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IF I were the teacher...

You are the best! 2023

You did it!! 2023

Congratulation you did 2023

PARENT STUDENT HANDBOOK 23-24

The American School Foundation of Guadalajara A.C.





DEAR STUDENTS, PARENTS, AND STAFF OF ASFG,

Welcome to the 2023-2024 school year. This handbook provides the ASFG community with information about the school's organization, services, policies, and procedures that have been established by the Academic Administrative Team and the ASFG Board of Directors for this school year. It lists specific expectations and rules for student and parent responsibilities that govern our school life both on and off campus. The purpose of these guidelines is to ensure a safe learning environment for every student. Only in a secure physical and emotional environment can students take full advantage of the vigorous academic, character development, and co-curricular programs that ASFG offers. I encourage you to read and discuss this handbook with your child as following these guidelines will help ensure a positive working climate for both your child and the ASFG learning community as a whole.

Respectfully,

A handwritten signature in black ink, which appears to read "David McGrath". The signature is fluid and cursive, with a long horizontal stroke at the end.

David C. McGrath
Director General

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MISSION AND VISION STATEMENTS

To educate students in a bilingual, bicultural and secular environment the school:

- provides a US and Mexican accredited academic program
- imparts curriculum that respects diversity
- respects and fosters the traditions, customs, and holidays of Mexico and the US
- gives hiring preference to bilingual teachers and teachers with demonstrated multicultural awareness
- supports study abroad programs, school to school partnerships, cultural exchanges, inter-school tournaments, and learning excursions

To be purposeful learners the school:

- provides a safe and secure learning environment with well established rules and defined consequences
- offers a comprehensive curriculum and co-curricular program that prepares students to be successful in the best national and international universities
- offers a formative physical education and wellness program that fosters a healthy lifestyle as well as develops a broad range of individual and team athletic skills
- offers comprehensive opportunities to utilize a variety of technological tools to enhance learning
- hires and retains teachers with appropriate academic credentials, experience, and a passion in their subject area
- offers an extensive staff development program
- procures the facilities and resources to meet curricular and co-curricular needs

To be critical and creative thinkers the school:

- fosters an environment where all students are free to express their opinions in an atmosphere of respect, tolerance, and acceptance
- prepares students to embrace change in an increasingly dynamic world
- teaches students to investigate the world from a variety of perspectives
- develops higher level thinking skills through the use of a variety of effective teaching strategies

Mission

Educating students in a bilingual, bicultural, and secular environment to be purposeful learners, critical and creative thinkers, effective communicators, and community contributors, based on a foundation of honor, freedom, and commitment.

Vision

Inspire, Educate and Act to better our world

To be effective communicators the school:

- teaches developmentally appropriate listening, speaking, reading, writing, and observation skills in a variety of contexts
- provides a forum for student expression
- offers a formative performing and fine arts program

To be community contributors the school:

- promotes a culture of service learning and social responsibility
- teaches, models, and practices the attitudes and skills that foster meaningful, positive, and respectful interactions within the community
- provides student leadership programs that inculcate a commitment to social justice, peace, diversity, and thoughtful action
- maintains a strong environmental commitment

To offer an education based on a foundation of honor, freedom, and commitment the school:

- respects, affirms, and defends the dignity and worth of each member of the school community
- inculcates values
- provides opportunities for stakeholders to remain actively involved in ASFG events and associations

To Inspire, Educate and Act to better our world, the school:

- maintains a systematic process of continuous school improvement
- teaches students to positively impact the world
- collaborates with local, regional, and international educational institutions to share experiences and expertise
- communicates successes

ASFG LEARNING GOALS

Our ASFG community strives to be...

1. Purposeful Learners

- confident and motivated
- self-directed and reflective
- physically, socially, and emotionally well-balanced
- academically and technologically literate

2. Critical and Creative Thinkers

- inquisitive, open-minded, and flexible

- adept at applying learning to new situations in appropriate ways
- creative problem solvers and responsible risk takers
- critical researchers

3. Effective Communicators

- skillful speakers and writers
- analytical readers, listeners, and viewers
- receptive to diverse forms of communication
- artistically expressive

4. Community Contributors

- respectful, responsible, honest, and kind
- collaborative team members with positive interpersonal skills
- constructive and proactive leaders
- global citizens committed to peace, diversity, and environmental responsibility

ASFG BELIEF STATEMENTS

Students:

- all students are strong and capable of learning
- in every student there are abilities and talents to be discovered and nurtured
- ASFG students are knowledgeable, ethical, positive, and caring individuals
- students learn best in a safe and comfortable environment

Programs:

- fostering academic excellence and life-long learning enhances personal and professional development
- service learning provides students with opportunities to develop the empathy and leadership skills necessary to make an impact in the community
- acceptance and respect for diversity is learned through a variety of positive interpersonal experiences within a multicultural environment

Families:

- parent involvement in the educational process is highly beneficial and encouraged

Teaching:

- high expectations, positive attitudes, and appropriate support stimulate motivation and achievement
- concepts should be taught in a developmentally appropriate manner

- equal educational opportunities are available to all students through an aligned curriculum with standards, benchmarks, and assessments that are utilized to improve student learning
- all students will be prepared to enter the college or university of their choice
- highly qualified and experienced teachers and staff ensure a successful school program

ASFG will:

- provide a US type education
- foster programs and activities that create knowledgeable, ethical, positive, and caring students
- strive for academic excellence
- use service learning as a means to teach the social and academic curriculum
- teach and model universal values
- teach and model respect for diversity by planning curriculum and activities that foster positive communication among all community members
- provide students, parents, and staff opportunities for learning

Curriculum Recognition of Philosophical and Religious Beliefs and Customs:

The ASFG curriculum includes the study of various philosophical and religious beliefs and customs (works of literature, art, and music, the lives of religious personages, the history of religious groups, the study of various religious beliefs and customs, the study of the influence of religion in history and civilization, etc.) as they relate to human culture and development.

LEGAL ORGANIZATION

The American School Foundation of Guadalajara, A.C., an “Asociación Civil” (not-for-profit organization), was formed and legally constituted on April 17, 1956. The buildings, land, equipment, and furniture are the exclusive property of the Association. No member, associate, or administrator has the authority or power to dispose of or sell the aforementioned property and any donation of property or money made to the Association is, at no time thereafter, refundable. Should the Association be dissolved, all property would be donated to a non-profit organization in accordance with the statutes. Said statutes also prohibit the payment of dividends or fees to any member of the Association. All income must be reinvested in the Association.

From early childhood through grade nine, ASFG is incorporated with the Mexican Secretary of Education of Jalisco (SEJ). For grades ten through twelve, the school has an agreement with the National Autonomous University of Mexico (UNAM) which validates our high school academic program. Grades ten through twelve are also revalidated by SEP. The school is fully accredited Nursery through twelfth grade by Cognia™, formerly AdvancED, and parent company of SACS CASI, in the United States of America.

ADMISSIONS INFORMATION

ASFG welcomes all qualified applicants for available spaces. The school does not discriminate in offering access to its educational programs and activities based on race, color, gender, nationality, religion, creed, sexual orientation, or family structure. Applications are received and processed each year beginning in October and parents are notified of the final admissions decisions beginning mid-February. Applicants not offered spaces at this time are placed in a wait pool and reconsidered for entrance at the end of May and then again at the end of June.

To ensure the academic excellence of our program, and to increase the level of English proficiency at the pre-first level, it is strongly recommended that ASFG families who have children of nursery and pre-kinder age apply for entrance. To encourage this, siblings, extended family members and children of alumni will have preference for admission at the nursery and pre-kinder levels only. The deadline for applications for this priority is the end of the first phase of the annual admissions period.

Qualified students are admitted to ASFG according to the following criteria:

- beginning at the kinder level, preference will be given for academic strength as judged by admission evaluations, interviews, transcripts, teacher recommendations, autobiographical essays and standardized test scores
- space availability

We do not accept applications from students transferring from other schools in the city during the school year. ASFG has no boarding facilities and cannot admit a student who will not be living with family except under very special circumstances and with approval of the Director General. Applications for students coming from outside the city during the school year will be processed as they are received, and final admission is subject to space availability and approval by the Director General.

SCHOOL STRUCTURE

The early childhood section is composed of three levels: nursery, pre-kinder, and kindergarten. The main objective is the development of the child through an English immersion program. The children are evaluated for admission. Students applying to early childhood enter:

- nursery at 3 years of age
- pre-kinder at 4 years of age
- kindergarten at 5 years of age

The cut-off date for reaching the correct age is December 31st.

At the elementary school level, ASFG offers a sequential academic program from pre-first to fourth grade; pre-first is obligatory as a level of transition in the areas of language arts and maturation. For this reason, all students will enter elementary school subject to passage of the entrance requirements and exams, based on their chronological age. Therefore, students will enter:

- pre-first at 6 years of age
- first grade at 7 years of age
- second grade at 8 years of age

- third grade at 9 years of age
- fourth grade at 10 years of age

Middle school is made up of grades five through eight and high school has grades nine through twelve.

Native English-speaking students arriving from the United States or international schools after the pre-first level will be permitted to apply to the grade level corresponding to that of their previous school.

ADMISSION PROCEDURES

All procedures for admission to ASFG can be accessed by going to the website at www.asfg.mx and clicking on the link for Admissions. Once the non-refundable application fee is paid at the cashier's window, please submit the application forms and documentation to the Admissions Office where they will be reviewed and an appointment for admissions assessments will be made.

All students wishing to enter ASFG must submit the following documents to the Admissions Office before being accepted:

- application form, conduct form, student autobiographical information form (fifth to twelfth grades) and teacher recommendation forms
- a letter of recommendation from two families who are known to ASFG OR a letter from your employer in Guadalajara (if coming from out of town)
- for students who have studied elsewhere in Mexico, official or notarized copies of all previous grades and SEP Preescolar, Primaria and/or Secundaria certificates for students applying to Primaria, Secundaria, or Preparatoria
- for students who have studied outside of Mexico, official or notarized copies of all previous grades on letterhead paper and translated, if not in Spanish, are necessary for revalidation purposes for students entering any grade through ninth grade; if the student is entering high school, grade ten and above, the legal or apostille authentication of previous grades and transcripts and translation, if they are not in Spanish, is necessary for revalidation purposes and must be accompanied by an equivalency explanation of the grading system of the previous school(s) if different from the US or Mexican systems
- original birth certificate for Mexican citizens or legalized or apostilled certified copy of birth certificate with a translation, if it is not in Spanish, for all foreign citizens
- copy of official visa for all foreign citizens (NO TOURIST CARDS ACCEPTED)
- vaccination record (copy of *cartilla de vacunación* for Mexican citizens)
- students entering middle or high school must complete the autobiographical information form in English

UNAM PROGRAM: GRADES 10 TO 12

A newly admitted high school student to the American School Foundation of Guadalajara from another school in Mexico or from an international school must do the following to enter the dual US and Mexican academic program:

- if the student was studying in the Mexican national education system, he/she will need to

have an *equivalencia* processed; transcripts from the previous school must show that the student completed all the courses in the program with passing grades

- if the student was studying abroad, he/she must begin the revalidation process of his/her legalized or apostilled transcripts; these transcripts must include the school year and grade, have original stamps and signatures, and must be translated into Spanish; students must have completed five courses from the seven areas of content knowledge stipulated by UNAM
- these processes are complicated and are done by the Mexican Program office for which the parents pay a fee; the Mexican Program Director is available to guide parents in this process
- be willing to follow UNAM's recommendations with regard to the revalidation process

All new admissions are subject to results achieved on the ASFG admission tests. A student is expected to pass an entrance exam in English and mathematics with a score of eighty percent (80%) in each area. The school generally honors grade placement recommended by the previous school. However, final placement is made on the basis of academic records, admissions assessment, and graduation requirements. Generally, students are not allowed to repeat a grade completed at a different school. New students accepted for enrollment at ASFG, who have a low entrance score in one area, may be admitted on a conditional basis.

NOTE: The American School Foundation of Guadalajara, A.C. reserves the right of admission to all applicants.

LANGUAGE PROGRAMS

The ASFG is a dual immersion English/Spanish bilingual school. A standard US curriculum delivered in English is utilized for the American program and the standard SEP curriculum delivered in Spanish is utilized in the Mexican program. English will be spoken in the US curriculum classes and Spanish will be spoken in the Mexican program classes. Specific courses may be offered in Spanish at the discretion of the section principal. The language used for school administration will be English except when communicating with adults who do not have a working knowledge of English.

Students entering the school with limited Spanish language skills are offered Spanish as a Second language (SSL) courses pre-first through 12th grade. Beginner, intermediate, and advanced levels are offered. When a sufficient level of Spanish proficiency is reached, as judged by student performance on written and oral exams, a student may exit the SSL program into the regular Mexican program at the appropriate grade level. The Mexican Program is a content driven curriculum, not a language acquisition program.

Students who need additional support for English language acquisition may be required to attend obligatory intervention classes before, during, or after school. Fees may be assessed.

To accommodate students who wish to learn languages other than Spanish or English for high school credit, classes may be taken at the ASFG Language Institute. Fees may be assessed.

For students coming from other countries who do not speak either English or Spanish a special language program is provided from pre-first to twelfth grade through the Academic and Socialization Assistance Program (ASAP). Students learn English first and then are mainstreamed into regular ASFG classes when they have a level of English proficiency needed for success. Fees will be assessed.

ADMISSION OF STUDENTS WITH COGNITIVE CHALLENGES

ASFG may admit a limited number of students with cognitive challenges whose limited academic potential would not allow them to attend the school under established admissions policies.

CLASS SIZE

Class size is an important consideration for guaranteeing student learning and maintaining an interactive class dynamic. The maximum class size for any class at ASFG is 25 students including the ASAP students assigned to that class.

CLASS LISTS

ASFG class lists for early childhood, elementary, and middle school are created by the section teachers, administrators, and academic support services personnel taking into consideration the following criteria:

- academic level
- Spanish as a Second Language and academic support services classes needed
- conduct
- social/emotional issues
- gender distribution
- number distribution

Once published, ASFG class lists cannot be altered except when deemed necessary by an ASFG administrator in order to maintain or improve classroom distribution for the benefit of all students.

High school students are scheduled according to the classes offered and credits needed by each individual student to meet grade level and overall graduation requirements. Students are asked to fill out a course request form during the spring for the following school year. Changes in class schedules can be made during the first two weeks of classes if space allows.

RE-ENROLLMENT

Parents **MUST** re-enroll their children no later than the dates indicated in the ASFG Fee Structure booklet. They must complete the following forms and turn them in at the time of re-enrollment: the major-medical insurance form, the student medical history card, and the school contract. Parents must also submit proof of current major medical coverage for each student and update the school-wide database information (DVR).

CONDITIONAL MATRICULATION

ASFG strives to assist all students to meet the high expectations of our educational institution. When a student fails to achieve the minimum academic standards, has repeated disciplinary problems,

and/or excessive tardies/absences, the school uses support systems such as At Risk and Conditional Matriculation (CM) to identify these serious concerns. See specific section policies within this handbook for details.

The first step, At Risk status, can begin at any time during the school year when there is a concern with a student's academic performance, behavior, and/or attendance. Parents will be notified of the specific concerns in the form of a letter which parents sign, and which will be filed in the student's record. Administration, counselors, and/or teachers will share an action plan with the family, and the student and family are responsible for implementing this plan. If at the end of the established At Risk period, the student successfully improves his/her academic performance, behavior, and/or attendance as measured by the conditions within the action plan, he/she will be removed from this status. If however, the student is unsuccessful in improving his/her academic performance, behavior, and/or attendance, this may result in Conditional Matriculation status for the subsequent school year, summer school, or not being permitted to re-enroll at ASFG.

The second step, Conditional Matriculation (CM) status, begins for students who have already been identified as At Risk or where there are serious concerns that a student may not be able to continue at ASFG in future years. Parents, administration and possibly students (based on age) will meet to develop a mandatory action plan to help the student improve his/her academic performance, behavior, and/or attendance. Success at meeting the requirements of this action plan will be reviewed during the school year. This document will be added to the student's school record. At the end of the school year (or semester in high school), the student will be removed from this status if the student has successfully met the conditions described in the action plan. If however, at the end of the established CM period, the student is unsuccessful at meeting the requirements of the action plan and it is their first year with this CM status, it may result in summer school, reenrollment with CM status, and/or not being permitted to re-enroll at ASFG. If it is the student's second school year with CM status within the same section or between consecutive sections (ex. elementary and middle school; middle school and high school) it may result in summer school and not being permitted to return to ASFG.

Action plans are developed based on individual situations and may require the student to participate in school intervention programs, receive tutoring outside of school, educational testing to better determine the student's learning needs, and/or professional counseling. It is the responsibility of the student's family to document their adherence to the school's requirements and maintain regular communication with the appropriate ASFG staff involved.

Serious offenses or dangerous behavior may be dealt with as major infractions and may result in being transferred to another school rather than part of the CM system.

