowerSchool portal during the weeks between progress reports and report cards is not an official grade and may not be accurate because it does not reflect the standards-based analysis that our teachers perform as required by our grading system. The web portal is for communication about assignments and attendance, and not for students or parents to attempt to manage the process, timeliness, or results of instruction and assessment.

AUPPHS-FA understands that internet access may not be available for students and/or parents at home. Students are strongly encouraged to access PowerSchool while at school so that they stay up to date on their academic standing. Parents without access at home may access the system from any internet-connected computer at any location, such as work or a public library, provided that the owner of the computer and the internet connection permits such access, and that the computer has a modern web browser installed. If no access is available, parents may contact AUPPHS-FA and a plan for information sharing may be able to be developed that does not require internet access.



INTERIM PROGRESS REPORTS

The interim progress report is issued four times each year, roughly halfway through each quarterly ranking period. The progress report includes the overall course grade at that time, standards grades, and the number of absences accrued in that ranking period. Teacher comments are optional on this report for students who are passing, although they are required for students who are not. Teacher comments are intended to identify the factor(s) limiting student success and to provide suggestions for improvement. Neither the comments nor the course grade issued on progress reports are recorded on the report card or on the transcript.

Progress reports will be issued on the Friday following the mid-quarter. Please refer to the school calendar for specific dates.



QUARTERLY REPORT CARDS

The quarterly report card is issued four times each year, after the end of each quarterly ranking period. The report card is designed to provide detailed diagnostic information about student proficiency in individual standards and overall status in the course. Beyond just the course grade, the report card provides a grade for individual standards as well as written comments from the teachers that identify specific areas of academic strength and weakness. The number of absences accrued in that ranking period is also reported.

Grades are issued for each course in which the student is enrolled. While comments are required for all students, the intent of the comment will vary. For passing students the comments will often reflect what students have been learning. For students not meeting standards, the comments are intended to identify the factor(s) limiting student success and to provide suggestions for improvement. Course grades for each course are recorded on the transcript. Comments are not recorded on the transcript.

Report cards will be issued on the Friday following the end of the quarter. Please refer to the school calendar for specific dates.



TRANSCRIPT

The transcript documents all course enrollments and quarterly course grades earned by students during their time at AUPPHS-FA. Only AUPPHS-FA courses are shown on our transcript; transfer credits and external credits are not shown. The transcript will be provided to students or parents by request only. The transcript document is generally used to provide information on a student's academic experience to post-secondary educational institutions or to potential employers.

Current students enrolled full-time at the AUPPHS-FA may request copies of their transcripts from their guidance counselor or the Admin. office at no charge; post-graduates must contact the Registrar at +855 23 902 111.

ATTENDANCE POLICY

Academic class attendance is a student's obligation. AUPP High School expects all students to regularly and punctually attend all classes in which they are enrolled. Each teacher submits a daily report of attendance, and the official attendance record for each student is recorded.

If a student arrives late to school, they are expected to sign in at the Information Help Desk before progressing to class. Students arriving late to school will not be allowed to join their class without first checking in at the office.

If a student has an excused absence from a class, the teacher will permit the student to make up the work missed.

To qualify as an "Excused" absence, the student must have a medical excuse provided by the parent or legal guardian. There are many ways to do this. The obvious one is provided by a medical professional. But a photo of a positive COVID-19 test or the student in the hospital also qualifies as "excused".

"Unexcused" is defined as an absence or tardy without a doctor's note. A trip to the province, weddings, birthdays, or a common tummy or headache do not qualify as "excused".

If the excused absence was unplanned (e.g., for illness). It is the student's responsibility to arrange for make-up work in consultation with the teacher within one day of the student's return to school.

Makeup work for planned absences that are excused ahead of the event (e.g., for off-campus related matters) should be arranged with teachers at least 24 hours before the student leaves campus.



EXCESSIVE "UNEXCUSED ABSENCES"

A student who accumulates 15 total unexcused absences or tardies over the course of a year is required to repeat the course during a future school year.

Multiple absences (excused or not) could potentially affect a student's course grade.



TARDINESS

Students are tardy if they arrive after the start of class. Any student who is tardy to school is required to report and sign in at the office. The student will be issued a tardy slip for admittance to an assigned class. If a student is tardy to school without an acceptable excuse, the student will be assigned detention (see explanation below for clarification). Students who are tardy to class because they were detained by a teacher must get a pass from that teacher to present to the teacher of the next class. A significant tardy to class may be deemed an absence at the discretion of the teacher.

➤ Within a month, students will be assigned a detention for every **three unexcused tardies**. Students will be suspended for one day after accumulating 6 tardies within the same time frame and be expelled after 9 unexcused tardies within a month. Once expelled, a meeting with parents will be required before the student may be allowed to return to class.

➤ **Two unexcused tardies** in one week will result in a student's lunch pass being suspended for two weeks; at the discretion of administration, students may choose 4 hours of detention in lieu of the lunch pass suspension.



MISSED ASSESSMENT GUIDELINES

When a student misses an assessment due to an absence that is above-classified as eligible for make-up (excused), the assessment can be made up with no penalty to the student. The student must make arrangements with the teacher to make up the missed assessment within a reasonable time period. Generally, the student will need to make up the assessment **within five days of the original assessment or within five days of returning to school**. Extended time for making up assessments may be granted to students with extended absences and/or a large number of assessments to be made up. If a student does not complete the missed assessment within the time provided, s/he will earn a failing grade (F). Exceptions to these guidelines may be made at the request of the Teacher or Administration. It is the sole responsibility of the student to see that all requirements set forth by the teachers and administration are fulfilled regarding make-up work.

INTEGRITY

In order for the faculty at AUPPHS-FA to evaluate student learning, students must submit work that demonstrates their knowledge. When students cheat and/or plagiarize, it inhibits the ability of the faculty to assess what the student understands and to facilitate the student's further education. Because academic integrity is a critical component of the Academy's ability to fulfill its academic mission, behavior that compromises that goal is dealt with on a case-by-case basis that is both punitive and educational. Repeated infractions of this policy may be reported.



SCHOOL MOTTO

"AUPPHS-FA students do not lie, cheat, or steal, nor tolerate those who do" is a motto we should all take seriously and remember as we face the many ethical dilemmas life presents.



CHEATING POLICY

Cheating on academic work is not acceptable at AUPPHS-FA. Cheating is an intentional, dishonest, and deceitful act that may include stealing or copying homework, standardized testing, tests, quizzes, lab reports, essays, etc. Students who allow other students to copy or submit their original work are also considered to be cheating, as well as those who submit the work. Cheating may also occur through the use of others' original work obtained on the Internet or other resource materials. (See both the Plagiarism Policy and the Internet/ Computer Acceptable Use policies.) All students caught cheating will receive a failing grade (F) for the assignment; a disciplinary referral will be sent to the Head of School, and disciplinary action may be taken. Consequences may range from detention to expulsion.



