SECTION 200 INSTRUCTIONAL PROGRAM

BP - 201 Curriculum Standards
a. Definition
The curriculum is inclusive of standards, scope and sequence, materials (textbooks, electronic resources, workbooks), and assessments.
(Adopted Feb 16, 2015)

b. Common, Guaranteed, Viable Curriculum
All students will have access to an appropriate curriculum approved by the Superintendent. The curriculum will be consistently implemented, differentiated according to student need, and attained in the time provided by the School calendar or with appropriate accommodations.
(Adopted Feb 16, 2015)

c. Assessment
Summative and Formative assessments will be utilized that align with the curriculum and adequately provide performance information for students and families.
(Adopted Feb 16, 2015)

d. Selection
The School will use appropriate American curriculum, based upon research and best practices, for excellence in student learning. The curriculum will align closely enough to American curriculum schools such that students can reasonably transition in and out of SAS from other American curriculum schools.
(Adopted Feb 16, 2015)

e. Design
The curriculum and programs must support the Vision and Mission of the School, enable high school graduates to gain admission into competitive American universities, and demonstrate achievement of the School’s Desired Student Learning Outcomes (“DSLO”) (see Appendix 1). The combination of the DSLOs, college preparatory curriculum, and experiences at SAS should ready students for a lifetime of learning and the world of work.
(Adopted Feb 16, 2015)

f. Vertical Articulation
The curriculum will be vertically articulated such that elementary students will be fully prepared for middle school, middle school students will be fully prepared for high school, and high school students are fully prepared for college.
g. Review
The curriculum will be reviewed regularly on a cycle based upon best practices, and off cycle when warranted. The Superintendent is responsible for selection of all curricula, and will report to the Board annually regarding curriculum selection decisions. *(Adopted Feb 16, 2015)*

BP - 202 Instructional Delivery

a. Instruction Quality
High Quality instruction and professional excellence is expected in all classrooms to ensure that all students are learning at high levels. *(Adopted Feb 16, 2015)*

b. Differentiated Instruction
The School supports the use of a variety of research-based instructional methodologies, in and beyond the classroom, to meet the needs of individual students in ways that ensure all students are appropriately challenged. *(Adopted Feb 16, 2015)*

c. Data as Evidence of Learning
Student data obtained through a broad range of assessment tools will be used to make decisions about instructional strategies for students, programmatic decisions for the School, and where appropriate, in the evaluation of faculty effectiveness. *(Adopted Feb 16, 2015)*

BP - 203 School Calendar

a. Establishment
The School calendar will reflect research-based best practices for student learning, and also make allowances for the following:

- Sufficient time to ensure student learning outcomes reflected in the curriculum can be achieved by students;
- Differentiated calendars to best meet the needs of students of varied ages and learning needs;
- Sustained teaching and learning blocks balanced with appropriate breaks for the renewal of students, faculty, and staff;
- Specified time for the professional development of faculty;
- Regular dedicated time for teams to function as professional learning communities for the express purpose
of developing clarity, consistency and coherence in student learning; and
• Contractual compliance with faculty and staff employment agreements.
• A minimum number of instructional days that is consistent with similar comparable schools.

(Adopted Feb 16, 2015)

b. Holidays
Officially recognized religious and non-religious holidays in Singapore will be recognized in the School calendar. With the exception of Thanksgiving, other holidays will not be part of the school calendar but will be considered in activity planning.

(Adopted Feb 16, 2015)

BP - 204 Technology Use
Educational technology serves as a dynamic tool for teaching and learning. The School focuses the use of technology in areas that optimize productivity, communication, connectivity, and in ways that enhance creativity, collaboration, and innovation. Technology will be integrated across the school using age appropriate software, hardware, and integration techniques. Students will be taught digital citizenship to effectively and safely use technology including time management skills.

(Adopted Feb 16, 2015)

BP - 205 Enrichment Opportunities
The instructional program is based on a strong core curriculum, and is supplemented to further deepen and extend learning for all students. Recognizing that students have varied readiness, interests, and learning profiles, enrichment will be provided through differentiated instruction within regular classroom instruction and, as appropriate, supported through enrichment programs outside of the regular classroom.

(Adopted Feb 16, 2015)

BP - 206 Learning Support
The School serves students with unique learning profiles and needs, which may require additional learning support. Individual student needs will be identified and, as appropriate, learning support will be provided as resources allow. The School reserves the right to determine, at any time and at its sole discretion, if the School cannot admit or can no longer accommodate a student within the academic program and available services.

(Adopted Feb 16, 2015)

BP - 207 Teaching about Religion
No religious belief, or non-belief, is advocated by the School or within the School by its employees. No religious belief, or non-belief, by students or families will be disparaged or questioned by the School or its employees. All individuals, regardless of religious beliefs, will be respected by all members of the School community. Instruction about religion, religious history, religious conflicts, present and historical, and religion-based ideas may be included in the curriculum if it is in alignment with the School’s educational goals and student learning objectives. Any such instruction will be factual and presented in an objective manner.

(Adopted Feb 16, 2015)

BP - 208 Diversity
The School encourages and supports a diverse community. Students come from a broad range of backgrounds, beliefs, sexual orientations, ethnic origins, and capabilities. The School actively teaches students to embrace this diversity through deliberate teaching of tolerance and character education that includes the values of honesty, fairness, compassion, responsibility, and respect in all relationships. The School recognizes that understanding and accepting the differences of our community has a positive impact on academic achievement.