WITHDRAWAL PROCEDURES

Withdrawal midyear

A parent wishing to withdraw his/her child from school midyear must inform the Registrar at least one week in advance. The office will verify with the bookstore, library, TechCenter, and the cashier's office that all books, computers, debts, and expenses have been cleared. Once the process has been completed, the section office will issue an official transcript (high school) or report card (early

childhood, elementary, middle school). At the high school level, ASFG cannot issue any official documentation for less than a complete year and will provide a copy of the most current report card. No paperwork will be issued if a student has an outstanding debt or fails to return a book or computer. After this procedure is complete and the office has collected all signatures, ASFG will release the official documentation from the Mexican Program office.

Withdrawal end of year

A parent wishing to withdraw his/her child from school at the end of the school year must inform the Registrar before leaving and complete the necessary documentation. The office will verify with the bookstore, library, TechCenter, and the cashier’s office that all books, computers, debts, and expenses have been cleared. After this procedure is complete and the office has collected all signatures, ASFG will release the official documentation from the Mexican Program office.

STUDY ABROAD POLICY

The purpose of the Study Abroad program is to give students the opportunity to experience other cultures and return to enrich our community. This program allows qualified students to study internationally for one full school year and have their spaces reserved for the following school year as long as all conditions for returning (explained below) are met.

The maximum number of students who can be approved for Study Abroad per grade level each year is five.

APPLICATION DEADLINES

Applications for the Study Abroad program take place during the school year previous to the school year of the anticipated absence. NOTE: Families can apply for a Study Abroad space even if they have not yet confirmed the host school.

	PERIOD TO SUBMIT APPLICATIONS	FAMILIES NOTIFIED OF APPLICANTS’ STATUS
MAIN APPLICATION PERIOD (1st-Time Applicants)	Sep. 1 to Oct. 31 All applications received during this time will be placed in a pool and considered equally (i.e., the date the application was submitted will not affect the result).	Dec 1 to Dec 15 The specific date that families are notified depends on when the grades for the quarter, trimester, or semester are finalized.

<p>SECOND APPLICATION PERIOD (1st-Time Applicants)</p>	<p>Nov. 1 to the re-enrollment deadline (usually near the end of March)</p> <p>The Registrar will continue to accept new applications during this time in case there are still open spaces after the Main Application Period, or in case spaces become available later in the year.</p> <p>These applications are processed in the order they are received as spaces become available, using the student’s finalized grades for all completed grading periods.</p>	<p>Dec. 15 to May 31</p> <p>The specific date that families are notified depends on when spaces become available.</p>
<p>REPEATING STUDY ABROAD APPLICATION PERIOD (Repeating Applicants)</p>	<p>Jan. 15 to the re-enrollment deadline (usually near the end of March)</p> <p>Applications for students who are currently participating in the Study Abroad program or who have participated within the previous four years are received later in order to give priority to new applicants.</p> <p>These applications are processed along with the other applications submitted during the Second Application Period in the order they are received as spaces become available, using the student’s finalized grades for all completed grading periods.</p>	<p>Feb. 1 to May 31</p> <p>The specific date that families are notified depends on when spaces become available.</p>

CONFIRMATION DEADLINES

<p>1st Confirmation Deadline: Accepted candidates must confirm or pay both fees</p>	<p>By the re-enrollment deadline (around March)</p> <p>If a parent cannot confirm that their child will take part in their Study Abroad program by the re-enrollment deadline, they must pay both re-inscription and Study Abroad fees. Once either re-enrollment or Study Abroad is confirmed, the fee for the other will be reimbursed.</p>
<p>2nd Confirmation Deadline: Accepted candidates must confirm or lose their spot</p>	<p>May 31st</p> <p>Families who still can’t confirm by May 31st will lose their spot in the Study Abroad program and the space will be offered to the next qualified candidate. This deadline can only be extended if the family can provide documentation to show that the delay is outside of their control (for example: a letter from the host school, notices from visa offices, or medical documents).</p>

HOW TO APPLY

To apply, email the Registrar at registrar@asfg.mx requesting your child’s participation in the Study

Abroad program. The Registrar will confirm reception of your request and send you a registration form to fill out and return.

Applicants Who Have Previously Participated in the Study Abroad program:

- If a student is currently participating in Study Abroad program and wishes to extend their Study Abroad status for a second year, they can still be considered as a possible candidate, but:
 - The student can only apply for the Study Abroad space from January 15 to the re-enrollment deadline and will only be considered if spaces are still available after January 15.
 - The application process needs to be repeated using the grades, conduct evaluation and recommendations from the host school (which the family must submit along with their request).
- Requests for Study Abroad for a third consecutive year are not granted.
- Students who are currently at ASFG but have participated in the Study Abroad program within the previous four years can still be considered as a possible candidate, but
 - The student can only apply for the study abroad space from January 15 to the re-enrollment deadline and will only be considered if spaces are still available after January 15.
 - The application process needs to be repeated, and if necessary, grades and/or recommendations from the previous host school may need to be submitted.
 - Because this is a new part of the policy, added in 2021-22, it will only begin to apply to students whose first year in the Study Abroad program is the 2022-23 school year.

REQUIREMENTS

STAGE 1: Initial Evaluation

For an applicant to be considered as a possible candidate for the Study Abroad program they must meet ALL of the requirements listed below:

The family must:

- Not have any outstanding payments to ASFG at any time during the process.

The school must be:

- In an international location, because the purpose of the Study Abroad program is to give students the opportunity to experience other cultures.
- If the school is an online school, the student must be living outside of Mexico while they are attending online classes.

The program must be:

- A full year program. Semester-only programs are not approved.

The student must:

- Be attending classes at ASFG during the school year previous to the desired Study Abroad year. The only exception applies to students who are participating in the ASFG Study Abroad

Program and who would like to apply for a second consecutive year. Please read the complete policy carefully to comply with the official procedure.

- Not be on academic or behavior probation (At Risk or Conditional Matriculation).
- Continue to maintain good behavior throughout the application process. Student misbehavior can result in ineligibility for the Study Abroad program at any time throughout the process, even after approval.
- **Early Childhood:**
 - All applicants who meet the above criteria will be considered a possible candidate.
- **Elementary School:**
 - Have an overall year-end average at or above 80% for the previous school year in both academic and work habits grades.
 - Also have an overall average at or above 80% in Trimester 1 of the current school year in both academic and work habits grades, with no grade being lower than 70% in any of the core academic subjects (language arts, math, social studies, science, and Mexican Program courses). The elementary office will translate their reporting scale into percentages.
 - If applications are processed after the Main Application Period (explained below), the above will also apply to the student's finalized grades for all completed grading periods.
- **Middle School:**
 - Have an overall year-end average at or above 80% for the previous school year in both academic and work habits grades (including activities classes).
 - Also have an overall average at or above 80% in Quarter 1 of the current school year in both academic and work habits grades (including activities classes), with no grade being lower than 70% in any of the core academic subjects (language arts, math, social studies, science, and Mexican Program courses).
 - If applications are processed after the Main Application Period (explained below), the above will also apply to the student's finalized grades for all completed grading periods.
- **High School:**
 - 9th grade: Have an overall year-end average at or above 80% for the previous school year (8th grade) in both academic and work habits grades.
 - 10th grade: Have an overall average in High School at or above 80% in both semesters for the previous school year.
 - Also have an overall average at or above 80% in Quarter 1 of the current school year, with no grade being lower than 70% in any of the core academic subjects (language arts, math, social studies, science, and Mexican Program courses).
 - If applications are processed after the Main Application Period (explained below), the above will also apply to the student's finalized grades for all completed grading periods.

The Registrar will inform parents if their child meets all the requirements listed above. In many cases families will have to wait until trimester, quarter or semester grades are finalized in PowerSchool before a decision can be made. The student's status could either be:

- **Does Not Meet Requirements:** If a student does not meet these initial requirements, they cannot be considered for a Study Abroad spot at any time during the process even if spaces open up later in the year. An exception is only made if families have outstanding payments

due. If outstanding payments are settled, the family's application can be considered.

- **Meets Requirements:** If a student meets these initial requirements, they are considered a possible candidate for the Study Abroad program. The evaluation process will continue to the next step and follow the procedures outlined below.

STAGE 2: Candidate Pool Evaluation

All applicants who meet all the requirements will be placed into a candidate pool and then be evaluated by a section committee utilizing a rubric that includes grades, behavior, and leadership contributions (such as student council, service learning, and NJHS/NHS). The committee will assign a status to each candidate based on that evaluation. The student's status could either be:

- **Accepted:** The student was accepted to the Study Abroad program.
- **Qualified but Not Accepted:** The student was considered a qualified candidate for the program but there were not enough available spaces.

The Registrar will notify parents of their child's final status via email.

SECOND & REPEATING APPLICATION PERIODS:

After the first application period finishes, the Registrar will process new applications in the order they are received during the Second Application Period and the Repeating Study Abroad Students Application Period, and will follow the procedure outlined above with the student's finalized grades for all completed grading periods.

If a previously awarded space becomes available because an Accepted candidate decided not to participate, this space will first be offered to the Qualified but Not Accepted candidate from the Main Application Period with the next highest rubric score. If there are still spaces available after all the Qualified but Not Accepted candidates were considered, the Registrar will process new applications in the order they are received during the Second Application Period and the Repeating Study Abroad Students Application Period, and will follow the procedure outlined above with the student's finalized grades for all completed grading periods.

IF YOUR CHILD WAS ACCEPTED

The Registrar will send an email notifying parents that their child was accepted, and parents must confirm their participation in the Study Abroad program **by the official re-enrollment deadline** (usually around March) by doing the following:

1. Submit the signed **Confirmation Letter**, in which parents accept the Study Abroad spot and acknowledge that they are giving up their child's place at ASFG for the following school year.
2. Submit the Letter of Acceptance from the host school.
3. Re-enroll your child at ASFG before the re-enrollment deadline. Even though your child will be attending a school abroad, you must still enroll them at ASFG to save their space.
4. Pay the Study Abroad fee (see below).

If Participation in the Program Cannot be Confirmed

- **By the Re-Enrollment Deadline:**
 - If a parent cannot confirm that their child will take part in their Study Abroad program

by the re-enrollment deadline, they must pay both re-inscription and Study Abroad fees.

- Once ASFG receives the official acceptance letter from the host school, the family can request a reimbursement of the re-inscription payment. Or, if the student is not accepted at the host school, the family can request a reimbursement of the Study Abroad payment.

- **By May 31**

- If by May 31st, parents still cannot confirm that their child will take part in the Study Abroad program, candidates will lose their Study Abroad space, their Study Abroad fee will be reimbursed, and the space will be offered to the next qualified candidate. If they wish to continue studying at ASFG, they must have completed the re-enrollment process.
- This deadline can only be extended if the family can provide documentation to show that the delay is outside of their control (for example: a letter from the host school, notices from visa offices, or medical documents). And in this case it can only be extended up until 60 days before the start of classes, which is the school's deadline to reimburse inscription fees.

If a student is accepted, the year prior to the Study Abroad year needs to be **completed** at ASFG, otherwise the candidate will lose their Study Abroad space, their Study abroad fee will be reimbursed, and the spaces will be offered to the next qualified candidate.

If a student decides to not participate in Study Abroad and still withdraws from ASFG, the Registrar must be notified of the withdrawal 60 days before the beginning of the next school year in order to request reimbursement of payments. In order to receive the reimbursement, the family also must complete the official withdrawal process.

Parents are asked to please notify the school promptly at any time during this process if they have changed their plans and decide not to proceed with the Study Abroad program. This will allow other qualified candidates to participate.

At the end of the school year before the Study Abroad year, the student must:

- **6th to 10th grade students** must meet with the **Mexican Program Director** to ensure proper requisites to re-validate the year abroad. They will get a signed document that must be submitted to the Registrar's office before leaving for the year abroad.
- **8th to 10th grade students** must meet with the **High School counselor** to devise a program of study to assure on-time graduation when they return. They should get a list of a typical schedule for a student from the abroad school and take it with them to the interview.
- **NOTE:** if a student is in 7th grade and will not return until 10th (i.e., they extend their study abroad an extra year) they must meet with the high school counselor at the end of 8th grade.
- **7th to 10th grade students** must return their computer (grades 7-12)
- **All students** must ensure all outstanding payments are made at the school cashier and all school materials (textbooks, library books, classroom library books) are returned or, if lost, paid for.

At the beginning of June, the registrar will send families a checklist to help them complete these tasks.

Fees

Before the official re-enrollment process opens, parents will be able to confirm the Study Abroad fees for the following school year by checking re-inscription fees that are published in the Fee Structure Manual at the end of January.

- Study Abroad fees are 25% of the following year's total re-inscription fee.
- 20% of this fee will be applied to the inscription fee when the student returns to ASFG and 5% will be used to cover administrative fees and the Guaranteed Education Insurance fees.
- If the student is currently participating in the Study Abroad program and is selected to be part of the program again, the family does not receive a reimbursement of the Study Abroad fee that was paid for the current year (which was 20% of a year's inscription fee). Instead, it gets donated to ESF, and the family needs to pay that fee again for the second year.

Re-enrollment Requirements for Returning Study Abroad Students

Even though the space has been reserved for the returning Study Abroad student, in order to be readmitted to ASFG, parents must:

- Contact the Admissions office in December before the year that they will return notifying them of the student's intention to return.
- Comply with the enrollment deadlines and payments as established in the ASFG Parent-Student Handbook.
- Submit ALL the student's report cards from the host school to the admissions office promptly after receiving them, starting with the first report card of the school year (usually in December or January).
- Provide documentation that shows that the student meets the following criteria:
 - Have positive reviews on the conduct evaluation form completed by the host school teacher(s).
 - **In Early Childhood:** Take the admissions evaluation for diagnostic purposes only
 - **In Elementary, Middle School and High School:**
 - **MEXICAN PROGRAM:** To get revalidated in the SEJ/UNAM system, students must have a passing final grade (**60% or higher**) in every course they take.
 - **AMERICAN PROGRAM:** Have passing grades in **all core academic courses:**
 - ES: 70% or higher
 - MS: 70% or higher
 - HS: 60% or higher
 - These subjects should be deemed equivalent to the course of study at ASFG for the corresponding grade level ensuring on-time graduation as discussed with the section counselor and as described in the course catalog (HS).

Upon return, admission tests may be administered for academic placement or diagnostic purposes.

Noncompliance with the above may negatively impact the return of your child to ASFG.

Fidelity Status

Upon graduation, Fidelity status is only awarded to students who have attended ASFG every year from Pre1st to 12th grade. However, an exception is made for any students approved for the Study Abroad program, under these conditions:

- Fidelity status is awarded to students approved for the Study Abroad program if they did not withdraw for any amount of time for any other reason between Pre1st and 12th grade.

IF YOUR CHILD WAS QUALIFIED, BUT NOT ACCEPTED

Parents will receive an email notifying them of the student's Qualified but Not Accepted status. If parents want the student to study abroad anyway, they can continue the application process to the school abroad, and they have these options available:

- **Wait:** At any point during this process, if an Accepted candidate notifies the school that he or she will not take part in the Study Abroad program, the Qualified But Not Accepted candidates will be reconsidered and the registrar will offer the space to the selected candidate.
- **Withdraw:** If a space does not become available before the re-enrollment deadline, the student could withdraw for one year to attend the foreign school, but their space at ASFG will not be reserved.
- **Apply for Leave Year Paid (LYP):** If families do not want to take a risk that the student cannot return to ASFG, and the student is not on academic or behavior probation (At Risk or Conditional Matriculation), they can apply for Leave Year Paid, which allows families to reserve a place at ASFG by paying the full year tuition for the year that the student studies in another country. Please refer to the ASFG Leave Year Paid policy for more information.

Fidelity Status

Upon graduation, Fidelity status is only awarded to students who have attended ASFG every year from Pre1st to 12th grade. However, an exception is made for students who are Qualified but Not Accepted and who withdraw (or were granted Leave Year Paid) anyway to study abroad, under these conditions:

- **One year abroad:** Fidelity status is awarded upon graduation if they did not withdraw for any amount of time for any other reason between P1st and 12th grade
- **Two consecutive years abroad:** Fidelity status is not awarded
- **Two non-consecutive years abroad:** Fidelity status is not awarded

IF YOUR CHILD IS NOT QUALIFIED

Parents will receive an email notifying them of the student's Not Qualified status. If a student does not meet the initial requirements, they cannot be considered for a Study Abroad spot at any time during the process even if spaces open up later in the year.

If parents want the student to study abroad anyway, they can continue the application process to the study abroad school, and have these options available:

- **Withdrawing:** The student could withdraw for one year. They may apply to ASFG again for their return year, but will not be guaranteed a place.
- **Leave Year Paid:** If families do not want to take a risk that the student cannot return to ASFG, and the student is not on not on academic or behavior probation (At Risk or Conditional Matriculation), they can reserve a place at ASFG by paying the full year tuition for the year that the student studies abroad.

Fidelity Status

Upon graduation, Fidelity status is only awarded to students who have attended ASFG every year from Pre1st to 12th grade, so for students who are Not Qualified for the Study Abroad program and who withdraw anyway to study abroad Fidelity status is not awarded.