PLAGIARISM POLICY

Plagiarism is a serious offense that reflects poorly on the character and integrity of the offender. At AUPPHS-FA, plagiarism is taken seriously. Any suspicion or evidence of plagiarism will result in the student receiving an F for that assignment. At the teacher's discretion, the student may be allowed to rewrite the assignment, which may be penalized at the teacher's discretion. All instances of plagiarism warrant a disciplinary referral to be sent to the Assistant Head of School for Academics. Any act of plagiarism may result in disciplinary action being taken, and consequences may range from detention to expulsion.



SUPPORT

AUPPHS-FA takes great pride in providing students with a variety of opportunities for academic success. We have found that there are five factors that strongly affect student performance:

- Attendance
- Participation
- Follow-through
- Self-advocacy
- Family involvement

Student success in school correlates strongly with the amount of dedication and commitment given to academic work. However, while involvement and effort are critical, knowing when help is needed and seeking it out is an important characteristic of successful students. AUPPHS-FA has several support structures in place, including replacement assessments, academic support periods, summer school, and repeated classes.



REPLACEMENT ASSESSMENTS

Assessments may be retaken if a student does not demonstrate proficiency (scores below a C) on the original assessment. Prior to the replacement assessment, the student may be required to meet with the teacher and may be required to complete any associated assignments that have led up to the assessment or which are necessary to prepare for the replacement assessment.

Replacement assessment grades above the minimum passing grade of C may be limited at the teacher's discretion. The grade on the replacement assessment will replace the original grade.

The timing of replacement assessments is at the sole discretion of the teacher, who may require, for example, that replacement assessments be completed within a week prior to the next assessment or prior to the last week of the term. Replacement assessments may not be offered if there will be subsequent opportunities for the student to demonstrate their knowledge. Typically, an assessment may be replaced once within a class. Exceptions to these guidelines may be made at the request of the Teacher or Administration.



ACADEMIC SUPPORT PERIOD (ASP) OR CREDIT RECOVERY

ASP's/Credit Recovery typically takes the shape of an additional class created to help students struggling in Math or English. Students are placed in the class based on a teacher's recommendation and provided help from teachers and tutors hired or assigned for such purpose. Teachers will provide the Academic Support instructors with information identifying what the students are struggling with. Teachers may remove students from ASP's/Credit Recovery based upon the student's progress.

Teachers sometimes offer additional classes to help struggling students or to help students prepare for exams (AP exams are an example). These classes are set at the discretion of the teacher and supported by administration.



SUMMER SCHOOL

Summer school is offered to students who failed to meet standards in a class or classes during the regular school year, as well as to students who simply wish to expand their understanding of a subject in preparation for the new school year. Summer-school teachers will design their class curriculum based on two criteria. The first is determined by the standards students failed to meet during the regular school year. The second determinant is preparing students for the upcoming school year. Smaller classes, personal attention, and a more relaxed pace will hopefully provide the atmosphere struggling students need to be successful, while preparing all for the next school year.

ACADEMIC PROBATION

The Academic Probation Protocol is established to uphold high academic standards for all students while providing comprehensive, structured support aimed at academic improvement and success.

1 CRITERIA FOR ACADEMIC PROBATION

A student will be placed on academic probation if, on any quarterly report card:

- They receive an "F" in one or more core subjects English (AP Seminar included), Chinese Language, Math (All APs included), Science (All APs included), Social Studies (All APs included), Research, STEAM, Khmer Language(Grade 7 and 8), or
- They receive a "D" in two or more core subjects.

Parents or guardians will receive written notification from the Academic Coordinators' Office every quarter when their child enters Academic Probation status.

2 CONFERENCE

Within two weeks of probation notification:

- The Academic Probation Advisor schedules a conference with the student, parent(s)/guardian(s), and relevant teacher(s).
- Each subject teacher provides a one-page report detailing (1) reasons for unsatisfactory grades, (2) academic expectations, and (3) proposed support strategies.
- An action plan specifying responsibilities for students, teachers, and parents will be developed and signed; this becomes part of the student's record.

3 EARLY INTERVENTION AND MONITORING

- Teachers and counselors will conduct biweekly (every two weeks) student progress check-ins, updating parents digitally.
- Conferences and check-ins can be held virtually or in-person, ensuring full parental participation.

4

AFTER-SCHOOL ACADEMIC SUPPORT

- Students placed on probation are required to attend the After-school Homework Center or other designated academic support sessions for the full probationary quarter.
- Absence without valid reasons will trigger a follow-up with the Academic Probation Advisor for appropriate action.

5

LOSS OF PRIVILEGES

- On initial probation: students may continue extracurricular activities on a provisional basis.
- On any subsequent probation (consecutive or non-consecutive): student loses privileges such as clubs, sports, events, or council participation. Further restrictions such as mandatory completion of homework at school may apply.

6

RESPONSIBILITIES

- **Student:** Complete all assignments punctually, seek help when needed, arrange and attend weekly meetings with teachers, attend all counseling appointments.
- **Parent(s)/Guardian(s):** Provide encouragement and an appropriate home study environment; maintain close communication with school staff regarding progress.
- **Teachers:** Be available for regular meetings, complete weekly progress reports, maintain clear communication with students, parents, counselors, and Academic Coordinators.
- **Academic Coordinator:** Send probation notifications quarterly; at year-end, communicate student status (promotion, retention, or withdrawal).
- **Academic Probation Advisor:** Oversee all aspects of student remediation, coordinate communication, chair probation meetings, and offer counseling as needed.

GRADE RETENTION AND CREDIT RECOVERY

- Students who receive a grade of “F” or “D” in one or more core subjects may recover credits through summer school, if available, refer to the Table 1 below. Successful completion of summer school will result in the grade being adjusted to a “C.” If the student does not successfully recover the required credit(s) during summer school, they will be required to repeat the class, subject to scheduling availability. If scheduling constraints prevent repeating the class, timely graduation may be delayed.
- If summer school is unavailable or not feasible, students with “F” or “D” grades in core subjects at the end of the school year, or in courses that serve as prerequisites for subsequent required classes, may request permission—prior to the teachers’ last working day—to retake the final exam upon returning to school in the fall.
- If summer school is unavailable or not feasible, students with “F” or “D” grades in core subjects at the end of the school year, or in courses that serve as prerequisites for subsequent required classes, may receive a CP C at the discretion of the respective subject teacher.
- Students who fail to improve their grades to better than a “D” or “F” in two or more core subjects by the end of the school year or at the start of the following academic year will not be promoted to the next grade level. Students who are required to repeat the same grade multiple times may be counseled to consider withdrawing from the school.

RECOGNITION



HONOR ROLL

The Honor Roll and High Honor Roll are constructed using course grades as issued by teachers at the end of each quarterly ranking period. Placement on the Honor Rolls is also influenced by on-pace status in Library Reading, Community Service, and the Capstone. Placement on the Honor Roll is earned by full-time students with grades of B or better in all classes. Placement on the High Honor Roll is earned by full-time students with grades of A- or better in all classes. Students not on pace for graduation requirements such as Library Reading, Community Service, and/or the Portfolio may be disqualified from the Honor Rolls.