(Adopted Feb 16, 2015)

BP - 209 Extra-Curricular Programs
The School supports extra-curricular programs that encourage student interests and offer additional learning opportunities. These programs may include opportunities in academics, athletics, visual and performing arts, competitions, clubs, and other interest-based learning. The goals of the extra-curricular programs are to further advance the academic, social, emotional, and physical needs and interests of students, and to provide a sense of belonging within the School community.

(Adopted Feb 16, 2015)

BP - 210 Off-Campus Learning Experiences
Learning experiences off-campus may be conducted as part of the regular instructional program. Those off-campus programs will have direct connections to a student’s course of study with approved curriculum, and will provide a safe learning environment to enhance student learning on campus.

(Adopted Feb 16, 2015)

BP - 211 Appropriate Use of Student Learning Data
The School will collect, interpret, use, and communicate results from learning data in a fair manner that is consistent with each measurement’s purpose and limitations. The School protects the privacy rights of students and faculty by ensuring that data access is appropriately restricted, as determined by the Superintendent, and in accordance with the data protection act of Singapore and other relevant legislation and regulations.  
(Adopted Feb 16, 2015)

BP - 212  Student Results Review and Accountability
Student learning and development results will be reviewed regularly by the Board. The Board in collaboration with the Superintendent will determine key learning indicators used to determine achievement and growth. An annual report with student learning results will be sent out each fall to the parent community reporting on the previous academic year results.  
(Adopted Feb 16, 2015)

BP - 213  Accreditation
The School will maintain school accreditation by a recognized and reputable accreditation institution.  
(Adopted Feb 16, 2015)

BP - 214  Singapore Compliance
SAS will comply with the requirements of the Singapore Private Education Act, regulations administered by the Council for Private Education (CPE), and any applicable Singapore legislation, including the establishment of an Academic Board and Examination Board administered by the Superintendent.

a.  Academic Board
The School will have an Academic Board, as prescribed by law. The Academic Board has five primary responsibilities:
• develop and review policies and procedures on academic matters;
• facilitate the implementation of and compliance with such policies and procedures;
• develop and set standards to ensure the academic quality across the whole school;
• approve each person to be deployed to teach after determining that the person possesses the minimum qualifications and experience; and
• review the policies and procedures at least once a year.  
(Adopted Feb 16, 2015)

b.  Examination Board
The School will have an Examination Board, as prescribed by law. The Examination Board has five primary responsibilities:

• security of examination scripts and answer scripts;
• conduct of examinations and assessments;
• duties and responsibilities of invigilators and markers;
• moderation of examinations and assessments marks; and
• handling of appeals from students with regards to examination and assessment matters.

(Adopted Feb 16, 2015)

BP - 215 Board Oversight
Any significant changes to the School Instructional Program must be communicated to the Board in a timely fashion and at least four months prior to implementation with ample opportunity for Board feedback.

(Adopted Feb 16, 2015)

BP – 216 High School Requirements
a. Course of Study
The Superintendent will make certain that there are rigorous course of study options available in order to ensure that each student can be admitted to competitive American universities. Course of Study options will provide choice for students, and align with the School’s established priorities and DSLOs.

(Adopted Feb 16, 2015)

b. Regulations and opportunity for completion
Graduation requirement regulations will be established by the Superintendent and enforced to ensure that all students meet each requirement or the equivalent. The School will ensure that students have ample opportunity to meet SAS minimum requirements and complete their course of study within no more than four years of full time study.

(Adopted Feb 16, 2015)

c. Minimum Requirements
The Superintendent will establish minimum high school graduation requirements in order to receive an SAS diploma that will include 24 course credits or the equivalent. The Board is responsible for approving these requirements.

All students will complete the following minimum requirements except when a waiver is granted by the Superintendent through an established exception process.

HS GRADUATION REQUIREMENTS CLASS OF 2018 and Beyond
<table>
<thead>
<tr>
<th>Required Courses in Specific Academic Areas</th>
<th>Minimum Credits</th>
<th>Recommended Credits for College</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2.0</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>2.0</td>
<td>3-4</td>
</tr>
<tr>
<td>Social Studies*</td>
<td>2.0</td>
<td>3-4</td>
</tr>
<tr>
<td>Language** (level requirement)</td>
<td>2.0</td>
<td>Level 3+</td>
</tr>
<tr>
<td>Visual/Performing Arts</td>
<td>1.0</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>Health Education</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>SAS Catalyst Project</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Interim Semester (0.25 credit each year)</td>
<td>1.0</td>
<td></td>
</tr>
</tbody>
</table>

**Minimum Total Credits*** 24.0

Note:
1. **Social Studies: US citizens (not dual citizens) are required to earn one credit in U.S. History.
2. **Language: Two years of study of the same language (e.g., Chinese, French, or Spanish at the Novice, Intermediate level) or an equivalent proficiency in another language is required.
3. ***Minimum credits: The minimum credits listed above are the absolute minimum number required to earn an SAS diploma. Completing the minimum credits would not be sufficient for admission to university. Focus should be on the “Recommended for College” column.
4. Interim: Students must participate in an Interim Semester course each year they are at SAS. Beginning with the Class of 2016, one Interim service course (0.25 credit) is required.

(Adopted Feb 16, 2015; Revised: September 21, 2015)

d. Requirement Changes
Once a student begins high school, new graduation requirements will not be implemented that may negatively impact their Course of Study.
(Adopted Feb 16, 2015)
e. Communication to the Community
Any graduation requirements and Course of Study options will be communicated to parents and students annually along with progress reporting toward completion. *(Adopted Feb 16, 2015)*

f. Reporting
The Superintendent will annually report to the Board high school graduation rates, college admission rates, college application statistics, and performance trends over time. *(Adopted Feb 16, 2015)*