LEAVE YEAR PAID POLICY

The purpose of the Leave Year Paid (LYP) program is to allow families of students who want to study abroad for a year to reserve a place at ASFG by paying the full tuition for the leave year. Parents will not need to apply for readmission to ASFG but **will still need to comply with the re-enrollment process and deadlines, and students will be re-enrolled if all conditions (explained below) are met.**

Please note that this leave year tuition payment is not reimbursed upon the student's return nor can it be used to pay the tuition for the return year. Also, if an LYP student is not able to return to ASFG because they do not comply with the re-enrollment criteria, tuition will not be reimbursed.

Each year spaces available for LYP will be determined taking into consideration current enrollment numbers, grade level numbers, and the maximum number of students authorized per grade or class in order to ensure that an LYP space can be saved.

APPLICATION DEADLINES

Applications for Leave Year Paid (LYP) take place during the school year previous to the school year of the anticipated absence.

Parents can start submitting applications: 15 August

Deadline for submitting applications: End of Re-enrollment Period (around the end of March)

Late submissions may be accepted up until the last day of classes and considered on a case-by-case basis.

HOW TO APPLY

To apply, email the Registrar at registrar@asfg.mx requesting your child's participation in the Leave Year Paid program. The Registrar will confirm reception of your request and send you a registration form to fill out and return.

REQUIREMENTS

In order to qualify for the Leave Year Paid program:

- The family must not have any outstanding payments to ASFG.
- The program must be a full year program. Semester-only programs are not approved.
- The student must:
 - Be attending classes at ASFG during the school year previous to the desired LYP year.

- Not be in 12th grade for the LYP year.
- Must not be on academic or behavior probation (At Risk or Conditional Matriculation).
- Maintain good behavior throughout the application process. Student misbehavior can result in ineligibility for the LYP program at any time throughout the process, even after approval.
- Meet all requirements to return to ASFG by the end of the school year previous to the LYP year. If a student is not eligible to return to ASFG, the Leave Year Paid status will be rescinded and the leave year tuition payment will be reimbursed.
- The section principal must give their approval in an email to the registrar.

Applicants Who Are Currently Participating in the Leave Year Paid program:

- If a student is currently participating in the LYP program and wishes to extend their LYP status for a second year, parents can email the registrar at registrar@asfg.mx to request an extension, but:
 - Each request will be considered on a case-by-case basis depending on enrollment numbers.
 - The student must not be in 12th grade for the LYP year.
 - The family must not have any outstanding payments to ASFG.
 - The program must be a full year program. Semester-only programs are not approved.
- Requests for LYP for a third consecutive year are not granted.
- Students currently participating in the LYP program cannot apply for Study Abroad as the student must be attending classes at ASFG in the year previous to the Study Abroad year.

Applicants Who Are Currently in the Study Abroad program:

- Students who are currently participating in the Study Abroad program can apply for LYP if they are not accepted into the Study Abroad program for a second consecutive year.

The Registrar will inform parents if their child meets all the requirements listed above. The student's status could either be:

- **Not Qualified:** The student did not meet these requirements.
- **Accepted:** The student met these requirements.
- **Not Accepted:** A request to extend a student's Leave Year Paid status could not be accepted.

IF YOUR CHILD WAS ACCEPTED

Payment

Parents must pay the reinscription fee before the re-enrollment process ends in the school year before their LYP. This usually ends in the month of March, but specific dates will be announced on our website. After this date a student cannot be guaranteed an LYP even if all other requirements are met. Parents can consult with the Admission Office for details about paying tuition during the leave year.

At the end of the school year before the Leave Year Paid year:

- **6th to 10th grade students** must meet with the **Mexican Program Director** to ensure proper requisites to re-validate the year abroad. They will get a signed document that must be submitted to the Registrar's office before leaving for the year abroad.
- **8th to 10th grade students** must meet with the **High School counselor** to devise a program of study to assure on-time graduation when they return. They should get a list of a typical schedule for a student from the abroad school and take it with them to the interview.
- **NOTE:** if a student is in 7th grade and will not return until 10th (i.e., they extend their Leave Year Paid an extra year) they must meet with the high school counselor at the end of 8th grade.
- **7th to 10th grade students** must return their computer (grades 7-12)
- **All students** must ensure all outstanding payments are made at the caja and all school materials (textbooks, library books, classroom library books) are returned or, if lost, paid for.

If a student is accepted, the year prior to the LYP year needs to be **completed** at ASFG, otherwise the candidate will lose their LYP space. Payment can only be reimbursed if the school is notified 60 days before the school year starts.

RE-ENROLLMENT REQUIREMENTS FOR RETURNING LYP STUDENTS

Even though the space has been reserved for the returning LYP student, in order to be readmitted to ASFG, parents must:

- Contact the Admissions office in December before the year that they will return notifying them of the student's intention to return.
- Comply with the enrollment deadlines and payments as established in the ASFG Parent-Student Handbook.
- Submit ALL the student's report cards from the host school to the admissions office promptly after receiving them, starting with the first report card of the school year (usually in December or January).
- Provide documentation that shows that the student meets the following criteria:
 - Have positive reviews on the conduct evaluation form completed by the host school teacher(s).
 - **In Early Childhood:** Take the admissions evaluation for diagnostic purposes only
 - **In Elementary, Middle School and High School:**
 - **MEXICAN PROGRAM:** To get revalidated in the SEJ/UNAM system, students must have a passing final grade **(60% or higher) in every course they take.**
 - **AMERICAN PROGRAM:** Have passing grades in **all core academic courses:**
 - ES: 70% or higher
 - MS: 70% or higher
 - HS: 60% or higher
 - These subjects should be deemed equivalent to the course of study at ASFG for the corresponding grade level ensuring on-time graduation as discussed with the section counselor and as described in the course catalog (HS).

Upon return, admission tests may be administered for academic placement or diagnostic purposes. Noncompliance with the above may negatively impact the return of your child to ASFG. If an LYP student is not able to return to ASFG because they do not comply with the above criteria, tuition will not be reimbursed.

IF YOUR CHILD WAS NOT QUALIFIED OR NOT ACCEPTED

Parents will receive an email notifying them of the student's Not Qualified or Not Accepted status. If parents want the student to study abroad anyway, they can continue the application process to the school abroad, and they must withdraw the student from ASFG. They may apply to ASFG again for their return year but will not be guaranteed a place.

Fidelity Status

Upon graduation, Fidelity status is only awarded to students who have attended ASFG every year from Pre1st to 12th grade, so Fidelity status is not awarded to students approved for the Leave Year Paid program.

ASFG PARENT PROFILE

Parent and family interactions/dynamics have a profound influence on the development of a child. The educational process begins at home and the school is an extension of that process.

ASFG parents value education as a means of living a full and rewarding life. They are life-long learners themselves and model intellectual curiosity, investigation, and problem solving.

ASFG parents believe that providing a quality education is the best way to prepare their child/children for the future.

ASFG parents are committed to a strong academic and character building program and will foster in their children ASFG values, discipline, and habits necessary for success.

ASFG parents support our programs and activities.

ASFG PARENT/GUARDIAN ACADEMIC OBLIGATIONS

ASFG parents will actively participate in the educational process of their child by:

- forming an interactive team with their child and his/her teachers and communicating daily about the educational experience and process with their child
- being aware of the academic expectations and programs for their child
- communicating positively about ASFG to their child and to the community at large
- respecting ASFG beliefs
- participating in learning excursions and service learning projects sponsored by the school when invited
- attending parent educational conferences
- attending scheduled section events and a majority of annual ASFG events
- offering personal and professional expertise and time when possible
- paying all financial obligations on time; all tuition fees must be paid before the 10th of each month
- keeping the school informed concerning current email address, address, telephone, emergency information, and student medical information through our yearly enrollment

- process or by emailing registrar@asfg.edu.mx.
- keeping informed about school issues and events by checking the ASFG website and personal email on a regular basis
 - having access to Internet at home/business so children can complete investigative reports and homework assignments
 - wearing the school ID at all times while on campus
 - showing respect towards all school personnel and all ASFG community members
 - addressing issues/problems in a respectful manner directly with the corresponding school authorities (teacher, section principal, and Director General); never addressing issues/problems directly with a student who is not your child

POSITIVE PARENT-STAFF INTERACTION EXPECTATIONS

To provide a system of accountability for parent/staff interaction within the school community and to ensure a safe and secure learning environment, the following procedure will be followed if the stipulated communication guidelines are not adhered to by parents or tutors:

First incident

Parent will receive a verbal warning from an ASFG administrator. This incident will be documented and placed in the family file. The Director General will be notified and, in turn, will notify section principals if necessary.

Second incident

Parent will attend a conference with the Director General and receive a warning letter (signed upon receipt). A copy of the letter will be placed in the family file. The Board of Directors' president will be notified.

Third incident

The family will be immediately asked to withdraw from ASFG. A letter of Permanent Withdrawal will be placed in the family file (signed upon receipt). The family will not be allowed to re-enroll in the future. The Board of Directors will be notified.

The Director General will evaluate each case individually and take the necessary steps, including immediate expulsion if necessary, depending on the seriousness of the offense.

GIFT POLICY FOR ASFG PERSONNEL

Appropriate gift giving in schools can serve to express a child and parent's heartfelt appreciation for the hard work and tender care our staff give to their students. It can also teach students the important values of gratitude and thoughtfulness. The value gift giving can bring to a school community is achieved when guidelines are clearly established, effectively communicated and consistently followed.

Conversely, in an academic and professional environment where values of transparency, consistency and integrity are held to a high standard, gifts can also present conflicts of interest, set incongruous expectations and result in unhealthy comparisons among colleagues and families. Furthermore, gift giving can set unfair financial expectations among families who make considerable sacrifices to enroll their children at ASFG.

Therefore, the following guidelines will be followed to assure gift giving at ASFG expresses gratitude and thoughtfulness while avoiding unintended negative outcomes:

- The best gifts are those that show students' appreciation through thoughtfulness and creativity. Examples include:
 - Personal letters or cards of thanks
 - A craft the child makes
- Gifts are never obligatory and neither ASFG nor our Parent Association will require additional fees for gift giving. Each year, based on how many faculty are in each section, the Parent Association will determine a recommended amount for parents who wish to participate in a voluntary, section-wide gift giving celebration that includes all faculty members in three important events: a faculty member's birthday, the winter holidays, and Teacher's Day. When gifts are presented to the faculty member they will be presented on behalf of the entire class or section. Contributions to this teacher gift fund are voluntary and collected privately. The recommended amount in the 21-22 school year is \$450 pesos for Early Childhood and Elementary students and \$400 pesos for Middle School and High School students.
- Cash gifts are not allowed. Gift cards are permitted.
- Aside from a birthday gift, winter gift and Teacher's Day gift, additional presents are discouraged by the school. If a student insists on giving the teacher a small gift for a special occasion, this gift should not exceed \$250 pesos, and the school asks teachers to return gifts with a commercial value greater than \$250 pesos, donate them to ESF, or share them with other ASFG staff members.
- Section room parent coordinators will facilitate adherence to and emphasize the importance of this policy.

Thank you for your support in making the school community a place where simple gifts of appreciation are valued for the significance of their message.

SAFETY AND SECURITY

SCHOOL IDENTIFICATION CARD

Having a safe and secure campus is important for our school. All community members have a school identification card (ID card) that allows easy access to campus.

This enables ASFG personnel to know who is on school grounds at any given time as well as have a complete record of the entrance and exit times of each person.

To enter the school students need to scan their school identification card on the proximity reader located at each turnstile. This also applies when entering campus for co-curricular classes and special events. Student ID cards should be visible to enter and exit campus; during the day, ID cards can be stored in backpacks, purses, or pockets. Staff, parents, suppliers, and authorized visitors should always wear their ID card so that it is visible during their stay at ASFG. If you do not have a school ID card you can request it at Colomos door 1 or by sending an email to credenciales@asfg.edu.mx.

Once a student has entered the school campus, they will not be allowed to leave until 2:30 p.m. unless they have an exit pass from the section office.

The school ID card is non-transferable and lending it to others is prohibited. When a student misuses his/her ID card, they will be reported to the section principal. When any other ASFG community member misuses it, they will be reported to the Director General and corresponding measures will be taken.

If at any time a credential is misplaced or lost, immediately notify a security guard so it can be canceled and request a replacement. This can be done at the Security Office located at Colomos door 1. The new credential must be picked up at the security office 24 hours after your request. The replacement cost is \$135.00 pesos and this charge will be added to the families account statement.

In case a student forgets his/her credential, they can register with the security agent who, upon verification of their information, will grant them entrance. However, if the student forgets their credential three times in a week, the system will automatically cancel it and a replacement will be ordered and the charge will be added to the families account statement. This measure applies when attending regular and co-curricular classes. After printing the third credential of a student in the same school year, the ID card will be delivered to the corresponding section office and they in turn will notify the student's parents and hand the ID card to the student.

All visitors to ASFG who do not have a credential will need to deposit an official identification with security upon entrance and wear a visitor's badge while on campus. ASFG alumni can use their alumni ID to enter campus and will not need to wear a visitor's pass.

AUTHORIZATION TO PICK UP STUDENTS

Parents can authorize other adult family members and people known to the family to enter campus in order to pick up their students. These adults are issued a school identification card and they are categorized in two groups:

Family ID card is for immediate family members of the students (older siblings, cousins, aunt/uncle, grandparents, etc.) This ID card is valid for 4 years.

Controlled access ID card is for family drivers, household employees, nannies, nurses, tutors, etc. This credential allows them access within a specified schedule. This ID card is valid only during the school year it is issued.

Every family is entitled to one additional ID card at no charge. The price for any additional or replacement credentials is \$135.00 pesos each; this fee will be automatically charged to the family requesting the credential.

The maximum number of additional ID cards per family for each school year is three (3) family cards and three (3) controlled access cards.

Families with students in early childhood and elementary school must process at least one ID card authorizing an adult family member to pick up the student. Without exception, students in these sections will not be released to third parties who do not have prior registration.

To request a Family or Controlled Access ID Card a parent must fill out the corresponding form, which can be obtained at the security office, and/or on the website <http://www.asfg.mx/atschool/asfgsecurity> and must:

1. Print and sign the form
2. Attach a copy of an official identification document and a color photograph, credential size, of the adult you are authorizing.
3. Turn in the completed form and documentation to the security office.

The ID card must be picked up at Colomos Door 1 and will only be handed to the parent.

The established schedule for the controlled access ID cards is the following:

MONDAY TO FRIDAY CONTROLLED ACCESS ID CARDS		
DOOR	MORNING	AFTERNOON
Door 1 Colomos 2300	7:30 a.m. to 7:55 a.m.	12:15 p.m. to 1:30 p.m. 2:15 p.m. to 3:00 p.m.

In order to enter campus, the following rules apply:

- The ID card must be worn and visible at all times.
- Respect the schedule on the above table.
- Enter and exit using Colomos Door 1.
- Pass through the metal detector.
- Respect the assigned waiting areas.
- Do not use dark sunglasses on campus.
- The ID card does not include parking lot privileges.
- Respect instructions from the security office. The credential will be suspended immediately for non-compliance.
- The use of the credential is obligatory, personal, and non-transferable.

For the safety of your own children and the ASFG community, please notify the Security Office immediately of any changes in domestic employees, drivers, or other persons to whom you've granted a controlled access ID card and who no longer have any relationship with you or your family.

School ID cards cannot be transferred or borrowed. If a school ID card is misused, it will be confiscated and reported to the section office and/or the office of the Director General. Only the parent can recover the ID card.

For your children's safety the ASFG security department does not attend last minute calls or emails requiring entrance to a non-registered person to pick up students. Therefore, we invite you to request the additional ID cards you require during the first month of the school year.

ONE-TIME AUTHORIZATION FOR STUDENT PICK-UP

This is an [authorization form](#) for student pick-up by other parents, or a third party. The form must be filled out by a parent/tutor at least 30 minutes before dismissal.

The personal data collected on this form will be protected, incorporated, and processed in accordance with our Privacy Notice and will only be used for internal security controls.

STUDENTS LEAVING CAMPUS DURING INSTRUCTIONAL TIME

Students who are ill may only leave campus under the direct supervision of a parent or authorized adult. They must have an exit pass that is provided by the section office. Eleventh and twelfth grade students may leave campus at break times with written permission from both parents. For all other circumstances, students who have permission from the principal may only leave under the direct supervision of a parent or authorized adult.

ASFG ENTRANCE AND EXIT SCHEDULES

All students not participating in co-curricular classes must leave campus one-half hour after dismissal time; no exceptions allowed. After 3:00 p.m. anyone not picked up will be asked to go to the Filadelfia or Colomos Door 1 entrance where there is a secure waiting area.

All students and people who carry an ASFG credential can access the campus at the following times:

MONDAY THROUGH FRIDAY WITH ASFG CREDENTIAL		
DOOR	MORNING	AFTERNOON
Door 1 Colomos 2100	7:00 a.m to 8:15 a.m.	12:30 p.m. to 1:15 p.m. 2:30 p.m. to 3:00 p.m.
Door 2 Colomos-Gym	7:30 a.m. to 8:00 a.m.	2:30 p.m. to 3:00 p.m.
Door 3 Filadelfia	7:00 a.m. to 8:00 a.m.	2:15 p.m. to 3:00 p.m.
Door 5 Filadelfia Upper School	7:00 a.m to 8:15 a.m.	2:15 p.m. to 6:00 p.m.