LIBRARY READING AWARD

Beginning in 2023-24, AUPPHS-FA will participate in celebrating National Reading Day by establishing a competition where upon students may compete for recognition based on the number of books read within a certain time frame.



ACADEMIC AWARDS

Academic awards are determined by either GPA or Rank in Class. Rank in Class is determined by GPA and length of enrollment at AUPPHS-FA. Students must attend AUPPHS-FA for the equivalent of four full semesters to be considered a permanent student and therefore to be eligible for any academic awards that are limited to students with permanent student status.



GPA & RANK IN CLASS

GPA is calculated by finding the arithmetic mean of the grade point values for all final course grades earned at AUPPHS-FA, as per their assigned grade scale, and as impacted by the course potential credit value. GPA calculations do not include grades earned outside AUPPHS-FA. To reward students for engaging with our most demanding levels of study, grade point values are weighted for some courses as described above.

Rank in class is determined by the numerically ordered ranking of GPAs of students who will have attended AUPPHS-FA for the equivalent of four full semesters by the time graduation honors are determined for that graduating class. Rank in class will be reported in the manner that is required by receiving schools.

GPA and rank in class are calculated at the end of each semester*. A relative rank in class will be provided for transitional students as needed for scholarships and college or other post-secondary applications. A transitional student's relative rank in class is determined according to his/her GPA in comparison to permanent students and other transitional students.

** The cumulative GPA used to determine eligibility for academic awards will be calculated at the end of the 4th interim (P4) ranking period immediately preceding graduation and will be prorated as final grades.*



LATIN HONORS

Latin Honors are awarded to any graduating senior meeting the following criteria:

- Cum laude: 3.5 GPA or higher
- Magna cum laude: 3.7 GPA or higher
- Summa cum laude: 3.9 GPA or higher



SALUTATORIAN

Recognition as salutatorian is given to the member of the graduating class with the second-highest Rank in Class among all permanent students in that class.



VALEDICTORIAN

Recognition as valedictorian is given to the member of the graduating class with the highest Rank in Class among all permanent students in that class.

COUNSELING SERVICES

Our School Counselor (Mrs. Yuli) offers academic and post-secondary guidance as well as personal and crisis counseling and referral. Students are welcome to use the various resources in the office, such as college catalogs and career information guides. Mrs. Yuli will also facilitate meetings between students and teachers or between teachers and parents to share information and develop positive plans for success.



ACADEMIC COUNSELING

Counseling Services reviews academic progress and meets with students to discuss graduation requirements, progress in courses as well as towards graduation. Counselors facilitate discussions between students and teachers as well as more formal parent/student/teacher conferences. Counselors solve academic issues with students and address topics of time management, note-taking, test anxiety, and other barriers between a student and success in a course. Students are encouraged to make an appointment with AUPPHS-FA's counselor if they are struggling and/or would like to improve their performance in a course.



COLLEGE AND CAREER COUNSELING

Counseling Services facilitates information sessions and individual meetings to address career and college exploration, the college application process, test preparation, and essay writing. Informational meetings may be offered in an evening session with a general invitation sent to all students and their families, or by appointment.



STANDARDIZED TESTING

Many US and Canadian colleges and universities require the submission of standardized test scores as part of the application process. But check the respective college or university admissions requirements, as some do not require admission. If required, students may prepare for the SAT and other standardized tests by using any of a variety of online test preparation services, such as those offered through Khan Academy and Naviance. There are also workbooks available that students may purchase to prepare for the SAT.

International applicants (non-US citizens), in most instances, must also submit results of a TOEFL or IELTS exam. Applicants to competitive colleges and universities may also benefit from submitting AP Exam scores. Counseling can provide information about opportunities for students to sit for standardized testing, and students are encouraged to work with their School Counselor to determine how standardized testing may support their post-secondary applications.



CHOOSING A COLLEGE/UNIVERSITY

Selecting a college or university is an important and complex decision. A variety of factors contribute to the process. It is important to find a place where the student is both comfortable and motivated to reach his/her potential. The most important factors to consider when choosing a school are the program and costs. In short, does the university or college have the program you seek, and can you realistically afford that school's tuition? If so, then start looking at admission requirements, geographic location, size, etc. The goal is to find a good fit.

It's important to remember that, in the West (US and Canada), school name and reputation are important, but should not be the deciding factor when choosing a school. There are thousands of colleges and universities in the West, and some that you have never heard of have better programs than those that you have heard of, such as Harvard or MIT. So, think program and cost first, and reputation second.



AMERICAN UNIVERSITY OF PHNOM PENH (AUPP)

Do not forget that AUPPHS-FA is an affiliate school of the American University of Phnom Penh (AUPP University, located in Phnom Penh). Graduates of AUPPHS-FA are automatically accepted into AUPP University and receive a substantial discount on tuition. So, keep this in mind, especially if you're on a budget. I will add that AUPP University has a few dual enrollment programs that provide for study abroad opportunities, so do not discount this option.



COLLEGE APPLICATION FAQs

The following questions and answers are designed to provide an idea of what the college application process entails.

- How do I apply to college?
 - Most colleges expect (this does vary, so check admission requirements for each school you apply):
 - a completed application form (preferably online)
 - an official transcript from all schools a student has attended in Grades 9 - 12
 - Standardized testing scores
 - Counselor recommendation
 - Two teacher recommendation(s)
 - A personal essay (topic is found on the college application)
 - An application fee
- When do I apply to college?
 - Usually, students apply to college during the fall of their senior year (Schools in the southern hemisphere begin their school year in January/February, while those in the northern hemisphere typically begin in late August or early September). Students must be aware of application deadlines since some schools may have early application deadlines. To avoid disappointment, it is recommended that students apply as early as possible. Waiting until the last minute to apply could result in denial of admission because of enrollment restrictions. In general, community colleges(United States) accept applications on a rolling basis (there are no apparent deadlines). However, certain programs do fill quickly, and late applications will result in being put on a wait list or denied for programs that are filled. Also, students who apply late may find themselves in jeopardy of finding on-campus housing. It is highly recommended that students complete the application process in the fall of their senior year. Students with a January 1 deadline must submit all required material to their counselor no later than December 7.

- How do I have my transcript sent to the colleges where I am applying?
 - A student or parent must request that a school transcript be sent to a university or college. In some instances, the university or college will request it directly. In no instance will a university or college accept a school transcript directly from the applicant. It must be sent from AUPPHS-FA directly to the college or university.
- To how many schools should I apply?
 - This will entirely depend on you. Here is where a good search, careful planning, and a good knowledge of yourself will make all the difference. Some students apply to only one school while others apply to as many as ten. Remember that there will be a nonrefundable application fee ranging from \$20.00 to as much as \$80.00 or more for selective colleges and universities. You can spend a considerable amount of money on application fees if you don't narrow the field of possibilities.
 - When organizing colleges in the search and application process, colleges can be categorized as reach, good fit, and safety schools. Reach, good fit, and safety all define the degree to which you meet the admission requirements.
 - A college is considered a reach if the applicant falls slightly below or on the lower end of the admission criteria.
 - A school is defined as a good fit if the applicant's GPA, test scores, and activities fall in the center of the admission criteria.
 - A safety school is where the applicant is at the top or above the admission criteria.
 - Generally, students apply to 1-2 reach schools, 2-3 good fit schools, and at least 1-2 safety schools.
- What is the difference between the Common Application and a university system application?
 - In an effort to simplify the process for prospective applicants, more than 500+ public and private colleges and universities have worked together to develop and distribute a generic application form referred to as the Common Application. Once the Common Application is completed, it can be submitted to any of the participating schools. You can learn more about the Common Application by going to www.commonapp.org.
 - A number of university systems (Maine, New York, California, etc.) centralize the application process. In these instances, a student may apply to one or more campuses of the state system by completing one application with the central processing office. The central office processes and distributes the application materials to the campuses listed by the student. For example, the University of Maine system has one application that can be submitted to any or all the University of Maine campuses.