STUDENT DROP-OFF AND PICK-UP AREAS

The security of our students is very important during the entry and exit times, marked in the previous table, we have adopted certain measures that will be in effect as students are dropped-off and picked-up for which you must :

DOOR 1 (Colomos 2300) and DOOR 2 (Colomos – Gymnasium)

- Drive through the lane marked with orange cones at a speed of no more than 10 km/hour
- Completely stop your car where indicated by the security agent
- Exit or enter the car only on the right-hand side of the vehicle
- Move forward as soon as your child has exited or entered your vehicle.

Please do not drop-off your children in the middle of the street!

DOOR 3 (Filadelfia) Drop-off

- Enter the parking lot in either lane, motorized vehicles only.
- Drive at a speed of no more than 10 km/hour.
- Completely stop your car where indicated by the security agent
- Exit the car on the right side only if the car is in the right-hand lane
- Exit the car on the left side only if the car is in the left-hand lane
- Do not exit the car on the side near the center divider
- Only the two front cars will let students out
- Students should walk and cross the pedestrian walkway only when indicated by the agent
- Move forward as soon as your child has exited or entered your vehicle.

DOOR 3 (Filadelfia) Pick-up

A special code will be used by parents and students who wish to use Door 3 for student pick-up. The parent must inform it by filling out a special form with security that indicates the agreed upon code that the family or car pool will be using.

- When you drive in, the security agent will ask for your code.
- The security agent will use the loudspeaker to announce your arrival using the prearranged code so your child will pass through the turnstiles and be ready for you.
- Move forward as soon as your child has entered your vehicle.
- If the student does not exit immediately, the car must leave, turn around and line up again. Waiting for your child to exit is not permitted; please exit and enter at a later time; wait time is limited to one (1) minute maximum. We suggest notifying the students that they will come for them.

DOOR 5 (Upper School) Pick-up and Drop-off

- Enter the parking area using your ASFG ID card to raise the access gates.
- Please have your badge ready to swipe at the readers.
- Each student and the driver must pass their ID through the reader when entering and leaving the parking lot.
- Drive your vehicle at a maximum of 10 km/hour.
- Stay in the right lane of traffic flow.
- Students can get out of the car when it stops near Core B in front of the pedestrian walkway..
- Before pick up, we suggest contacting your children so they can go down to the underground parking lot on their own.
- Only students may get out of the vehicle.
- The circuit is for short stops only and parking is not allowed.
- For drivers, service workers and family members who drive the vehicle frequently to drop off or pick up a student, they can process a controlled access credential with the following form: [Formato de acceso controlado P5](#)

Early Childhood Carpool

The parent is allowed to enter the Filadelfia street parking lot from 12:15 a.m. to 1:30 p.m. A car pool consists of at least four (4) students. This use of the parking lot area requires a pass issued through the early childhood office. For more information, please contact the early childhood assistant.

On Colomos, there are two spots reserved in front of the main entrance from 8:10 a.m. to 2:30 p.m. exclusively for persons with special needs and medical emergencies. These are to be used in the event that an ambulance or a parent needs to pick up a sick student. This is not a drop off or parking area.

Co-Curricular Activities

- **Monday to Friday Pickup Locations and Times**

MONDAY TO FRIDAY CO-CURRICULAR ACTIVITIES	
DOOR	TIMES
Door 1 Colomos 2300	3:30 p.m. to 7:30 p.m.
Door 3 Filadelfia	3:00 p.m. to 7:30 p.m.

- **Saturday Pickup Locations and Times**

SATURDAYS CO-CURRICULAR ACTIVITIES	
DOOR	TIMES
Door 1 Colomos 2300	9:00 a.m. to 12:00 p.m.
Door 3 Filadelfia	9:00 a.m. to 12:00 p.m.

The campus is continually monitored both internally and externally by cameras.

All students who are participating in co-curricular classes and wish to eat a snack before they begin must remain in the elementary cafeteria area.

Students waiting for co-curricular classes to begin should wait at:

- The lower school library/EC which is open until 4:00 p.m.
- The upper school library/HS which is open until 5:00 p.m. (except Friday)
- The elementary cafeteria

ASFG Community entrance and exit schedule

The ASFG community (parents and staff) will be authorized to enter or exit campus following the schedule below:

**MONDAY THROUGH FRIDAY
ASFG COMMUNITY**

DOOR	MORNING	AFTERNOON
#1 Colomos 2300	7:30 a.m.	9:00 p.m.
#2 Colomos-Gym	7:30 a.m. to 7:55 a.m.	2:15 p.m. to 3:00 p.m.
#3 Filadelfia	7:30 a.m. to 7:55 a.m.	2:15 p.m. to 6:30 p.m.
#5 Filadelfia HS (Only vehicles)	6:30 a.m. to 8:30 a.m.	2:15 p.m. to 6:00 p.m.

RULES FOR THE USE OF THE PARKING LOT

- Parking lots are for the exclusive use of the ASFG community.
- Reserved, full-time parking spaces for the Filadelfia and Managua spaces can be reserved by staff and parents through the Security Office; monthly fees are charged.
- Please respect the spaces with ASFG signs that are designated for staff and for children with special needs.
- A limited amount of ‘one hour’ spaces are reserved for parents who are attending to school business from 8:15 a.m. to 1:30 p.m. in the Filadelfia lot; if a car is parked exceeding the one hour time limit, a written warning will be issued and a second infraction will result in termination of the privilege of using these free parking spaces.
- For your comfort the basketball courts are often used as a parking option for special events; this will be communicated to community members via email.
- Security personnel cannot be responsible for car keys.

EVACUATION/SAFETY PROCEDURES

The school has a direct telephone line exclusively available for emergency calls. The number is 33 1601 0966.

Various kinds of evacuation practice drills (earthquake, fire, etc.) are held periodically during the school year. All staff and students are trained on proper conduct and procedures. During the drill, access doors to ASFG are closed. This is for security and control.

The ASFG administrative team and security committee have procedures in place for all emergency situations deemed probable for our community (earthquake, fire, kidnapping, bomb threat, civil disturbance, death in the community) as well as three designated emergency stations equipped with tools for search and rescue, a supply of blankets, crackers and water for all students and staff, and a designated safe haven in the event we have to abandon the campus quickly. Our medical team is prepared with equipment and materials to care for minor medical emergencies. If it is necessary, the student will be transferred to a hospital and the parents will be notified of the medical emergency that required hospitalization. The student will be accompanied by an authorized adult.

We also have updated phone trees and instant messaging service for both staff and ASFG families for notification purposes in case of an emergency. During an emergency where we ask parents to come to school for their children, all students P1st to 12th grade will meet parents at the Filadelfia entrance; early childhood students will meet parents at Colomos door #1. Students will be released to parents only.

SECURITY OF SCHOOL MATERIAL AND PERSONAL PROPERTY

All personal belongings and school material must be safe and secure while on campus at all times. If items are lost or misplaced, they will be returned by ASFG community members to section offices or guarded safely by security until the owner claims them. In order to achieve this goal, the following practices are in place:

- There is zero tolerance for stealing in ASFG: any employee caught stealing will be immediately dismissed; any student will be disciplined according to his/her section policy; any parent will risk having his/her family asked to leave ASFG
- ASFG provides a place for storage of school and personal belongings for each student and staff member
- There will be supervision of backpack and locker areas during recess and after school activities.
- No student is allowed to take or touch other people's backpacks, lunch boxes, cubbies, or lockers.
- Loitering near the storage or locker areas is not permitted at any time
- It is a student's responsibility to make sure backpacks are closed and lockers locked
- All ASFG community members should report any suspicious behavior immediately to security or section offices
- If a student loses an item, it should be reported directly to the section office; the office will notify security
- Classrooms will have lost and found areas where small items that are found can be placed by students and reclaimed by classmates.

A note to parents: if items or clothing arrive at home that do not belong to your child, it is your obligation to return these items to the lost and found the next day. This can happen easily, especially with school uniforms. Do not take things from the lost and found to replace what your child has lost.

SPORT ACTIVITIES

Students may bring balls from home or request balls from the physical education office for sports activities. They should preferably be under the supervision of an adult, either a teacher or a coach. The balls that are used in areas not intended for sports activities will be collected by security agents or by the coaches themselves.

LOST AND FOUND

Located at gate 1, it operates based on values of trust and honesty. If your child takes an item that does not belong to them home, it is your obligation to return the item to the school's lost and found

area the following day. This can happen easily when it comes to sports uniforms. Please do not take anything from the lost and found area to replace what your child has lost.

It has different spaces where articles found in open areas will be deposited. Students and/or parents are the only ones who can access these areas at the following times:

MONDAY TO FRIDAY LOST AND FOUND		
AREA	ARTICLES	SCHEDULE
Lost Items (Door 1)	General	School Hours
Outside the teacher's room (Elementary)	General	School Hours
Security (Office)	Valuable Items	8:30 a.m. to 3:30 p.m.

PETS/ANIMALS ON CAMPUS

Pets are not allowed on campus including on weekends and during vacations. From time to time the section director may organize special events where some pets are present.

NURSE SERVICES

The purpose of the nursing service is to offer students first contact care, in order to assess the medical emergency and determine if it requires monitoring or supervision of the patient or to be transferred immediately to a specialized medical service, as well as informing parents of an emergent medical situation.

The infirmary has a basic inventory of medications to treat minor discomforts. The medication is a generic product from a recognized laboratory.

The infirmary will not administer medication to any student who does not have the medical history card for cycle 22-23, the medication used for all cases will be generic from a recognized laboratory; If the student is undergoing specialized medical treatment, the parent must deliver the medication to the infirmary along with the original medical prescription; Nursing will also be in charge of disease prevention campaigns.

Nursing Care

Office hours are from Monday to Friday from 7:30 a.m. to 19:30 hrs., the student who requires nursing care will receive a pass from his teacher to attend the infirmary, after the assessment it will be determined if he can continue with lessons; Otherwise, their parents and the corresponding office will be informed immediately so that the student can be transferred to a hospital or home, the absence for that day will be justified and the student will be able to return to their activities when they present an original medical certificate that indicate that the student can return to daily activities this includes co-curricular classes.

Any student who exceeds the fever limit (37.5) will be sent home immediately.

NOTE: THE NURSE WILL NOT ADMINISTER MEDICATION TO THE STUDENT WHO DOES NOT HAVE A PREVIOUS MEDICAL HISTORY CARD.

Student accidents

If the student suffers an accident within the ASFG facilities, a paramedic or the infirmary will attend to the situation. In the event that the student requires to be transferred to a hospital, the parents or the emergency contact of the injured student will be notified immediately.

Hospital transfers

According to the assessment and if the patient requires imminent transfer by using an ambulance, this will be requested by the Nursing, the charge for the transfer by ambulance must be covered by the parent and/or by their insurance doctors.

Orthopedic and rehabilitation material

The infirmary has orthopedic and rehabilitation material (crutches, splints, slings) that can be used by students who need it, this material must be returned to the infirmary after the student has finished their treatment or recovery. If the material is not returned, the cost of replacing the material will be charged to the family's account.

BUS SERVICE

The transportation service is optional, we have trained supervisors in each of the units who, among other things, maintain the good behavior of the students; We have various collection and delivery schedules, in the morning (general entrance) and early childhood, general and co-curricular departure, the services can be contracted by:

- Round trip
- Half Trip
- Trip per day

Interested parents will be able to consult the available services in the transportation section on the school's website and, where appropriate, carry out the contracting process. For any questions, you can write to the email: bus.service@asfg.edu.mx.

PARENTS ON CAMPUS

Parents are welcomed on campus. To enter the school, you must have a school ID which should be worn in a visible place while on campus. If you do not have a school ID, please request it at the security office at door 1 or sending an email to: credenciales@asfg.edu.mx

To avoid distractions to students and insure that classes are not disrupted, parents should respect the following:

- Stay in the designated areas: Cafeterias, libraries, picnic tables at door 1 and play area at door 2.
- Avoid areas near school classrooms where you could create distractions for students and teachers.

- In order to give priority and provide efficient service to students, parents should not use the cafeteria during student recess times.
- The use of the library is authorized as long as it does not interfere with academic activities.
- For meetings with teachers, school administrators or operational staff, prior appointments must be made.
- The school cashier, Papeleria Zapopan Escolar(ASFG bookstore) and the Warrior Store can be accessed at any time during the school day.
- Meal rounds are authorized and set-up can start at 1:45 p.m. and must end by 4:30 p.m. If you are bringing meals from home, we suggest that you bring healthy food and respect the good practices of the green committee.
- Birthday Parties are not allowed on campus. We recommend you check with your sections the guidelines for celebrating your children's birthday.

AFTER SCHOOL PARTIES NOT SPONSORED BY ASFG

In early childhood and elementary it is common for students to attend events immediately after school that are not sponsored by ASFG. In an effort to facilitate the exit process from campus for those parents who are transporting their child's friends to the event, we have developed an exit procedure with the approval of the section offices and the security office.

Guidelines for parents to follow:

- Fill out the [Authorization for Student Pick-Up form](#).
- If a parent needs to invite students to the party, they must share the [Authorization for Student Pick-Up form](#) with their parents.
- Students may not be taken out of class before 2:30 p.m. We recommend that parents who take a group of children to a party be at the exit at 2:45 to avoid heavy traffic.
- The exit for party groups without exception is through Door 3. The host parents will be able to access the parking lot by vehicle, park, and get down to pick up the students. At the exit security staff will review the Authorization for Student Pick-Up form to confirm that each parent has authorized the pick-up of their child by the host parents. This will ensure the students' safety.

No student will be allowed to leave ASFG for a party without their parent's written consent.

BEHAVIORAL EXPECTATIONS

ASFG RIGHTS AND RESPONSIBILITIES

1. **All ASFG community members have the right to be treated with respect.** ASFG community members have a responsibility to treat individuals at ASFG respectfully and to represent oneself honestly and with integrity.
2. **All ASFG community members have a right to a quality education in an environment conducive to learning.** ASFG community members have a responsibility to arrive on time, be prepared, and ensure their behavior is appropriate.

- 3. All ASFG community members have a right to be heard.** ASFG community members have a responsibility to actively listen to each other. ASFG community members have a responsibility to be proactive in solving problems and following appropriate and respectful measures in the process of developing a resolution.

At ASFG, we believe student behavior is the responsibility of all members of the community: students, teachers, administrators, and parents. We believe that every person has the ability to learn, change, and ultimately interact in ways that foster the academic environment that ASFG requires. Of paramount importance to all of us is the safety of the students: physical, emotional, and social. Every member of ASFG enters the community with rights and responsibilities. We expect all community members to uphold these rights and responsibilities through a common foundation of respect: respect for oneself, others, and the environment. ASFG values and encourages individual differences.

The types of behaviors which are appropriate for an academic community are expected to be understood by all members of our community. Modeling appropriate behavior is the best method for teaching expectations. When student behavior is inappropriate, we always seek first to listen to the student and try to understand his/her behavior. Every behavioral issue is an opportunity for both teaching and learning. We are firm, but fair; and recognize that fair does not always mean the same for every student. Disciplinary decisions made by teachers and administrators are determined after a due and fair process taking into consideration the developmental stage, history, needs of the student, the seriousness of the infraction, and school safety.

The school may choose to use meetings, written reflections, action plans, restitution plans, detention, suspension, and the temporary suspension of rights as ways to discipline students who abuse their rights and responsibilities. Major infractions of rights and responsibilities (bullying, substance abuse, fighting, vandalism, carrying weapons, theft, threats, and chronic misbehavior) will be dealt with in a serious manner. Prior to being categorized as major, chronic misbehavior will have been given due process: intervention from the teacher, counselor, administrator, and parents. Consequences for major infractions may include suspension and/or expulsion. Parents will be informed of all serious issues and the process used for establishing appropriate consequences; they will be expected to support the school's decision with respect to those consequences.

Restitution is an important component in the process of resolving issues and building our sense of community. Restitution requires the student to restore the relationships affected by his/her actions. Sometimes this means acknowledging the effects of the infraction, accepting responsibility for the behavior, investing time in rebuilding relationships, and compensating for damages done by the behavior. An important stage in the restitution process includes reflection linked to our ASFG Learning Goals.

ASFG HONOR CODE

We have the highest expectations for all members of the ASFG community. While recognizing the importance of intellectual development, our community also believes in the critical importance of the social and emotional development of all students. As students strive to achieve these high expectations, they are often faced with challenges to their integrity and honorable behavior. To that end, we have developed an Honor Code which embraces the expectations for how students conduct themselves intellectually, socially, and emotionally, at all times while enrolled at ASFG and beyond.

As a proud member of ASFG, I am respectful, responsible, and kind to all members of my community. I do not lie, cheat, or steal.

Cheating/Plagiarism

Students who violate the honor code in the area of cheating or plagiarism will be dealt with according to section rules. This includes consequences such as correctly completing work or similar work, detentions, parent meetings, lowered grades for the work in question, disciplinary action, and/or records of the incident in a student's file.

Violating the intellectual integrity code is a serious infraction and may be grounds for expulsion.

ASFG IMAGE

The American School Foundation of Guadalajara is a prestigious educational institution. Our school community has a responsibility to ensure that the campus is a clean and respectful environment for learning. Language should be respectful and polite at all times. For adolescents, romantic displays of affection, other than hand holding, are not acceptable for an educational institution.

Our academic program of excellence should be reinforced at all times by high standards of conduct and dress. As such, the school community (students, staff, and parents) should dress appropriately for classes and all school activities both on and off campus. We encourage our students to express their individuality with their dress within a boundary of respect and appropriateness for the institution. To maintain a focused learning environment, as well as a positive community image, students are expected to be neat and well groomed at all times. ASFG believes that learning to dress appropriately for a variety of occasions and audiences is an important part of the developmental process.

Students have a responsibility to dress in a manner that reflects pride in themselves and their school. The following guidelines will be enforced:

- Hats, caps, and sunglasses must be removed upon entering a formal presentation or at the request of a teacher.
- Outfits that are excessively revealing are not allowed; midriffs must be covered; short shorts and miniskirts are not appropriate.
- Clothing with offensive language, inappropriate pictures, advertisement for alcohol, cigarettes, vaping or other controlled substances, and other law breaking activities are not permitted.
- Safe footwear must be worn at all times.
- Piercings (other than earrings), and tattoos which are distracting are not appropriate.

The administration will address concerns of all jewelry, clothes, hair, and other apparel that may be inappropriate. It is the principal's discretion to decide on dress code issues not specifically outlined in this manual.

OFF CAMPUS STUDENT CONDUCT

ASFG is not legally responsible for the conduct of ASFG students while off-campus or at non-school sponsored activities. Still, we are always interested in the well being of our students and in our community's security, reputation, and prestige. It is within this context that ASFG will do the following when dealing with any at risk student conduct off-campus or any student conduct occurring off-campus having consequences in our community:

- When ASFG's senior staff is made aware that an ASFG student is at risk, ASFG will intervene by communicating its concern to both the student and his/her family. It is solely the family's responsibility to address the concern with their child.
- When the off-campus conduct of an ASFG student produces adverse effects in the ASFG community, then the student may be transferred from the school community. This decision will be made by the Director General after investigation, due process, and collaboration with the executive committee of the ASFG Board of Directors.

STUDENT DISCIPLINARY ACTIONS

Disciplinary actions taken as a response to student misbehavior may have the purpose to support the development of the individual's academic skills, social skills, and/or competency to interact in the community and society.

- The following disciplinary actions may be used with a student based on the infraction:
 - one on one student meetings
 - meetings with groups of students
 - verbal warnings, in private meetings with student
 - written reports added to the student permanent file in PowerSchool
 - action plans for improvement or restitution plans for restoring relationships
 - written reports, received and signed by parents or legal guardians, returned to the authorized teacher or administrator, added to the student permanent file
 - parent meeting with teacher or administrator, notes from meeting will be added to the student permanent file
 - homework or extra school activities intended to raise awareness about the outcomes of the inappropriate behavior
 - reduction in a school grade for the work associated with the inappropriate behavior
 - a signed agreement by the parent or legal guardian to commit to professional consultation that will support the improvement of the behavior. This agreement will be added to the student's permanent file.
- At-Risk status for conditional matriculation
- Conditional Matriculation status
- student will be moved to another class within ASFG, if class size and conditions permit
- denial of participation in school events such as a trip, sporting event, school celebration, or graduation ceremony
- denial of re-enrollment for the following school year. The student may be allowed to complete the current school year and parents should simultaneously seek new options for their child's subsequent school year. This applies even if the official re-enrollment period has passed and those fees have already been paid.

- in-school suspension, students will be asked to resolve the issues caused by their behavior whether it affected a single class or school in general. Each school section manages in-school suspensions according to the needs of their section.
- before school, after school, or recess detention including written reflections on behavior
- indefinite off-campus suspensions for behavior that puts at risk the school community, students will be allowed to continue their school work from home
- loss of a school scholarship
- payment for facilities, furniture, or resources that were damaged or lost. Parents or legal guardians are responsible for these payments for property damaged by their child
- loss of privilege to use the technology resources, internet, or network of the school
- change of school with the understanding that the student has the right to education, this disciplinary action is considered for serious offenses

Disciplinary decisions are made by the section administrators for inappropriate behavior.

Chronic or dangerous misbehavior of any student that risks the physical and/or emotional safety of any community member will be considered a serious infraction and the subsequent disciplinary decision may result in actions referred to in Article 54, Letter V, of this manual, even if the student has not received a prior warning of At-Risk or notice of Conditional Matriculation.

For serious behavior concerns, the section principal and the Director General will consider the developmental stage, history, details of the behavior, the seriousness of the infraction, and school safety in order to decide upon the appropriate disciplinary action.

The disciplinary actions that are imposed will be communicated to the parents or legal guardians within 10 working days, so that the necessary measures can be taken to continue the student's education.

For repeated behavior or behavior that risks the safety of the school, the section principal may enforce an action plan that requires the student to receive professional help to better support the student's emotional and social needs.

Parents and legal guardians will commit to support the school's decision to support their child's educational and emotional health. Parents will seek the professional services suggested and facilitate their involvement in the educational plan.

Each school section uses their own system of documentation and reports for disciplinary concerns, At Risk status, and Conditional Matriculation status, review the corresponding section of the Parent Student Handbook.

HOMWORK POLICY

Meaningful, regularly assigned homework is useful to help students reinforce what they learn in class, master academic skills, and develop individual interests. Homework should be a learning activity that increases in complexity as the student progresses from grade to grade. As this occurs, homework also serves to make the student increasingly responsible for scheduling and completing work

independently or in a group, as well as learning to investigate topics of interest without constant supervision.

Classroom teachers, together with the principal, are responsible for determining the amount and types of homework given. The section principal will set overall guidelines for homework and will discuss and monitor these guidelines with the teaching staff. Guidelines should take into consideration the following:

- developmentally appropriate assignments and time commitments
- coordination between classes at the grade level as well as grade levels in each section
- learning validity of assignments

Please consult section specific expectations and guidelines that are included in each section's information.

ABSENCE POLICY

Attendance and punctuality are necessary in order to promote academic progress. Students are expected to attend classes on all scheduled school days. Our rigorous academic program includes many cooperative and group activities that cannot be made up with additional work. All students are part of the class learning environment and when a student is absent, the entire class is affected.

Teachers and/or administrators will contact parents if there is a concern about a child's attendance record due to tardies and/or absences. A student's poor attendance record could result in conditional matriculation.

Refer to the high school section of this handbook to learn more about the attendance policy in high school.

JUSTIFIED ABSENCES

A student absence may be justified for the following reasons:

- sickness: a written note from the parent/tutor must be presented to the classroom teacher upon returning; after three days of consecutive illness, a note from a doctor may be requested
- bereavement: please notify the section principal
- school sponsored events and trips
- legal documentation: to obtain passports, visas, driver's license, etc.
- special circumstances at the discretion of the section principal

All requests for justified absences due to any of the above reasons, except for bereavement, need to be submitted to the section office at least one full week before the first day's absence.

UNJUSTIFIED ABSENCES

- Family trips: these trips cannot be authorized; if parents proceed with the trip without permission, it is the parent's responsibility to provide a tutor for the learning experience

missed. Homework packets will not be provided. Lowered grades will result due to unjustified absences. In high school, work due to unjustified absences will receive a 0%.

- Truancy and organized skip days will result in disciplinary measures such as suspensions, lowered grades, and no credit for missed work.
- Suspensions will result in loss of privileges and lowered grades.

BULLYING PREVENTION POLICY

PURPOSE AND GOALS

ASFG is committed to providing a supportive, caring, and safe environment where all members can work and learn in order to fulfill the mission and learning goals of the school. Parents, teachers, students, and the rest of the school community have a responsibility to contribute to the protection and maintenance of this environment. This bullying prevention policy is intended to establish and communicate the philosophy, expectations, and practices of the school and its community members to prevent and address bullying.

DEFINITION OF BULLYING

Bullying is any type of verbal, social, cyber, or physical aggression against a person, which is repeated and intended to harm. The underlying purpose of bullying is to humiliate or hurt another person. A bullied person is one who is repeatedly exposed to the negative actions of one or more persons. One of the key elements that define a bullying situation is the imbalance of power between the involved parties, such as an older student harassing a younger student.

Bullying may include, but it is not limited to:

Verbal Bullying

- name calling, teasing
- making fun of or being disrespectful of another person's physical characteristics, nationality, creed or beliefs, color, size, physical challenge or disability, family problems, sexual orientation, ability to learn, athletic ability, family structure or gender identity
- using inappropriate language (i.e., swearing)
- spreading lies or rumors about a person
- laughing at another's misfortune
- inciting others to fight or bully someone in any way
- putting someone down

Threatening

- threatening to physically hurt a person if he/she does not comply with certain requests
- using antagonistic language toward someone

Social Exclusion

- not allowing a person to play with or to participate in group activities

- forming a circle of friends or group on the playground or in the hallways so that another person cannot join
- speaking with a group so that one person is excluded either because of language or slang used only by the group
- ignoring a person
- refusing to be someone's friend or participating in a group's efforts to isolate or exclude someone
- refusing to allow someone his or her place in a line

Cyber Bullying

- negatively targeting a person using any type of technological device and/or network
- posting/sending comments, photographs, videos and/or icons that threaten, embarrass, put down, intimidate, exclude, insult, or hurt another person
- forcing somebody else to make aggressive posts/messages
- creating and/or participating in any site or social network that is harmful to others
- excluding somebody from a cyber group with the intention of hurting them
- creating false accounts in someone else's name that is used to hurt another individual(s)
- spreading rumors in any way with the use of technology (using names or anonymously)
- gaining unauthorized access to anyone's accounts with the intention to harm

Physical Bullying

- pushing, shoving, hitting or poking
- pulling someone's clothes
- fighting

Vandalism, Extortion/Theft

- damaging someone's property or locker
- breaking someone's school utensils
- writing on someone's notebook or binder without their consent or permission
- taking someone's lunch money or lunch
- taking/hiding someone else's property

Conflict is part of everyday life and might occur because needs are not met or because individuals have different perspectives. Conflicts can have positive or negative results, depending on how we choose to solve them. In a conflict situation, the two parties involved have equal power and therefore can negotiate a solution. On the other hand, one of the key elements that define a bullying situation is the imbalance of power.

While ASFG intervenes in all situations that involve our students' well-being, it is important to understand that not all problematic situations are bullying. Conflict exists in all human interactions and can lead to learning opportunities. Therefore, it is very important to identify the type of situation at hand in order to be able to respond adequately.

COMMUNITY ROLES

The ASFG community has an important role to play in bullying prevention and intervention. All ASFG members or visitors need to be aware of students' interactions and be prepared to report bullying incidents. ASFG staff members are trained to intervene appropriately in situations they observe. Students are trained to intervene and stand up to bullying situations they witness. Effective reporting includes a detailed written report (see "Reporting Procedure") and also speaking with a school administrator or counselor in person. Confidentiality is maintained by school administrators and counselors in order to protect all parties involved. Confidentiality ensures that parties are not labeled and it encourages other students and community members to come forward to describe bullying incidents.

Parents, students, and the school have various roles in prevention, intervention, and reporting:

THE ROLE OF PARENTS

ASFG mandates that parents attend three bullying prevention workshops throughout their child's academic career. If parents suspect their child is a victim, witness, or a participant in bullying situations, they must take immediate action to involve the school. The intervention of an adult is usually the only way to break the cycle of harassment. ASFG makes the following recommendations for parents:

- Encourage your child to spend time with friends; children with a supportive group of friends are less likely to become victims of bullying.
- Inform the school (teacher, counselor or administrator) of any concerns about bullying (see "Reporting Procedure"). Do not seek justice on your child's behalf. Encourage your child to seek help from a school authority.
- Communicate and empathize with your child so that he/she does not feel embarrassed to discuss their problems.
- Keep the conversation focused on what your child's actions were and what he/she could have done differently.
- Model respectful relationships with appropriate boundaries.
- Encourage your child to be kind and empathetic towards others.
- Teach your child to set limits and deal with problems with assertiveness rather than aggression.
- Do not justify your child's behavior. Even though a person may be angry, hurt, or alone, this does not give him/her the right to hurt others.
- Encourage your son/daughter to speak up when they witness a bullying situation.

THE ROLE OF STUDENTS

Students must take an active role to reduce bullying incidents. Students are often neither bullies nor victims, but witnesses of bullying situations. Students who witness an incident of harassment play a key role in perpetuating or stopping the situation. The following are some strategies students can use:

- Report the situation to a teacher, counselor or administrator regardless of whether you are a victim or a witness of a bullying situation. Reports will remain confidential (see "Reporting Procedure").
- Be assertive and tell the other student(s) to stop.

- Stay safe by building friendships with other classmates, staying away from aggressors, avoiding unsupervised areas, etc.
- Avoid reacting angrily or violently to the harassment situation.
- Support classmates by openly rejecting bullying and harassment behaviors.

THE ROLE OF ASFG

The school's role is to prevent bullying situations through education and intervention. Each section accomplishes this in an age-appropriate manner and attuned to the needs of their students and teachers.

Training & Preventative Education: The main goal of ASFG's Bullying Prevention Program is to educate the school community about bullying and how to address it. It is intended to reduce the number of students who are involved in bullying situations and to provide the community with tools to recognize and report bullying behavior.

ASFG's program seeks to transform the community's social norms and reinforce the school's identity as that of a caring community through a continuous process of dialogue and reflection. Ultimately, the program's purpose is to transmit the enormous power and responsibility that each member of the school has when witnessing behaviors that do not reflect the school's values. The program consists of five main areas:

Human Development Program: Through this program, students learn and practice skills that allow them to continue developing and nurturing healthy relationships. Students are able to focus on their personal and social development and identify indicators of unhealthy relationships, bullying situations and conflicts. Students are exposed to tools that help them address harmful relationships and situations.

Workshops: Mandatory workshops on topics related to bullying prevention are offered to ASFG staff and parents. The main goals of the workshops are to communicate relevant and updated information about the school's policies, offer mechanisms for dealing with bullying situations and to create a common language and understanding among the different members of the school.

School and section events that focus on a caring community: Through a collaborative effort, teachers and students of all sections participate in different activities that promote a caring school climate and celebrate values such as respect and kindness.

School Climate/Bullying Survey: Students participate in a bullying survey and parents complete a school climate survey on a regular basis. These surveys provide the school with valuable information about students' and parents' perceptions. The data is utilized to evaluate the effectiveness of the program and establish new goals. Students and teachers also reflect on these survey results and their own experience.

Class meetings: The purpose of class meetings is to build class cohesion and community, teach bullying prevention, and help students understand their role and the consequences of bullying behaviors. Class meetings provide opportunities for students to be heard in a safe environment and enhance communication among peers.

REPORTING AND INTERVENTION PROCEDURES

Reporting Procedure: If a potential bullying situation arises, community members have a responsibility to initiate the intervention process by submitting a formal report. The report should include specific details including:

- What happened
- Who was involved
- Where and when it took place
- Who may have witnessed the incident
- Whether this was the first time this situation was observed or the reporting party observed the situation on repeated occasions (Include a description of previous incidents if observed on repeated occasions)
- The reporting party's actions during the incident (simply observed; intervened, defended, attacked, notified an authority, etc.)

This report should be submitted to the section administrative team (Principal, Assistant Principal, or counselor[s]) in writing using the report form found in each section office.

Intervention Procedure: The following is an overview of the process that is followed by the counselors and the administrative teams of each section after an official report has been submitted:

- Interview with the alleged victim
- Interview with the alleged aggressor(s)
- Interview with observers
- Assessment of the situation and determination of consequences as appropriate
- Follow-up communication with involved parties

Intervention: Disciplinary decisions made by teachers and administrators are determined after a due and fair process taking into consideration the developmental stage, history, needs of the student, the severity of the infraction, and school safety. The school may choose to use meetings, reflections, counseling, action plans, restitution plans, detention, suspension, the temporary suspension of privileges, or expulsion as ways to discipline students who bully. Parents will be informed of all serious issues concerning their son/daughter and the process used for establishing appropriate consequences; they will be expected to support the school's decision with respect to those consequences. Guidance from ASFG counselors, a psychologist, or an external professional may be recommended. Confidentiality of these decisions is a critical component of the process so that students are not labeled and can learn from the experience.

ASFG CHILD PROTECTION POLICY

(Full policy is located on the ASFG website)

How is abuse and neglect defined?

Definitions of abuse are complex and based in various cultures of child-rearing behaviors, gender and role responsibilities and expectations. The primary determination of abuse is that it is dependent on the wrongful use of a relationship by the more powerful person. This could be a family member, a mentor, an authority figure, or an acquaintance.