- What is an admission selectivity rating?
 - Generally, colleges and universities have one of five policies for accepting students. The admission selectivity rating for a college can be found on the College Board website: www.collegeboard.com

Open Admissions /Non-competitive	Virtually all applicants are accepted regardless of high school rank or test scores
Minimally difficult	• Up to 95% of all applicants are accepted • Most applicants were not in top half of class and/or scored below 500 on each section of the SAT or scored below 18 on the ACT
Moderately difficult	More than 75% of current freshmen were in top half of class and/or scored at or above 500 on each section of the SAT or scored above 18 on the ACT
Very difficult	• 60% or fewer of applicants are accepted • 50% of current freshmen were in top 10% of class and/or scored above 600 on each section of the SAT or scored above 26 on the ACT
Most difficult	• 30% or fewer of applicants are accepted • 75% of current freshmen were in top 10% of class and/or scored above 650 on each section of the SAT or scored above 29 on the ACT

- What is the expected timeline for the college search and application process?
 - Make a list of application deadlines in September of senior year.
 - Attend informational sessions regarding the college application process in the fall of senior year.
 - Make an appointment for a senior conference.
 - Complete or update the student data sheet and return it to your counselor by October 1.
 - Ask teachers for letters of recommendation by no later than October 1.
 - Obtain applications and/or review online applications in September and early October.
 - Write essays and have an English teacher edit and remain committed to the editing process.
 - Submit application prior to application deadline.

- How can I prepare for a college admission interview (typically required of only the most elite Universities)?
 - First and foremost, be prepared: review questions the interviewer might ask you; prepare a list of questions for the interviewer; dress professionally for the setting; manage body language; remember to write thank you letters and emails to the person who interviewed you. You may pick up a packet to help with interviewing and campus touring from your guidance counselor. A few interview tips follow:
 - Know the time and place of the interview – arrive early.
 - Have a good attitude about yourself.
 - Speak positively about yourself.
 - Be cheerful and friendly.
 - Refrain from slang (remember, the interview will be in a professional setting)
 - Listen carefully to questions asked and answer fully.
 - Relax and enjoy the interview.
- How do I request counselor and teacher letters of recommendation?
 - Students must complete a student data questionnaire and schedule an interview with their counselor for the guidance counselor recommendation. This questionnaire provides the counselor with the most up-to-date information regarding the student to facilitate the writing of an informative and enlightening letter of recommendation. Most colleges/universities require counselors to complete a "secondary school report" and submit it along with the letter of recommendation. A student must present the required form to his/her counselor no later than two weeks prior to the application deadline.
 - Students are encouraged to ask two teachers to write letters of recommendation. Students must alert teachers to the application deadlines and allow at least two weeks for adequate preparation of letters of recommendation. Most colleges/universities require teachers to complete a recommendation form to accompany their letter of recommendation. A student must present special forms to teachers no later than two weeks prior to the application deadline and no later than December 5 for January 1 deadlines. It is in the student's best interest to ask teachers for letters of recommendation in September or early October to ensure the teacher has adequate time to write the letter.

PERSONAL COUNSELING



No issue is too big or too small to bring to Counseling Services, and students are welcomed and encouraged to discuss any questions or concerns they may have with their counselor. Counselors may help with personal goal setting, time management, and strategies for problem-solving. Students may discuss classroom difficulties, relationship issues, or family problems with their counselor. Students may make appointments to meet with their counselor during non-classroom hours.

CO-CURRICULAR PROGRAMS



HIGH SCHOOL CO-CURRICULAR ACTIVITIES

Participation in co-curricular programs provides an opportunity to develop an aptitude in teamwork, problem-solving, adaptability, respect, responsibility, dependability, and independent thinking that can lead to rewarding experiences with lifelong intellectual, social, and physical benefits. AUPPHS-FA offers many co-curricular activities and encourages its students involved themselves in something that interests them. Or start a club of their own.

Typically, signing up for co-curriculars will take place at the start of the school year in September.

Those who wish to start their own club or activity will need to first seek and secure a club advisor and then approach administration with their proposal.



PRIMARY AFTER SCHOOL ACTIVITY PROGRAM

Operating in the last lesson each day, the After School Activities or ASA are a vital part of the Primary program. Students can choose from a variety of options, the two clubs, or activities which they are most interested in joining. The clubs meet twice per week. There is no ASA offered on Friday. The ASA allow the teachers to offer sports, as well as fine and performing arts options. Support classes are also offered to provide help in specific subjects, or just homework completion in general. The ASA options are changed each quarter depending on demand. After School Activities are compulsory for all Primary students. On average 20-25 activities are offered each quarter across all the grades 1-6.

GENERAL BEHAVIOR

AUPPHS-FA rules and policies apply to any student who is on school property, is in attendance at the school's campus or at any school-sponsored activity, or whose conduct at any time or place, including off campus, directly interferes with the operations, discipline, or general welfare of the school.

Students and teachers both have the right to be treated fairly and courteously. AUPPHS-FA is committed to creating and maintaining a safe environment in which honesty, respect for others, our school, and ourselves are the day-to-day principles by which we live and work together. In pursuit of this environment, faculty, staff, and students are obligated to foster courtesy and self-respect and to bring to the attention of others in the school community instances when inappropriate behavior is observed. Please remember, expected behavior is mostly a matter of common courtesy.

Honesty is an important value at AUPPHS-FA and is expected in all communications between faculty, staff, and students. Honesty and dishonesty in such interactions will be a consideration in all disciplinary decisions and may, in the case of dishonest behavior, lead to disciplinary action, including suspension and expulsion in serious cases.

A reasonable request should always be met with a reasonable response. If a staff member must remind you about your obligation to be considerate of others, please cooperate immediately. Remember that accepting criticism gracefully is evidence of maturity. A student who feels an adult member of the school community is being unreasonable should speak with a school administrator.

Once a student arrives on campus, the student must remain on campus unless they have permission from the office to be dismissed. If a student is seen leaving campus and it is confirmed that they had not been given permission to be dismissed, then disciplinary action may follow.

During the year, any changes in school rules will be announced in assembly, via telegram, or in classes.

Students must report to all assigned classes, Academic Support Periods, and lunch periods.