Abuse is:

Inflicting physical injury on a child by other than accidental means, causing skin bruising, burns, disfigurement, impairment of physical or emotional health, or loss or impairment of any bodily function, death; and/or creating a substantial risk of physical harm to a child's bodily functioning; and/or committing acts that are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child's pain and/or mental suffering; and/or assaulting or criminally mistreating a child as defined by either Mexican law or school policy; and/or engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical or mental health or development of a child; and/or failing to take reasonable steps to prevent the occurrence of any of the above. ASFG has the right and obligation to document and act upon any type of *suspected* abuse. This may be through written narratives or interviews

Neglect is failure to provide for a child's basic needs within their own environment.

What does a Child Protection Policy mean for the ASFG community?

ASFG is defining a standard for the treatment of all children and youth - that they be treated with respect and dignity at all times. Children and youth have legal and moral rights to their individuality, that when protected, will develop into the ability to meet the needs of the family, community, and global society. Child protection standards defined by ASFG encompass all cultures and international law. When given reasonable cause to believe that these rights are violated, ASFG will seek all available resources to restore those rights.

SUBSTANCE ABUSE POLICY

The American School Foundation of Guadalajara's philosophy on the use of alcohol and drugs focuses on two points:

- addiction to alcohol and drugs on the part of the students is incompatible with academic life and with the fundamental principle of leading a healthy life
- the use and/or abuse of prohibited substances is a serious problem in society affecting personal health

As an educational institution, ASFG's first belief is that the school should provide assistance to students who have problems with the use and abuse of alcohol and drugs. For this reason we have designed and implemented an educational program with emphasis on prevention, reduction of risk factors, and clear disciplinary guidelines.

Guidelines

- Students under the influence of alcohol and/or controlled substances are prohibited from campus.
- If it is proven that any student sells or freely distributes drugs or illegal medicine inside or outside school, he/she will immediately be permanently transferred.
- Parents and/or guardians, as well as the proper authorities, will be notified.

- Any visitor to the school who is found in possession, distributing, or under the influence of alcohol, drugs, or any illegal substance will be escorted off campus and the proper authorities will be notified; they will be immediately registered as no longer having access to the school under any circumstances.
- Any student suspected and proven of abusing alcohol, illegal drugs, or prescription medicine, in or out of school, will be referred to a school counselor. If the student is evaluated as needing treatment, guidelines will be designed for rehabilitation and a test period will be established, agreed to, and ratified by the Director General.
- If the above is not fulfilled, disciplinary actions will be enforced, meaning the person may be transferred.
- The school counselor will evaluate any student who recognizes that he or she has a problem with the use and abuse of alcohol, illegal drugs, or prescription medicine, and requests assistance and will be responsible for designing a plan of action for rehabilitation; this information is considered confidential and the school will provide a guide of rehabilitation services available in the community.
- If the student and his/her family do not follow the guidelines, they may be required to remove themselves from the school community.
- Readmission into the school will not be considered for any student who has been transferred out.
- If a student must be referred to a professional or for clinical treatment, the cost will be covered by the student and the student's family.

Additional Procedures

The American School Foundation of Guadalajara reserves the right, without previous notification, to carry out drug testing and the search of lockers, purses, backpacks, and other personal belongings, including cars.

Drug Testing

- drug tests will be applied by trained personnel under the supervision of the medical department of the school
- drug tests will be administered if there is probable cause

If test results are positive, the person will report to the school counselor and corrective or disciplinary actions will be taken.

Substance Abuse Prevention Program

Our substance abuse prevention program is imparted by Pathways for Prevention (PFP). PFP is a non-profit organization that provides substance abuse prevention education for schools. Since 1976, they have taught over a million students of all ages. At ASFG, PFP Prevention Specialists provide yearly workshops to parents, teachers, and students in middle school and high school. The program objectives at ASFG are the following:

- Encourage and support the non-use of alcohol and other illegal or illicit drugs during the growing years.

- Empower young people to make healthy, responsible choices regarding alcohol and other drug use.
- Teach students and adults how to recognize the early warning signs of substance abuse and to intervene appropriately.
- Educate students, parents, teachers, and administrators on the physiological and psychological effects of alcohol and other drugs.
- Promote awareness of drug addiction, including alcoholism, as a progressive, chronic, and often fatal disease.
- Provide educational communities with the guidance and training necessary to implement comprehensive, effective approaches to substance abuse prevention.

SMOKING ON SCHOOL PREMISES

The American School Foundation of Guadalajara, A.C. is a smoke free campus. Smoking cigarettes/e-cigarettes is not permitted. Staff and other adults participating in student activities or trips outside of school are prohibited from smoking cigarettes/e-cigarettes when working with or supervising students.

ALCOHOL ON CAMPUS

ASFG is an alcohol free campus and hence,

- alcoholic drinks are not permitted on school premises or at any school sponsored event where students may be present
- staff and other adults supervising student activities are not permitted to consume alcoholic drinks

COUNSELING

COUNSELING PROGRAM

The mission of the ASFG counseling program is to provide a comprehensive, developmental guidance system that addresses the academic, career, social, and emotional development of all students at the school. Counselors advocate and provide support to maximize students' potential for personal growth and academic achievement following the ethical guidelines stated by the American School Counselor Association.

In a collaborative effort with ASFG educators, administrators, parents, and the community, school counselors facilitate support systems to ensure that all students have access to personal guidance and are prepared for the development of their academic potential and the fulfillment of the ASFG learning goals.

Counselors are responsible for:

- providing individual and group counseling to students
- assisting and monitoring students who are experiencing academic, social, or emotional

- difficulties and providing guidance
- working with students individually or in groups to discuss academic achievement
 - meeting with teachers and parents to discuss academic, personal, and social issues of students and to create action plans that promote success
 - monitoring and assisting new students and their families
 - implementing screening procedures to identify social-emotional and academic concerns
 - collaborating in the human development program

ASFG counseling services will not provide therapeutic sessions or formal diagnostic assessments to students. When emotional, behavioral, or learning issues that require in-depth support are identified, the student will be referred to external professional services. Parents will be provided with a list of community professionals who may assist them. If this issue is affecting the student's behavior or achievement at school, the counselor may contact the therapist with parental consent to ensure that the child is receiving support and discuss how teachers can support the student at school.

CONFIDENTIALITY POLICY

The counseling department provides support to students who require it as requested by teachers, parents, or by the students themselves. The counselor offers sessions in which various counseling techniques are used. These sessions are individual and confidential; therefore, the counselor is not required to share information reported by students. During enrollment, parents give their consent to this service if deemed necessary and to their child's right to confidentiality. Confidential information will be disclosed to the section principal, Director General, and parents if a student is known or suspected to be in a situation that represents a risk to his/her or others' physical or emotional well-being.

The principle reasons for disclosing confidential information are:

- use of physical punishment as a means of discipline
- suspicion of physical or emotional abuse
- suspicion of sexual abuse
- abuse or dependence on addictive substances
- pregnancy
- suicidal thoughts
- self-mutilation

The procedure for disclosing confidential information is as follows:

- the student will be verbally informed of the procedure
- the counselor will submit a written report to the section principal and the Director General
- the principal and/or counselor will contact the parents to inform them of the situation and provide recommendations

Depending on the case, the school may require various types of external professional support and/or report the case to the appropriate authorities. The counselor will monitor compliance with the agreements reached. The student's continued enrollment may depend on compliance with these agreements.

ACADEMIC SUPPORT

The purpose of academic support is to provide an educational support system that facilitates a student's success within our academically challenging program taking into account each student's specific learning strengths and needs. The services and programs include:

- Classroom accommodations and support for students with documented learning differences through Support Services
- Curriculum modification for students with documented learning differences, also through Support Services
- Learning support for students in need within the regular ASFG program (e.g., school-wide intervention programs)
- Supervision of tutoring services

Support Services

Support Services offers a continuum of basic to more intensive interventions to students with potential or diagnosed learning differences. Parent support of the students and program must be demonstrated to initiate and continue Support Services. Parental permission is requested before students may receive extended help from Support Services teachers.

In some cases, the school requests a formal psychoeducational evaluation beyond preliminary academic screenings. A list of professionals who conduct such evaluations and with whom the school maintains a close working relationship is available through the section counselors. Communication between these professionals and ASFG is essential. Additional fees will be charged by the professional providing these testing services.

Any student receiving support services beyond 1st grade must have a full psychoeducational evaluation or other documentation from a professional. This evaluation would need to be repeated after a period of 3 years to continue receiving this support.

Psychoeducational evaluations revealing a specific learning difference lead to the student receiving designated accommodations within the regular classroom, which are specified in an Individual Academic Support Plan (IASP) (please see *Guidelines for Documentation of a Learning Difference*). Additional instruction from a Support Services teacher may be provided in the elementary and middle school sections (please note that such instruction is available in grades pre-1st through 8th). The Support Services program does not extend into high school, however students with documented learning differences may receive some accommodations, as indicated in their IASP. Support Services are not offered in Spanish because external support options in Spanish are readily available in the city.

Sometimes a student may benefit from specialized classes or therapy from an outside professional within the regular school day. If a student requires such additional support, parents must seek the principal's approval. Parents pay the cost of this service directly to the outside professional.

Modified Program: Some evaluations recommend more significant modifications be provided based on the documented learning difference. These modifications change the curriculum significantly, lowering the grade level content and performance expectations for the student. Curriculum

modifications include instruction on material below the student's grade level, assessment using a different learning objective than his or her classmates, and exemption from certain assignments. Modified curriculum plans are created and monitored through the student's IASP. This modified program will be noted on ASFG report cards and transcripts.

Students with strong academic or social needs may be asked to contract a monitor to assist them in the classroom on a full-time basis. The school section provides monitor guidelines to parents when a monitor is required.

Re-enrollment for students performing below grade level:

Elementary School

Students with a modified curriculum and/or who perform 1.5 or more years below grade level, as judged by a comprehensive system of assessment, may not be permitted to re-enroll for a subsequent school year at any point in their academic career. Such a decision would depend on the following factors: progress in their IASP goals, social-emotional considerations, behavior, parental support, and/or level of English language.

The status of a student in 4th grade whose academic achievement is 1.5 or more years below level will be evaluated by an assessment team to determine whether he or she may continue on to middle school. The re-enrollment of any 4th grade student that does not have English language proficiency similar to that of his/her peers will be reviewed to determine if ASFG is the best school option for this student.

Except for the few students enrolled in the Cognitive Advancement program, modified curriculum and monitors are not allowed beyond grade 4.

Middle School

It is expected that students in fifth grade and beyond are able to access the regular academic program with minor accommodations when necessary. These accommodations may include homework assistance or extended exam time in a quiet and supervised environment. Middle school Support Services teachers continue to provide inclusion support for those students having a documented learning difference. Parents or legal guardians will be expected to provide any additional support deemed necessary by the section administrator.

High School

Extended Time for Completion of Studies: The high school program may be extended from the usual four-year time frame to five years for students who have documented learning differences, extended illnesses, or who participate in external co-curricular activities (e.g., national and international travel and/or competitions). To apply for the extended time program, the following is required: all ASFG curriculum must be covered, inscription and tuition payments must be paid for each of the five years, strong commitment from both the student and parents must be evident, and individual programs must be approved by the Director General.

Guidelines for Documentation of a Learning Difference

In order for a student to qualify for academic support services and accommodations based on an identified learning difference, documentation must be provided which:

- Is current
- States the specific diagnosis (when appropriate, it should refer to the applicable professional standards such as those from the Diagnostic Statistical Manual, DSM-5)
- Establishes the professional credentials of the evaluator, i.e., licensure, certification, area of specialization
- States relevant educational, developmental, and medical history
- Describes the comprehensive assessment and techniques used to arrive at the diagnosis, including test results with subtest scores (standard or scaled scores)
- Provides clear description of the functional limitations caused by the diagnosed learning difference, together with the corresponding specific accommodations

In order to qualify for support and accommodations, a previous evaluation may be considered if it took place within three years of the request for such support.

Please contact your section counselor if you have any questions or concerns regarding these guidelines.

Intervention Support Outside School Hours

In order to ensure success for every child, students who have not met the minimum proficiency levels for any subject or class may be assigned to intervention classes by the section administration. These classes are held before, after, or during the school day. Intervention classes are free of charge and attendance is obligatory.

TUTORING

Tutoring is a personal arrangement between parents and the tutor. The following regulations exist:

- ASFG staff members are expected to tutor only within their area of expertise and language competency
- No teacher or teacher assistant (or members of their families) may tutor his/her own students; teachers may not recommend specific tutors to parents, rather that information should be communicated by:
 - Early Childhood: Early Childhood Psychologist
 - Elementary: Elementary Assistant Principal
 - Middle School: Middle School Counselor
 - High School: High School Counselor
- Tutoring provided by ASFG staff may not begin before 2:45 p.m. and only after 4:00 p.m. on Wednesdays when there are staff meetings or other professional obligations.
- It is the tutor's responsibility to initiate and maintain communication with the student's teacher(s); together tutor and teachers will determine specific learning objectives for the student within the first week of tutoring
- Tutors may be requested to attend parent conferences

- Tutors may tutor non-ASFG students on campus with permission from the section principal; these should be students who are being prepared for admission testing or are connected to the school or to staff members in some way
- Fees for on-campus tutoring will be established annually by the administration in August
- All **non-ASFG tutors** (former teachers and students) must request permission from the above mentioned administrators in order to tutor on campus. A personnel file will be established and a waiver absolving ASFG of responsibility will be signed in the Human Resources office. This file is to be renewed annually. It is the responsibility of the tutor to establish this relationship with the HR office.

Any exceptions to the above procedures can only be made by the section principal. If not followed, the tutor will not be permitted to continue tutoring ASFG students for the remainder of the school year. ASFG does not guarantee the academic results of tutoring classes.

ACADEMIC ASSESSMENT

EXTERNAL ACADEMIC ASSESSMENTS

In addition to internal classroom and grade-level common assessments, students at ASFG participate in various externally scored academic assessments in order to objectively measure and understand their learning. This information is used on many levels such as confirming individual student achievement, studying grade-level academic progress, comparing ASFG students to others in Mexico, the US and internationally, developing specific academic goals for future learning, and considering students for admittance to upper level Honors/AP courses.

School-wide results are analyzed by relevant stakeholders and shared in the annual report. Section and grade-level results are shared and discussed with teachers, students, and parents.

These tests include:

- **MAP achievement tests for grades 2-10:** Reading and math are evaluated two or three times a year using these computer-based adaptive tests. Individual student reports are sent home with the first and last report cards each year.
- **MEXICAN PROGRAM** achievement tests: Spanish language arts and math are evaluated. The government currently determines when these tests are taken by students.
- **WrAP** writing samples for students in grades 4-12: Each spring students complete these two-day writing samples which are sent to the US to be scored. There is a different genre of writing required in accordance with the grade level.
- **PSAT:** This College Board test of reading, math and writing skills is taken by all students in 10th and 11th grade each October. It is optional for 9th grade students. The PSAT is used for Honors/AP course recommendations and in the college planning process. Individual reports are distributed to students in January.
- **AP exams:** These are taken in May by students enrolled in Advanced Placement high school classes. Students who score 3 or higher on these exams may then receive credit from many universities in the United States, Mexico, and throughout the world.
- **SAT/ACT:** These college admissions exams in reading, math, and writing are taken by many high school students as they apply for acceptance at international universities.

HUMAN DEVELOPMENT

The human development curriculum at ASFG is a school-wide guidance program with three strands: social and emotional development, academic orientation, and vocational orientation. The human development program directly supports the ASFG learning goals. The curriculum within these strands is delivered by teachers, counselors, and specialists through age appropriate activities for all students at ASFG. The curriculum includes topics such as values, service learning, goal setting, research and study skills, body image, bully prevention, conflict resolution, addiction prevention, and sexuality education.

ASFG SEXUALITY EDUCATION POLICY

The sexuality education program at ASFG is a school wide guidance program delivered by counselors and specialists through age appropriate activities. The program is oriented towards a physical and mental health perspective and provides scientific, objective, and accurate information that is non-judgmental. Content is delivered sequentially and through developmentally appropriate lesson plans. In certain content areas teachers may discuss sexuality topics within a context that supports the ASFG sexuality policy as well as content curriculum.

Through the ASFG Human Development program, students develop an understanding of human sexuality that integrates its biological/reproductive, affective/emotional, and social/cultural aspects. The program aims to do this in such a way that students will be able to live and express their sexuality within an ethical, personal, and social frame of responsibility, with respect and acceptance towards diversity of gender identity, sexual orientation, and family structures. ASFG will accomplish these goals through:

- a P1-12 comprehensive and developmentally appropriate sexuality education program; early childhood addresses sexuality issues as they arise, sharing the objectives of the school wide program through an informal approach
- classroom guidance lessons through the Human Development program
- the introduction of age appropriate literature which presents human differences from a respectful standpoint
- providing students with accurate health information to help them develop healthy attitudes and habits
- providing timely information, consultation, and support to parents to increase familial involvement and address parent questions, comments, or observations

SEXUAL DIVERSITY STATEMENT

ASFG views sexual diversity through the following principles that define our stance and guide us as an institution:

- Respect for all
- Inclusion and non-discrimination
- Access to accurate, research-based, age-appropriate information

Our sexuality program and admissions policy reflect these principles.

ONLINE CLASSES

ASFG believes that the social interaction that occurs during instructional time and recreational activities throughout the school day is of vital importance for the academic, social, and emotional development of our students, however under certain circumstances online learning can be a valuable tool.

As such, ASFG will propose/approve online learning, in limited proportion, for enrichment, complimentary, or remedial learning in order for ASFG students to become purposeful learners, critical and creative thinkers, effective communicators, and community contributors. In these cases, families will be required to cover the cost of the online courses.

Please see the high school section of this manual for specific procedures for taking online courses.

DAY AND OVERNIGHT FIELD TRIP GUIDELINES

In order to educate students in a bilingual, bicultural, and secular environment, the school supports study abroad programs, school to school partnerships, cultural exchanges, inter-school tournaments, and learning excursions.

Trip Guidelines Policy: (Day and Overnight)

- ASOMEX trips must be approved by the Director General and follow field trip guidelines
- All field trips must be related directly to curriculum and/or community-building objectives
- The safest recognized mode of travel will be chosen for transport
- In order to leave campus for any type of trip, the trip is approved by our external security consultants.
- We want our students to realize that trips are a privilege (not a parental obligation)
- For students remaining on campus, teachers will provide educational activities that meet similar curriculum and/or community-building objectives covered on the field trip
- All students must have signed parental permission and a signed waiver excluding ASFG of financial liability in case of accidents or natural disasters (to be provided in standardized format)
- Proof of medical insurance is required for overnight trips
- Families need to advise the school administration, with one week of anticipation, if a bodyguard/s will be accompanying a student. All arrangements for travel and accommodations of bodyguards are made by the family; they are not to use school transportation. Bodyguards should not interfere with the interaction between students and staff during the trip. A bodyguard may be asked to leave the trip, at the parents' expense, for any behavior judged as inappropriate by the teacher/administrator in charge of the trip.

Provision for Student Supervision on all Trips:

- Chaperones are approved by the section principal
- There will be at least one chaperone for every 10 students
- At least 50% of the chaperones will be ASFG staff members
- Chaperones are responsible for ensuring the safety of the students throughout the entirety of the trip.
- Groups of students are chaperoned when they leave the event facility or overnight facility.
- Overnight accommodations for chaperones will be adjacent to student rooms in a hotel/motel or within students' cabins in a retreat facility. Chaperones are assigned a list of students and student rooms for which they are to be responsible during the night.
- Overnight accommodations for boys and girls will be on separate floors or separated by chaperones in a hotel/motel or in separate cabins in a camp/retreat facility.
- Mixed gender groups (over 10 students) participating in an overnight trip will have at least one female and one male chaperone.

Day Excursions:

ASFG will sponsor the transportation costs for up to two one-day field trips per group during each school year (within city limits) in Nursery to twelfth grade; additional trips can be scheduled with students covering expenses upon section administrative approval. (The cost related to Service Learning excursions may be paid for by group collections or fundraising campaigns.)

Teachers will provide parents with complete information about the proposed trip, particularly with regards to the following, at least one week in advance of departure:

- destination of the trip
- dates and times of departure and return
- curriculum objectives
- forms of transportation
- itinerary (in detail)
- costs to parents and recommendations for spending money
- lunch arrangements

Overnight Excursions

Recommended bus trip duration (upon administrative approval):

- Elementary - 4 hour maximum
- MS/HS – up to 8 hours

All overnight trips will have a mandatory parent meeting scheduled by the section principal or lead teacher to provide parents complete information about the trip including:

- destination
- mode of transportation
- written trip rules and emergency procedures
- itinerary
- curriculum objectives and expected academic work to be completed
- all costs and payment plans

- a recommended packing list
- names of chaperones

Responsibilities for Students and Parents

Students will:

- behave in a way that represents the school positively
- attend all mandatory meetings before trips
- be responsible for returning all signed forms and permission slips on time
- obey all school and trip rules; no drugs, alcohol, tobacco or nicotine consumption permitted
- carry identification at all times
- be punctual for all meetings and departures
- attend to their own money and personal belongings in a responsible manner
- be aware of the needs of other people
- be responsible for themselves, their partner, and their group
- not take undue risks; use common sense
- be sent home at the parent's expense if they engage in serious violations of trip and school rules

Parents will:

- advise their child of the importance of good behavior during the trip
- give written permission for trip participation
- provide a copy of the child's insurance policy and identification documents when deemed necessary
- provide up-to-date emergency information to the trip leader
- attend all mandatory meetings
- be up-to-date with all ASFG financial obligations (tuition and inscription payments) to be permitted to pay for their child's trip.
- sign a waiver releasing the school of all responsibility for overnight trips

ASFG field trips may be canceled without previous notice by order of the Director General when a field trip is judged as unsafe. This decision may be taken at any time before or even during the trip. If this decision is taken after reservations and payments have been made, every effort will be taken by the school administration to return funds. However, ASFG cannot assure that payments will be returned.

SERVICE LEARNING

The mission of the service learning program at ASFG is to develop caring and responsible students who have a deep understanding of the social needs of the community around them and to provide opportunities for students to develop the skills and vision necessary to fulfill those needs.

The ASFG Learning Goal of 'Community Contributor' is achieved through the service learning program which starts in early childhood and continues through high school. From the very first day

of school, students are educated to be aware of their community and are encouraged to help when and where they can. In early childhood, students, parents, and staff participate in on-going service projects as well as other fundraisers for emerging causes. Students and teachers in early childhood assist other service learning projects in the school with great enthusiasm. In elementary there are well established programs that include collections, fundraising, and visits to specific projects. Elementary also responds to emerging community needs or emergencies throughout the year. In middle school each grade level has a developed project that students traditionally work with each year. These projects involve curriculum integration, fundraising, and student visits to the projects. During the high school years, students are required to complete 100 hours of community service as part of the service learning graduation requirement. Students have an extensive variety of projects from which to choose.

ASFG has made service learning a priority. Contributing to the community fosters empathy, tolerance, and creates self-confident graduates. Service learning is made possible with support from all stakeholders of the school.

LIBRARIES

The American School provides two libraries on campus: the lower school library that serves the early childhood and elementary students and the upper school library that serves the middle and high school students. The libraries are open to students, staff, and parents from 7:40 am to 4:00 pm (lower school library) or 5:00 pm (upper school library) and are places for quiet study, research, and relaxation. Students are encouraged to bring requests for books to the librarians and the staff will assist students with research projects and offer suggestions for pleasure reading.

Library rules:

- respect others' needs for a quiet place in which to work; library staff will remove students who are disruptive
- no food or beverages are allowed in the libraries or computer areas
- **books may be checked out for three (3) weeks and renewed twice; the student/parent is responsible for the books he/she borrows and must pay the replacement cost (\$200 pesos) for any lost or damaged book; the student has the option of replacing the book with the same edition**
- expensive library books that are lost or damaged will be charged according to their replacement cost
- students may check out iPads and laptops for use within the upper school library. Only teachers may check out movies or iPads for use outside the library
- all computer hardware, software, network, and support systems owned or operated by ASFG are for **educational use only**.
- it is the responsibility of the student to recognize and honor the intellectual property of others and to comply with restrictions regarding plagiarism and the use or citation of informational sources.

TECHNOLOGY

ASFG provides students with access to computers and the internet in order to broaden and enrich the learning environment. Section computer labs are used primarily for technology classes while the library computers are available for student research and assignments, both during the day and after school until 4:00 or 5:00 pm.

RESPONSIBLE TECHNOLOGY USE AGREEMENT

Introduction:

ASFG provides students and employees with access to technology in order to broaden and enrich the learning environment. We integrate technology to provide transformative experiences for all learners to achieve the ASFG learning goals. The responsible use agreement defines how the school's technology resources, including equipment and internet access, should be used for educational purposes and the consequences of violating the policy. It also aligns our use of technology with our dedication to providing an optimal learning environment in a caring community.

These guidelines apply to student and employee use of school-provided laptops, desktops, mobile devices and the ASFG network. Students and all community members using personal devices on campus are expected to follow these policies as well. Off-campus, parents should monitor student use of communication technologies. Bullying is unacceptable whether a person is using a personal or school device, on or off campus. This policy also helps ensure the safety and privacy of current and former students, employees, and families.

Definitions:

System: ASFG computer systems and networks are any configuration of hardware and software that constitute the system. The system includes but is not limited to the following:

- telephones, cellular telephones, and voicemail technologies
- email accounts
- servers
- printers
- computer hardware and peripherals
- software including operating system software and application software
- digitized information including stored text, data files, email, digital images, and video and audio files
- internally or externally accessed databases, applications, tools, electronic textbooks, and eBooks (internet- or ASFG-server based)
- laptops, tablets and other portable/wearable devices
- cameras, tripods, and other audio/visual equipment
- ASFG-provided Internet access
- ASFG-filtered public wi-fi
- new technologies as they become available

Educational Purposes: Educational purposes include doing homework/class projects, checking teachers' websites, using Powerschool, communicating about schoolwork with peers and teachers,

researching, reading, personal learning projects, and chat groups for communicating among ASFG community members.

Administrator: Employees of the ASFG Tech Center staff who have permission to alter the system and its components. Teachers, staff and students are not administrators and do **not** have permission to alter the system or its components.

To use and help others use technology in a safe, legal, and responsible way, the ASFG community will:

- use the ASFG system for educational purposes only
- manage and protect their online identity and privacy by choosing usernames that protect their identity and using good judgment before posting images and work to public spaces
- create strong passwords and maintain their passwords in secrecy
- be respectful, responsible and kind when communicating online using social media, chat groups, Google Apps, email, etc.
- report threats or disturbing materials to a teacher, counselor, or administrator immediately
- respect and protect the intellectual property of others by providing proper credit and citations in work and by following the ASFG's Honor Code
- follow the section rules (EC, ES, MS, HS) on bringing personal devices to school and be responsible for personal devices
- understand that although communication technology allows 24 hour communication seven days a week, ASFG community members should allow for realistic expectations in response time for communication
- understand how technology can support learning, innovation and collaboration

To demonstrate responsibility for school owned hardware and/or software the ASFG community will:

- treat the system hardware and software with respect and care by conserving, protecting and sharing the system
- contact the Tech Center immediately when any part of the system is not working correctly or when hardware has gone missing or is broken
- pay for damaged or lost technology equipment under your care
- pay for technology equipment assigned to anyone else which you cause to be lost or broken

To demonstrate responsible digital citizenship, the ASFG community will not:

- abuse or exploit the ASFG system to engage in illegal activities for personal benefit or profit, for example, downloading music illegally
- plagiarize, violate copyright laws, or fail to provide appropriate credit for the use of others' intellectual or creative property
- share compromising information or images
- share personal passwords with others
- bully when communicating online by publishing inappropriate photos, video, or any other material that may be defamatory, obscene, inaccurate, abusive, threatening, offensive or otherwise objectionable
- send mass emails or spam via school email

- circumvent or disable security policies, content filters or other protection measures put in place by administration
- willfully damage or neglect the system causing breakage
- attempt to fix the system or hardware
- install unapproved software, hack the system, change administrator settings, or violate security in place to protect the system
- allow technology to distract from teaching and learning
- use internet-connected devices during testing situations

Monitoring of the system

School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and conform with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks and equipment in order to further the health, safety, discipline, security of any student and community member, or to protect property. They may also use this information in disciplinary actions. Students and community members are reminded that digital communication is never private and that they should send messages as if they will be read by anyone. There are to be no derogatory, slanderous, misleading, or otherwise inappropriate exchanges. All ASFG devices are subject to random checks and inspections.

Consequences

Consequences for violations of the responsible use agreement vary by section and the severity of the infraction. Disciplinary action may include, but is not limited to, the loss of privileges to use the school's information technology resources, administrative meetings with the parties involved, detention, suspension or expulsion.

PHYSICAL EDUCATION

At ASFG we believe that a student's physical development is just as important as their social, emotional, and academic development. The physical education department creates activities and games to help students develop the skills and attitudes required for a healthier lifestyle.

The physical education curriculum is comprised of individual and team sports. It is focused on cooperative skill development and encourages the active participation of all students regardless of their skill level. Safety and healthy lifestyle awareness are of utmost importance. Additionally, as part of our curriculum, all early childhood and elementary students participate in the swimming and water safety program during the pool season. Parents should notify the PE department, in writing, of any changes in their child's health, of any existing physical restrictions, or of activities in which he/she may not participate. This is for the student's own protection.

UNIFORMS

While participating in physical education classes, students in grades pre-first through eighth are required to wear the school sports uniform which consists of the following:

GRADE	UNIFORM
Nursery – Kinder	Clothing appropriate for exercise; uniforms available in small sizes if desired
Pre-first – 4 th grade	ASFG official pants or shorts and official ASFG T-shirt
5 th – 8 th grade	ASFG official pants or shorts and official ASFG T-shirt
9 th – 12 th grade	Clothing appropriate for exercise

The sports uniforms are available at “Undo Skin” located in Plaza Mexico, local 11-B, Tel. 3813-4437

Appropriate tennis shoes are required for all classes and no hard-soled shoes are allowed on the soccer field or gym floor. As of pre-first, clothing other than the sports uniform is not acceptable for participation in PE class. A significant portion of the student’s grade in PE is based on class participation and attitude. A bathing suit, goggles, and a towel are required during the swimming season.

EXCUSED NON-PARTICIPATION

When your child is on campus and will not be participating in sports due to a medical condition, you must send a written note to the physical education teacher the same day excusing him/her from class. Absences without medical notes will be marked as unexcused. Notes written after the class will still be considered as unexcused. Please note that the activities in most PE classes are no more strenuous than the energy a child expends during recess. Most children, even with colds, are able to participate. The school nurse is not authorized to excuse a student from class. Parents will be informed when their child consistently misses class.

UNEXCUSED ABSENCES: RULES AND REGULATIONS

Students in elementary and up with ten or more unexcused absences during the year will not receive a passing grade and might have to take PE during Summer School in order to pass the subject.

Unexcused absences are defined as:

- not wearing the PE uniform or sports clothes
- poor participation or lack of attention in class
- student being withdrawn from the class because of poor attitude

Unexcused absences are cumulative during the school year.

SWIMMING POOL RULES AND REGULATIONS

Schedule during swimming season:

- Monday through Friday 8:00 a.m. to 2:30 p.m.: physical education classes only
- Monday through Friday 3:00 p.m. to 6:00 p.m.: co-curricular classes only

- Monday through Friday 8:00 a.m. to 6:00 p.m.: only ASFG students and staff will be allowed to use the swimming pool

General rules:

- a member of the physical education and sports department staff must be present to be able to enter the pool
- lifeguards are responsible for the pool; for your own safety, please obey them at all times
- no food or glass bottles allowed in the pool area
- proper swimming attire is required in the pool, i.e., students: swimsuit, goggles, and a bathing cap for those with long hair; staff: swimsuit and goggles.
- **IMPORTANT:** Always bring a towel, sandals, and use sunscreen before class
- for safety reasons avoid running in the pool area and avoid rough games in the pool that could cause an accident
- the pool and sports equipment are for your benefit, please take care of them
- always show respect for others
- all students will respect the individual privacy of classmates in the locker room
- all students are responsible for their own clothes and equipment; refrain from touching other students' personal property
- in case of an emergency, please obey the instructions of the lifeguard, security personnel, or teacher in charge

Failing to abide by these rules will result in consequences from the section administration.

AFTER SCHOOL SPORTS AND CO-CURRICULAR ACTIVITIES

Co-curricular activities have great formative and educational value in broadening outlook, deepening social relationships, and providing a means outside the curriculum for students to gain the satisfaction of superior performance. The scope and variety of co-curricular activities may vary from year to year. Program continuity shall be encouraged in the areas of academics, ecology, athletics, and the arts. Students will be encouraged to participate in a variety of co-curricular activities according to their interests. When possible, the activities will be structured so that students may participate in more than one activity. Co-curricular activities may be scheduled during or after regular school hours. Fees may be assessed.

To participate in co-curricular activities or team sports, the student must complete the registration form in the sport's office, make the required payment and purchase the uniforms for games and a T-shirt for practices. Co-curricular activity classes and sports teams require a minimum number of students to open a class.

CODE OF CONDUCT FOR ALL AFTER SCHOOL SPORTS AND CO-CURRICULAR ACTIVITIES

ASFG students will be well mannered, neat in appearance, conscientious, and courteous. Our goal is to play competitively and demonstrate excellent sportsmanship at all times.

All ASFG athletes and activity participants will:

- ensure all events, regardless of importance or significance, are positive learning experiences
- obey the rules and regulations of the sport
- respect opponents, teammates, and oneself
- accept the decisions made by the referees and judges
- avoid inappropriate aggressive actions or words
- play fairly and not cheat
- be positive in victory and defeat
- be ready to assist any player if they are hurt
- behave appropriately during practices and games
- live a healthy lifestyle avoiding the use of cigarettes, alcohol, or drugs
- be positive role models whenever representing ASFG

Misbehavior during practices or games is not permitted and students will be subject to the consequences listed below:

- a written report and suspension for one game
- a one to two weeks suspension from games and practices as well as a meeting with the parents
- a one year suspension from the team and the student will not be allowed to join any other sports team practice at ASFG; if the student is suspended, there will be no refund of fees paid

All these sanctions will be applied according to the severity of the issue; final decisions are made by the sports administrators and athletic director.