Any student who is to be dismissed early from AUPPHS-FA must have their parents inform the school explaining the reason for the dismissal. This should be done prior to the student's first class on the day of the dismissal. When leaving school, the student will report to the office to be dismissed. Failure to sign out will result in detention.

All students are required to have in their possession a pass issued by a faculty member authorizing the student to be out of class during class time. Failure to abide by this rule may result in detention.

Students must let their teachers know that they plan to be absent even when the absence is the result of a scheduled school activity. Planned absence forms are available in the office.

No signs may be posted anywhere on campus without permission from the Head of School or designee.



GOOD SAMARITAN RULE

The story of "The Good Samaritan" is about individual responsibility and the expectations others have of each one of us. The Good Samaritan will help the suffering, or a friend in need. The story continues to be told not as a story about simply doing a good deed but as an instance of an individual "doing the right thing" when others least expect it.

This obligation of students to do right extends to situations where other students may be violating school rules and/or endangering their own health and safety and/or the health and safety of other students and members of the school community. Such situations might involve drugs, alcohol, bullying, tobacco, guns, knives, etc. Specifically, during the school day as well as at any school-sponsored event, field trip, or athletic contest, students who are in the presence of other students who are violating the school's safety policies are required to report this information immediately to a school administrator, teacher, or chaperone.

The primary purpose of this policy is to allow adults to respond in a prompt manner to provide any emergency assistance that these students may need or that these situations may require. Students who are aware of these potentially dangerous situations to the health and safety of members of the school community and who fail to report these violations will be subject to the school's disciplinary policies and may be subject to suspension and/or expulsion.

Lives can be saved when students contact a school official or adult member of the community about potentially dangerous situations. We hope that students will recognize the importance of this policy in helping to prevent tragedies from occurring here at AUPPHS-FA.

Fighting or other aggressive behavior (physical and verbal) is strictly prohibited.

BULLYING

The policy deals primarily with bullying between children/students attending AUPPHS-FA. The same principles govern all relationships within the school, and the policy applies to all situations of bullying.



DEFINITIONS:

1. Bullying is a social problem, and instances of bullying occur in all areas of human endeavor involving interpersonal relationships.
2. Bullying can be physical, verbal, psychological, digital, or social.
3. Bullying is characterized by an imbalance of power where one person desires to humiliate another. The bullying action is typically repeated and gives evident pleasure to the bullying person, leaving the bullied person with a sense of having been oppressed.

A graphic showing the word "BULLYING" in large, dark, block letters. The letters are partially obscured by a torn, light-colored paper effect, with a hand visible on the right side holding the paper.

TYPE OF BULLYING:

1. Physical: Inflicting physical pain of any form, taking, using, or damaging any article belonging to another person without permission, or any physical act which may diminish the dignity of another person.
2. Verbal: Diminishing the dignity of another person using verbal attacks such as threats, taunting, mockery, “dissing”, racial slurs and hate speech, foul language and name-calling. This bullying is sometimes disguised as a joke.
3. Psychological: Intimidation, manipulation, domination, power play and the use of body language or any other action which psychologically diminishes the dignity of another person.
4. Social: Rumor mongering, ostracizing, abuse of authority, and circulating hurtful or damaging things about another person.
5. Digital: The use of social media to bully a person verbally, psychologically, or socially

THE RIGHTS & RESPONSIBILITIES OF CHILDREN /STUDENTS:

1. All people have certain rights and responsibilities:
 - a. the right to human dignity and the responsibility to respect the dignity of other people.
 - b. the right to be respected by other people and the responsibility to show respect to others.
 - c. the right to be valued as individuals and the responsibility to value others as individuals.
2. Children/students have rights:
 - a. the right to a safe learning environment and the responsibility to ensure that their behavior respects the rights of other children/students to a safe learning environment.
 - b. the right to an education and the responsibility to allow uninterrupted learning to take place.
3. AUPPHS-FA is therefore opposed to any member of the community who puts another person’s basic rights in jeopardy, and which constitutes any form of bullying.

THE SCHOOL'S APPROACH:

Bullying needs to be addressed pro-actively as well as reactively.

- 1.The school strives to educate children/students in their rights and responsibilities to fellow children/students.
- 2.Staff will strive to set a good example and will demonstrate the expectations for respectful, caring behavior.
- 3.The school strives to build up the self-esteem of its children/students.
- 4.The school strives to inculcate attitudes of respect and love amongst its staff and children/students.
- 5.The school uses mentoring and counselling in an attempt to change behavior.
- 6.The school will engage in ongoing education with the children/students in the school to combat bullying among children.

PROCEDURES TO DEAL WITH BULLYING:

- 1.Bullying will not be tolerated in any section of the school. Procedures may differ from phase to phase.
- 2.The school will endeavor to teach the children/students:
 - a.to practice assertive behavior if they witness bullying behavior directed towards themselves or others.
 - b.to stop bullying behavior from happening or continuing, but without endangering themselves.
 - c.to target the bullying behavior but not the bullying person.
 - d.to report any instances of bullying behavior.
- 3.Children/students can report bullying to teachers, administration, or any other staff member. Children/students may also use Telegram or email to report bullying to teachers, administration, or staff.
- 4.As part of its response, the school may provide counselling for the bullied person.
- 5.The school will deal severely with persistent bullying.
- 6.The school's response may include providing counseling for the bullying person, which will be coupled with a warning of the repercussions of a repetition of the bullying behavior. Bullying behavior will be reported to the parents.
- 7.If bullying behavior is repeated, a parental interview will be held, and strategies for intervention and behavior modification will be outlined. Professional counseling, regular report-backs, and a positive improvement in behavior are expected.
- 8.If there is a repetition of bullying behavior, children/students must be aware that it is considered an act of serious misconduct, which may lead to expulsion from AUPPHS-FA.

HARASSMENT & SEXUAL HARASSMENT POLICY

AUPPHS-FA does not tolerate any form of harassment or sexual misconduct. AUPPHS-FA takes all claims of harassment or sexual misconduct seriously and follows similar procedures for reporting and investigating all such claims. This policy applies to all members or guests of AUPPHS-FA, including students, employees, trustees, volunteers, vendors, or guests. In addition to the consequences that a student or employee may face under AUPPHS-FA's policy, any person who has harassed another or committed an act of sexual misconduct may also face civil and/or criminal liability.



DEFINITIONS

1. Harassment means oral, written, graphic, or physical conduct relating to an individual's personal characteristics, including, but not limited to, race, color, religion, national origin, gender, age, sexual orientation, or disability, which has the purpose or effect of substantially interfering with the victim's education or employment or creating an intimidating, hostile or offensive environment. Prohibited harassment may include, for example, racial, religious, or ethnic slurs, negative comments about surnames, nicknames, emphasizing stereotypes, and/or the imitation of a person's mannerisms, speech, or movement. What constitutes prohibited harassment by students may vary depending on their developmental age.
2. Sexual harassment is defined as unwelcome sexual advances or contact, gestures, comments, or other physical or verbal conduct of a sexual nature.
3. Sexual misconduct encompasses a broad range of activities, including sexual assault, stalking, and dating violence.



COMPLAINT PROCEDURES

1. Complaints. A student (or student's parent) who believes they have been a victim of harassment or sexual misconduct by an AUPPHS-FA teacher, staff member, volunteer, another student, vendor, another member of the AUPPHS-FA community, or visitor to the AUPPHS-FA campus should report the incident(s) to a teacher, administrator, Head of School, or any AUPPHS-FA employee.
 - a. All AUPPHS-FA employees must report any such complaint to their supervisor or directly to the Head of School

2. Investigation of Complaints.
 - a. Scope of Investigation: All reports or complaints of harassment will be investigated by the school. The Head of School will appoint an investigator and, in consultation with him/her, determine the nature and scope of the investigation.
 - b. Protection for Complainant During Investigation: When AUPPHS-FA decides it is necessary, the school will take steps to protect a complainant, which may include, but are not limited to, prohibiting or limiting contact by, the reassignment of, or the temporary suspension or removal of the person accused of harassment or sexual misconduct.
 - c. Confidentiality During Investigation: AUPPHS-FA will make every effort to keep confidential the names of accused persons and complainants except to the extent that the release of such information is necessary for an investigation or for AUPPHS-FA to fulfill its obligations under this policy or the law. Confidentiality is important to ensure an objective investigation, to protect the privacy of the complainant, and to protect persons against whom an erroneous allegation may have been made. AUPPHS-FA will also strongly counsel and encourage individuals involved in any complaint to keep the information confidential.
3. Retaliation Prohibited: Retaliation against any individual who reports an incident of harassment or sexual misconduct is prohibited, and AUPPHS-FA will take strong responsive action if retaliation occurs.
4. Investigative Findings and Decision: At the conclusion of an investigation, the investigator will determine whether the claims are substantiated and report their findings to the Head of School, who will determine the appropriate actions, if any, including whether additional investigation is warranted.
5. Consequences: If a claim of harassment or sexual misconduct against an employee is substantiated, the consequences will be determined in accordance with the school's personnel policies. If a claim of harassment or sexual misconduct against a student is substantiated, the school may impose such consequences as it deems appropriate, and the Head of School will decide whether a written report of the investigation and findings will become part of the student's education record maintained in a file in the Head of School's Office.

DRESS CODE

The dress code of AUPPHS-FA is important as it supports the mission of the school. It is the school's strong belief that the dress code will prepare students for life after high school, create an atmosphere that eliminates distractions from achieving the school's mission, and promote pride in oneself. Students who find themselves in violation of the policy will be asked to rectify their dress. Students who repeatedly violate this policy will face disciplinary measures at the discretion of the administration.

AUPPHS-FA's dress code is based upon a uniform that's neat in appearance and portrays a respectful image of the school community. Caveats to the prescribed uniform are as follows:

- Girls may wear pants of the same color, fabric, and design as that of the boys
- Leggings maybe worn under skirts, but must be either black, white, or beige.
- White sweaters

Clothing not allowed includes, but is not limited to:

- Clothing with rips
- Clothing of a color other than the AUPPHS-FA designated colors
- Hats, hoods, and other head coverings
- Sweatshirts
- Sunglasses
- Skirts that do not meet the appropriate length
- Any article that displays political affiliation, tobacco, alcohol, other drugs, weaponry, sexual statements, or messages of hatred or intolerance

Piercings

- Boys are not allowed to have piercings.
- Girls are allowed to adorn the traditional pierced earring. The piercing and earring will be "only" in the earlobe and no other part of the body. Earrings will be studded, not dangling.

Tattoos

- Are prohibited

Footwear

- Students are required to wear footwear appropriate for the student's classes. The primary rule regarding footwear is that the foot should be covered. Flip flops are not allowed.

Exceptions to these rules may be made for students with medical conditions or religious reasons at the discretion of the administration.

AFFECTIONATE BEHAVIOR

Students are to refrain from acts of romantic affection that may embarrass others while on school property. Handholding and hugs are examples of physical expressions of affection and should be avoided.

STUDENT LOCKERS

Student lockers at AUPPHS-FA are school property. Being the property of the school, lockers may be inspected by school personnel at any time. Lockers should always be neat and clean. The student assigned to the locker will be held responsible for its contents. It is each student's responsibility to see that his/her locker remains locked. If not kept locked, items can be taken from or placed in the locker without permission or knowledge. The only student using the locker should be the student assigned to that locker. Students are not to change lockers without authorization from the main office.

CLASSROOM RESOURCES

Classroom Resources include, but are not limited to, textbooks, calculators, etc. When issued school-owned resources, maintaining the resource(s) in good repair is solely the responsibility of the student to whom they are assigned. Fees for damaged or lost resources or materials not returned by the student will be assessed as necessary upon the completion of a class.

PERSONAL PROPERTY

Non-school items of personal property not necessary for classes should be left at home. Personal items may also be properly stored in a student's locker. Personal property used during the school day may be confiscated and returned to the student at the end of the school day (3 p.m.).

DAMAGE TO SCHOOL PROPERTY

Damage to school property, whether it is unintentional or intentional, will be the financial responsibility of the student. Disciplinary and/or legal actions may also apply.

CONSUMPTION OF FOOD & DRINK

Students may bring water in a clear, see-through container to individual classrooms during the school day. Consuming food and drinks in the classroom are prohibited. Drinks purchased from Peaberry may be consumed in the Canteen or designated lunch areas. Food or drink may not be brought in from an outside vendor. Individual faculty will set their own classroom policies for acceptable student use of gum. If allowed to consume gum, the student will be responsible for not causing a distraction and maintaining the cleanliness of the classroom environment.

TOBACCO & VAPING USE AND POSSESSION

AUPPHS-FA prohibits smoking and the use by students, employees, parents, vendors, trustees, and guests of tobacco, tobacco products, vaping, and e-cigarettes anywhere on school grounds or at school-sponsored events. Using or carrying such products on campus will result in progressive disciplinary measures, including suspension and expulsion. Students who are in violation of this policy will have the offending products confiscated by school personnel. Students caught in possession of or in the act of using such products will be given a five-day suspension, which may be reduced to three days if the student begins a tobacco cessation program. Repeat violations will be cause for possible expulsion from school.

MEDICATION POLICY

Parents must inform the AUPPHS-FA administration of prescribed medication required by their student. Whenever possible, the scheduling of medication should be altered to allow the student to receive all doses at home. It is the responsibility of the parent/guardian to know and follow these instructions.

DRUG & ALCOHOL OFFENSE

Any student found to have used drugs and/or alcohol prior to arrival at school, during the school day or during his/her attendance at any school function or co-curricular activity, or who is in possession of drugs and/or alcohol, drug-related paraphernalia during the school day or during his/her attendance at any school function or co-curricular activity will be, at a minimum, suspended from school for up to ten days and placed on school probation. Violations of this nature may result in immediate expulsion. Any prescribed drug/medication must be dispensed with the knowledge of administration. Failure to do so may result in disciplinary action.

PROHIBITED PROPERTY

Items such as firecrackers, cap guns, knives, or any item that may appear to be a weapon, or any item used in a threatening manner, are expressly forbidden on school grounds. Students who are in violation of this policy will have their property confiscated by school personnel. The student may be placed on indefinite suspension so that the incident may be reviewed. Based on the severity of the violation and the student's actions and intent, the disciplinary decision of the administration may result in continuing the suspension or immediate expulsion. Repeated violations may be cause for expulsion from school.

POSTING MATERIAL ON WALLS OF THE SCHOOL

Students must have permission from the Administration or Operations before posting anything on the walls of AUPPHS-FA. Posting on bulletin boards will require permission from the staff who oversee the bulletin board. Anything posted on the wall without permission will be removed immediately, and the student(s) responsible for posting the material without permission may face disciplinary action. Posting examples of academic or artistic work will require pre-approval by the teacher.

TECHNOLOGY & INTERNET USE RULES

All students are required to have access to a laptop. These devices are intended to be used primarily for academic purposes at the direction of the teacher.

All students are responsible for their actions and activities involving the use of electronic devices (typically laptops and phones), network, and Internet services, and for their computer files, passwords, and accounts. Students should understand they have no expectation of privacy when using their devices while on the AUPPHS-FA campus. The school may view all activities and history on devices and services. These rules provide general guidance concerning the use of electronic devices during school hours at AUPPHS-FA. The rules do not attempt to describe every possible prohibited activity by students.

Students, parents, and school staff who have questions about whether a particular activity is prohibited are encouraged to contact the Head of School. These rules apply to all electronic devices used while on the AUPPHS-FA campus, and all uses of AUPPHS-FA's servers, internet access, and networks, regardless of how they are accessed.

The student is responsible for proper care of his/her privately-owned device, including any costs of repair, replacement, or any modifications needed to use the device while at AUPPHS-FA. AUPPHS-FA is not responsible for damage, loss, or theft of any privately-owned device.

Students must comply with all AUPPHS-FA policies, rules, and expectations concerning student conduct and communications when using electronic devices on school property. Students also must comply with all specific instructions from staff and volunteers when using electronic devices. Violation of any AUPPHS-FA policies, administrative procedures, or rules involving a student's privately-owned device may result in the revocation of the privilege of using the device at school and/or disciplinary action.

AUPPHS-FA may confiscate any privately-owned device used by a student in school if there is reasonable suspicion that the student has violated AUPPHS-FA policies, administrative procedures, or rules, or engaged in other misconduct while using the device.



ACCEPTABLE USE

All electronic devices used by students and staff while on AUPPHS-FA property will be restricted to educational purposes and research consistent with AUPPHS-FA's educational mission, curriculum, and instructional goals.



PROHIBITED USE

Unacceptable uses of electronic devices include, but are not limited to, the following:

- Inappropriate Materials
 - Students may not access, submit, post, publish, forward, download, scan, or display defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, bullying, and/or illegal materials or messages.

- **Illegal Activities**
 - Students may not use electronic devices, or network and Internet services for any illegal activity or in violation of any AUPPHS-FA policy/procedures or rules. AUPPHS-FA assumes no responsibility for Illegal activities of students.
- **Violating Copyrights or Software Licenses**
 - AUPPHS-FA assumes no responsibility for copyright or licensing violations by students.
- **Plagiarism**
 - Students may not represent as their own work any materials obtained on the Internet (such as term papers, articles, music, etc.). When Internet sources are used in student work, the author, publisher, and website must be identified. **NOTE:** Please refer to the Plagiarism Policy in the Academics chapter.
- **Misuse of Passwords/Unauthorized Access**
 - Students may not share passwords, use other users' passwords, access, or use other users' accounts, or attempt to circumvent network security systems.
- **Malicious Use/Vandalism**
 - Students may not engage in any malicious use, disruption, or harm to AUPPHS-FA's network and Internet services, including but not limited to hacking activities, creation/uploading of computer viruses, and denial of service attacks.
- **Avoiding School Filters**
 - Students may not attempt to or use any software, utilities, or other means to access Internet sites or content blocked by the school filters.
- **Unauthorized Access to Blogs/Social Networking Sites, Etc.**
 - During the school day, students may not access blogs, social networking sites, etc., to which student access is prohibited, except under the direction of AUPPHS-FA staff.
- **Games and Music During School Hours**
 - Students will not be allowed to play games or listen to music on their electronic devices during the academic day unless it is part of a teacher's lesson and/or permission is given. If a student is found to be playing games/listening to music during the school day, consequences may be issued.



SOCIAL MEDIA CONDUCT OUTSIDE SCHOOL HOURS

Students shall be held to the same standards of respect, responsibility, and integrity in their online conduct as required within school premises. Any use of social media platforms outside of school hours that causes harm to the school community, its members, or the reputation of the institution shall constitute misconduct and may give rise to disciplinary proceedings under applicable school policies and the laws and regulations of the Kingdom of Cambodia.



PRIVACY AND CONSENT

Privacy shall mean an individual's right to control the capture, storage, and dissemination of their image, video, voice, and personal information. Consent shall mean a clear, informed, and voluntary agreement provided by the individual prior to the recording, use, or distribution of such content.

- Students are strictly prohibited from capturing, storing, or disseminating photographs, videos, or audio recordings of any person without that person's explicit consent.
- Students are strictly prohibited from posting, distributing, or withholding anything for misleading, harmful, or deceptive purposes, including but not limited to the use of false, defamatory, or disparaging captions.
- These prohibitions apply in all contexts, on or off school grounds, and to all individuals regardless of their status.



LEGAL CONSEQUENCES

Students are hereby advised that the unauthorized recording, storage, or distribution of digital media shall constitute a violation of applicable privacy protections, school policies, defamation provisions, and other legal rights. Such conduct shall subject the student to disciplinary measures under school policy and may further be referred to, investigated by, or enforced through appropriate law enforcement authorities.

These prohibitions and potential consequences shall remain applicable and enforceable even after a student has graduated from the school.

CELL PHONES/EARBUDS/SMARTWATCHES OR GLASSES

Cell phones, earbuds, smartwatches, and smart glasses are prohibited from being used at any time or place on the AUPPHS-FA campus. Students who wish to bring a phone to school must first receive permission from their parent or guardian and then check the phone in the assigned storage upon entry into the school's campus. They may retrieve the phone at the time of their exit, after their last class.

LIBRARY POLICY



MISSION

The Mission of the Library is to create a stimulating, caring environment that supports the mission statement of AUPPHS-FA. The library will provide quality materials for curriculum and leisure reading that encourage literacy in a welcoming and respectful atmosphere.



PURPOSE

The purpose of the library is to provide all individuals in the school community with selected books and other materials to aid the individual in the pursuit of information, education, research, and pleasure. The library will endeavor to:

- Select, organize, and make available necessary books and materials. Provide guidance and instruction to assist students.
- Implement programs and displays that inform and appeal to faculty and students.
- Review regularly the library services being offered.





GOAL

The Goals of the Library are:

- To serve the teachers in curriculum support and information literacy.
- To acquire the requested material either through interlibrary loan or purchase.
- To make available materials, in various forms and formats, for teachers and students to be well-informed, imaginative, and able to enjoy leisure reading.

The goals and objectives of the library will be reviewed and, if necessary, revised to meet the demands of a changing world. The library serves all regardless of race, color, gender, sexual orientation, gender identity, gender expression, religion, national or ethnic origin, age, physical or mental disability.



CODE OF CONDUCT

It is each student's responsibility to maintain appropriate standards of behavior. This behavior must respect the rights of other patrons, staff, and the use of materials/equipment.

The librarian and staff reserve the right to restrict the privileges of a student who is creating a disturbance or becomes a public nuisance in the library. A student who refuses to leave after being asked will be reported to the administration for disciplinary action.



SELECTION OF MATERIALS

Selection of books and other library materials is the responsibility of the librarian, in collaboration with faculty and administration. Knowledge of the needs of the curriculum and the existing collection is the first consideration. The librarian will use peer-reviewed journals to determine the quality of material. The lack of a review, or an unfavorable review, shall not be the sole reason for rejection of a title in demand. Consideration is, therefore, given to requests from library patrons.

Criteria for material selections:

- Importance to curriculum.
- Suitability of materials for clientele.
- Existing library holdings.
- Popular appeal/demand.
- Budget.

Because of limited budget and space, the library cannot provide all the materials that are requested.



DESELECTION OF MATERIALS

An up-to-date, attractive, and useful collection is maintained through a continual withdrawal and replacement process. Weeding the library collection is a necessary tool in providing the best possible service to the school community. Weeding shall be the responsibility of the librarian. Out-of-date reference materials, subjects of short-term interest, and books in poor condition shall be withdrawn from the collection. Withdrawn materials will be handled in a similar manner and under the same authority as donated materials. Books may be offered to the student body before being permanently discarded by such means as are convenient for the library.



GIFT MATERIALS

Books and other library materials are accepted as gifts. Gift materials are judged by the same standards as our purchased materials and are accepted or rejected according to those standards. Donated materials that the librarian cannot use in the library collection will be disposed of by the librarian. The librarian will not appraise or place a dollar amount on donated materials. The AUPPHS-FA Library encourages and appreciates gifts and donations.

DISCIPLINE

All students who attend AUPPHS-FA must sign an enrollment agreement in which they agree to “conform to all regulations of Foxcroft Academy.” Ignorance of the regulations may not be used as a defense or excuse. In order to establish compliance with school regulations, it is necessary to implement certain disciplinary measures. The kind of action is totally dependent upon the seriousness of the infraction of the rules. Four levels of action are considered.





DETENTION DEFINITION

Detention is an administrative disciplinary procedure that detains the student beyond the normal school day and is assigned by the Head of School or Administrator. Students are assigned 30 or 60 minutes of detention for various minor disciplinary infractions. Normally, a student's assigned detention will be served between 8:00-9:00 am on Saturday morning. As a courtesy to students and their families, an assigned detention may be rescheduled in order for the student to make arrangements for transportation. All assigned detentions must be served on the assigned day. One (1) additional detention is assigned to students who cut detention or fail to report to a rescheduled detention. Students who accumulate more than four hours of assigned detention and fail to serve detention according to these guidelines may result in a suspension and/or expulsion. It is the student's responsibility to reschedule an assigned detention that was missed due to an absence.



TEACHER ASSIGNED DETENTION

Teachers may require students to report to their classroom after their last class for minor disciplinary infractions that occur during class time.



DETENTION RULES & REGULATIONS

- All students must be present at 8:00 a.m. Students who report late will have the amount of time late added to another detention.
- Students must be actively engaged in academic work or appropriate reading material and must remain seated and not talk during their assigned detention.
- Students will not be allowed to use any electronic devices while serving detention.
- Students may not leave until they are dismissed upon completion of assigned detention.
- Any students not willing to conform to the detention hall rules and regulations will be asked to leave immediately and report to the office. Students who are dismissed for a rule's violation will not receive any credit for the time served that day and will be assigned an additional hour of detention and a disciplinary referral.

Any detention, probation, suspension, or expulsion is documented and uploaded into the student's file.



SUSPENSION

Suspension, which is the removal of a student from school for a specific time, is utilized when a student has continued to exhibit unacceptable behavior. Suspension may also be used for more serious infractions of school rules. Upon the student's return to school, s/he may be accompanied by a parent for a conference with the Assistant Head of School. The decision to suspend a student will be made by the Head of School or the Head of School's designee.



PROBATION

School probation is utilized as a warning when all other methods of discipline have been exhausted. Students who have been suspended may be placed on probation. If there is additional misconduct after all other methods of discipline have been exhausted, a conference will take place with the student, parents, and the administration of AUPPHS-FA. Violations of school rules while the student is on school probation may result in expulsion from AUPPHS-FA.



EXPULSION

Any serious offense may result in immediate expulsion. Examples of such offenses include, but are not limited to: acts of vandalism, theft, violence or assault; threats of personal harm, intimidation; possession, use, and/or sale of drugs of any kind. Students may also be expelled if previous disciplinary actions are not effective in changing unacceptable behavior. During the time between the expulsion and the hearing, the student will be considered expelled (barred from attending school and school events) until a decision is made. An expulsion hearing with the student and parents will take place. After the meeting, the decision will be conveyed to the parent/guardian via a telephone call and a letter from the Assistant Head of School. A student may then choose to appeal to the Head of School. During this appeal process, the student is still considered expelled. Parents, teachers, counselors, and a support person from AUPPHS-FA may be invited to attend the appeal. A parent and the student must attend the appeal. No relevant information is barred from the appeal.



MINOR RULES VIOLATION

Include, but are not limited to:

- Unprepared for class (No pencil, paper, books, homework, etc.)
- Class disruption (talking, eating, sleeping in class, making excessive noise, using phone)
- Disrespect to fellow students
- Overly aggressive behavior - Physical or verbal (threatening posture, pushing, or roughhousing).

Minor violations may result in a warning or detention assigned at the discretion of the teacher or administration. Notification of rule violations will be sent to parents.



MAJOR RULES VIOLATION

Include, but are not limited to:

- Fighting
- Use or possession of any illegal drug, alcohol, tobacco, or inhalants
- Theft
- Harassment of others (this includes virtual harassment /bullying)
- Swearing or vulgar language
- Cheating/plagiarism
- Destruction of property (school or personal)
- Disrespect to staff

Major violations will typically receive more severe punishments, such as suspension or expulsion. These punishments may also be accompanied by detention. The degree of punishment will be at the discretion of the Principal/Head of School. Major rule violations will always warrant a meeting with parents.

AUTOMATIC PENALTIES



HABITUAL TARDY

Students will receive the following punishments for habitual tardiness:

- 3 tardies in a month warrant 1hr detention
- 6 tardies in a month warrants a second hour of detention and 1-day suspension.
- 9 tardies in a month warrants a third hour of detention and probation. A meeting with parents will be scheduled to discuss the excessive tardies and solutions.

Tardy count resets at the end of each month.



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AUPP PRIMARY SCHOOL



AUPP HIGH SCHOOL
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