Substance abuse issues are flagrant violations of school policy and the athlete will be automatically suspended from the sport's program and reported to the corresponding section counselor and principal for follow up.

ELIGIBILITY TO PLAY

Grades

- the Athletic Director will revise the academic status of all students prior to ASOMEX team selection
- any student on conditional matriculation (CM) is not permitted to participate in ASOMEX events:
 - High school: students who have a cumulative average below 65% in any subject cannot participate
 - Middle school: students who have a cumulative average below 60% in one class or below 70% in two or more classes cannot participate
 - Elementary: students who have a cumulative average below 70% in any academic subject will not be allowed to participate
 - All students from a section from a particular team will be evaluated on their academic performance from the same reporting period

- the PE and Sports Department reserves the right to remove a student from co-curricular activities due to disciplinary reasons such as excessive tardiness, office referrals (4), suspensions (2), or any other reason deemed appropriate by the administration
- students are not allowed to change sports activities or teams during the semester; changes will only be allowed in January; if a student no longer wishes to belong to a team at any time during the semester, he/she must fill out a form indicating that they are voluntarily leaving the program

Suspension

Any student suspended from school will not be allowed to play or practice on the day of the suspension.

Absences/tardies

- Students are expected to attend all practices and games. Any student missing a practice must bring a note to the next practice from either a parent or doctor stating why the student was absent. Absences due to homework are not considered justified.
- When a student is late for a team practice, all participants are affected; be punctual.
- A student absent from school (or missing at least three periods) on the day of a game, practice, or event, will not be allowed to participate on that day.
- There may be extenuating circumstances to these rules and only the athletic director or designee will make the final decision. If a student is absent on a Friday, he/she must obtain permission from the athletic director or designee in order to participate in a weekend school activity.

PRACTICE CONDUCT

Coaches will be responsible for their group at all times by taking roll, maintaining order, handling misbehavior during practice, and asking students to properly use equipment. Practice rules will be discussed with the students so that effective teaching and learning can take place. Coaches will handle unacceptable behavior in a variety of ways, including verbal warning, parent/student conferences, and practice or game suspensions.

GAMES

- Students should report with his coach 20 minutes prior to the game or practice
- In case there is a game and the student has practice in another sport, he/she must go to the game and the absence from the missed practice in the other sport will be justified.
- When two games have been scheduled on the same day and time, student should play with the team that will be participating in the closest ASOMEX tournament.
- When two games have been scheduled on the same day but at different times, students must go to both games.

TEAM UNIFORMS

Each team has a specific uniform. Parents are responsible for purchasing a uniform at the time of registration. During the ASOMEX tournaments, every student is required to wear the PE uniform.

The use of the practice T-shirt for every sport is mandatory and parents are responsible for purchasing it when they sign their child up for any sport.

ASOMEX

The goals and objectives of the ASOMEX (Association of American Schools of Mexico) program are as follows:

- to provide students from ASOMEX schools an opportunity to compete in well organized and professionally conducted events
- to provide students with opportunities to develop sportsmanship
- to provide students with opportunities for development in personal maturity and respect for the customs, habits, and rights of others, especially for those of a different national, racial, political, economic, or religious background
- to promote honest, courteous, enthusiastic, disciplined, and trained participation in events

ASOMEX TRIPS

All field trip and excursion policies apply to ASOMEX trips.

SPORTS MATERIAL

Students may bring some balls from home or ask at the P.E. office to carry out sporting activities in the morning before the beginning of classes and in the afternoon at the end of the school day, prior to the start of Co-curricular activities, as well as during recesses. Students should be under the supervision of an adult either teacher or coach. The balls that are used in areas not intended for sporting activities, will be collected by the security agents or by the coaches.

ENVIRONMENTAL AWARENESS

The ASFG Green committee is comprised of ASFG staff, students, and parents interested in educating and fostering ecological sustainability. The committee's participants promote environmentally responsible behavior both at school and within the larger community, acting locally to address global environmental issues. ASFG uses energy, water, and materials and produces waste in various forms. The committee's goal is to raise awareness of environmental processes and find solutions that reduce and recycle waste, create efficiency, reduce carbon emissions, and align school operational procedures to ecologically sound practices. Please support our program by not using tetra pak items (milk boxes, juice boxes) or single use plastic bottles as well as maintaining our campus styrofoam-free.

ADDITIONAL INFORMATION

TEXTBOOKS

All textbooks are property of ASFG and are individually coded. Students are responsible for all books issued to them. Any textbook which is lost or damaged must be paid for by the student. Lost textbooks must be paid for at the replacement cost of the book (which may include shipping costs) in pesos at the daily exchange rate with the cashier.

YEARBOOK

A schoolwide yearbook is provided to each child enrolled in ASFG at no additional charge.

LOCKERS

At the beginning of the year, the school provides students in grades 5 through 12 with lockers in proper working condition. Students are required to use a lock and are responsible for any damage to their locker that occurs during the school year. If damage occurs, students should report it to the office immediately. The school is not responsible for items that may be lost from lockers. In addition, the school loans the locker to the student and therefore reserves the right to open lockers without the student being present.

TOYS AND NON-EDUCATIONAL ITEMS

For safety reasons, toy weapons, laser pens, bikes, scooters, skateboards, shoes with wheels, rollerblades, and roller skates cannot be used on campus at any time.

STUDENT TRANSPORTATION

Bus service is available to and from campus. Information, routes, hours, and payment plans are available through the school's security department and on the www.asfg.mx website. The school provides limited parking facilities at a cost for students who drive cars or motorcycles to school. The school is not responsible for any damage or theft to any vehicle.

STUDENT PLANNED ACTIVITIES

Any activity planned by students must be approved by the section administration in advance. The sponsors of the event are responsible for planning and organizing all aspects of the activity and getting approval from the section administrator. If the event is held after school hours, the group must find teachers to act as chaperones.

FUNDRAISING ACTIVITIES ON CAMPUS

Groups wishing to raise funds for Service Learning projects must contact the assistant principal of their section for approval. Dates for bake sales are limited.

Those groups that want to raise funds for Service Learning projects on campus during special events will need to contact the organizer of the event at least two weeks in advance.

Individuals or groups may not sell anything on campus for personal profit unless it has been approved as part of a special event.

SCHOOL FACILITIES

The ASFG campus can, in special circumstances, be loaned, upon written request one week in advance, to sports leagues or programs, or to facilitate academic activities at the discretion of the Director General. Associations or groups desiring to use the school facilities or grounds must submit a written request one month in advance, to be considered by the Board of Directors at their monthly meeting. Fees will be assessed.

SCHOOL HOURS

- The main office and section offices 7:30 a.m. – 3:30 p.m.
- The storeroom 7:30 a.m. – 2:30 p.m.
- Papeleria Zapopan 7:30 a.m. – 3:30 p.m.
- The cashier 7:45 a.m. – 2:45 p.m.
- Students should be on school grounds by 7:50 a.m.
- Teachers begin classroom instruction at 8:00 a.m.
- Nursery and pre-kinder classes 8:00 a.m. – 12:30 p.m., late fee charged after 1:00 p.m.
- Kinder classes 8:00 a.m. - 1:00 p.m., late fee charged after 1:15 p.m.
- Early childhood students on campus after dismissal will be sent to childcare, fee charged
- Early childhood childcare 12:30 p.m. – 2:30 p.m.
- Copy center 7:30 a.m. – 3:30 p.m.
- Students not enrolled in co-curricular activities must be off campus by 3:00 p.m.
- Cashier summer hours are 9:00 a.m. to 2:00 p.m.

EARLY CHILDHOOD

PHILOSOPHY

Early childhood's educational philosophy is based on social constructivism. By that we mean we believe children are strong and capable. We study how children grow and understand their world in order to offer a learning environment that both nurtures and challenges our young students. Children in nursery, pre-kinder, and kindergarten are encouraged to explore ideas, form strong friendships, and express themselves through many different mediums. Students leave our program with a positive attitude toward learning and are ready to participate in an American-style elementary education in English as well as the Mexican program in Spanish.

Our teachers strive to offer a program of the highest quality, encouraging parents' participation in the

education of their children. An important influence in our early childhood's practice for nearly thirty years has been our staff's study of the preschools of Reggio Emilia, Italy, world renowned for their excellence in early childhood education.

EARLY CHILDHOOD BELIEFS

We develop a positive attitude toward life-long learning among students.

- Students take pride in work and have a feeling of self-worth.
- Students develop appreciation for and an understanding of other people and other cultures.
- Students develop awareness of individual relationships.
- Students' ideas are used as topics of study.

We believe children are strong and capable.

- Students are actively involved in their studies.
- Students are encouraged to discover and explore.
- Students are given choices of activities.
- Students are encouraged to ask questions and solve problems.
- Students respect personal and public property.

We believe concepts should be taught in a developmentally appropriate manner.

- Language skills are developed through immersion.
- Students learn to understand math and science concepts through hands-on activities.
- Students are taught to solve problems independently.
- Students are helped to develop a strong sense of values.
- Students are taught an appreciation for the arts through exposure to different mediums.
- The program cultivates appreciation of beauty in various forms.
- Fine and gross motor skills are developed through sensory activities and movement.
- Students develop an understanding of physical health and well-being.
- Different learning styles are addressed.
- Instruction is paced for individual student comfort.
- Process is valued over product.

We believe teachers to be an integral part of a program's success.

- Teachers and students inspire and negotiate topics of study.
- Teachers plan, document, and present curriculum based on observation and research. Teachers document students' learning through transcribed conversations, photographs, movies, panels, notes, planning webs, and lesson plans.

We believe parent involvement to be highly beneficial.

- Strong parental involvement in each student's education is developed.
- A positive image of the school is established and maintained among the outside community.

We believe the learning environment is an important factor in a child's education.

- Attention is given to aesthetic characteristics of the physical environment and projects. Alternative forms of expression (dance, rhythm, painting) are developed.

We believe in defining and establishing curriculum standards and guidelines.

- The program has clearly stated learning targets and a philosophy of education.
- Student learning is assessed through observation, evaluation, and documentation.
- Students meet kindergarten learning outcomes before advancing to the elementary section.

ACADEMIC INFORMATION

The three grade levels of early childhood are closely aligned with Mexico's Nationalized Preschool Program.

NURSERY

The nursery program is a bilingual program established to introduce young children to the English language and meet their needs for effective communication. Instructions and concepts are taught in both English and Spanish with more emphasis on English as the year progresses. Songs with repetition, finger plays, and group games are taught to children primarily in English, while more complicated stories and discussions between teacher and student are conducted in Spanish. Students will express ideas in complete sentences in their native language, use isolated vocabulary in English, and answer simple yes or no questions in English, if English is their second language.

Close bonds between the nursery teacher, teacher assistant, and students are encouraged as well as a strong home-school connection. Teachers help children feel comfortable in a learning environment with other children and participate in cooperative play. Assistance is given to the students when conflicts arise.

Special attention is given to our students' fine motor development. Children use peg boards, string beads and pasta, pour liquids, build with blocks, do puzzles, and use different types of art materials daily. They are taught to hold art tools correctly and learn independence by practicing self-care skills such as using the restroom, washing hands, buttoning, and zipping. Mathematical and science concepts are addressed through exploration and questioning.

PRE-KINDER

Pre-kinder students participate in an English immersion program. Group activities, stories, songs, games, and the introduction to the day's activities are all conducted in English. Children learn to understand simple stories and commands in English and to respond to simple questions. Although students continue to communicate with peers in their native language, interactions with teachers in English are encouraged.

Our students are given an environment rich in print and in opportunities to draw and experiment with scribbling and letters. Students are taught the different parts of a story, helped to create their own books, and encouraged to see themselves as writers. Students' attempts at written expression are celebrated.

Pre-kinder places much emphasis on exploration to teach students mathematical concepts such as spatial relations, classification, patterning, one-to-one correspondence, ordering, and numeration. Students are helped to understand relationships that occur in math, preparing them for abstract math that requires critical thinking.

Students in pre-kinder also experiment with many science concepts such as mixing colors, making play dough, and planting seeds in our vegetable garden. Students observe and record weather conditions, learn about different foods and animals, and are introduced to recycling.

Social studies is a very important aspect of our pre-kinder program. Our students are supported in becoming more independent and responsible. They learn to get along with their classmates and to follow classroom rules and routines. Children are guided in defining and practicing values and introduced to different cultures through literature, celebrations, songs, and games.

KINDERGARTEN

Communication is a primary goal for our kinder students. Kinder students begin to use English vocabulary in original sentences and occasionally use English spontaneously with classmates. They are taught to write both upper and lower case letters, and match letters to their sounds. Children write messages to accompany their drawings and reading is introduced. Literacy is highly valued and children leave kindergarten as motivated language learners, an asset that helps them in elementary school.

Kinder students work with mathematical concepts previously seen in pre-kinder, but at a more advanced level and they also begin to study addition while working with numbers at the symbolic level. Children continue to explore these concepts using objects and tools called manipulatives.

Science in kindergarten is based on children's interest. In past years, students have studied such topics as: animals, weather, oceans, the human body, volcanoes, and gardening.

In kindergarten, students are asked to accept more responsibility for their actions and to demonstrate more independence. The classroom environment is designed to facilitate these behaviors. Students are asked to be helpers in the classroom and good friends to their classmates. Time is dedicated to talking with students about their new achievements, friendships, and the importance of being a tolerant and responsible student.

MULTIAGE CLASSROOMS

Early childhood has had multiage classrooms for many years combining two grade levels as an option for some students. We strongly believe both students and teachers can learn from an environment that allows children of different ages to interact and share learning experiences.

STAFF

ASFG prides itself on its excellent teaching staff. The early childhood principal oversees all classes from nursery through kindergarten. Every classroom has a head teacher with a degree in teaching young children and a teacher assistant, many of whom hold a degree in education or are presently in university studying education. Certified librarians, the music teacher, and a physical education

teacher compliment the staff providing weekly classes for all groups and our early childhood psychologist also supports the program.

SCHEDULE

There is supervision provided for early childhood students as of 7:30 a.m. in the early childhood section. Staff members are present at the early childhood gate to receive the students as they arrive. We recommend our students arrive before 7:55 a.m. so they are ready to begin class at 8:00; children arriving after 8:00 a.m. are considered tardy. A parent or adult with an ASFG ID must accompany any early childhood student to their classroom when entering the school after 8:00 a.m. It is the adult's responsibility to accompany the child to special activity classes such as library or physical education if the group is not found in the classroom. It is very important students arrive on time so that they form an integral part of the group.

The first week of school, parents receive a schedule of their child's individual classroom routine letting them know days and times that special activities are scheduled. In general, early childhood classes begin with a morning group instruction where the morning activities are introduced. After that, children move into center work until 10:30 a.m. Then the children have recess, a small snack from home, and finish the day with a story, special activities, and project work.

Nursery and pre-kinder classes are dismissed at 12:30 p.m. and kinder students at 1:00 p.m. Parents are given a half hour tolerance period to pick up nursery and pre-kinder students and a 15-minute tolerance period for kinder students. After this time, students are sent to our childcare program and a childcare fee is charged.

TECHNOLOGY

Early childhood classrooms are equipped with a wide array of the most recent technology to further enhance our students' studies and explorations. In early childhood, technology is used to document learning, encourage creative self-expression, research information, and as a tool to help students practice academic skills.

PARENT CONFERENCES AND STUDENT EVALUATIONS

Before the students' first day of school, a meeting is scheduled for our early childhood teachers and parents. At this meeting, teachers explain the routine and program. Parents get to know their child's teacher and teacher assistant, ask questions, and see the classroom. This meeting for parents and teachers sets the stage for an easy transition for children when they are brought to their first day of classes. Later in the fall, parents are invited to an evening Open House where teachers present the curriculum in greater detail.

The early childhood section seeks to foster a close relationship with our students' parents. Parents are encouraged to inform teachers of a child's special achievements or problems a child may be having at home that may affect his/her progress at school. Teachers will also communicate with parents about each child's school experience.

Early childhood progress reports go home three times a year. The first two times reports are given (November/March), individual parent/teacher conferences are scheduled. On these days, there is no school for early childhood students. If a student is having serious academic or behavioral issues,

parents will be notified in writing that their child is at risk for conditional matriculation. The parents and the school will work together to help the child reach success.

CONDITIONAL MATRICULATION

ASFG strives to assist all students to meet the high expectations of our educational institution. When a student fails to achieve the minimum academic standards and/or has repeated disciplinary problems, early childhood may use the support system of At Risk and Conditional Matriculation (CM) to identify and address these serious concerns.

The first step, At Risk status, can begin at any time during the school year when there is a concern about a student's academic performance or behavior. Parents will be notified of the specific concerns through a letter and meeting with the administration and student's teacher. The letter will include an action plan detailing the areas and skills targeted for improvement as well as the support the parents will be responsible for implementing (for example, tutoring, a psychoeducational evaluation, and/or professional counseling or therapy). It is the responsibility of the student's family to document their adherence to the school's requirements and maintain regular communication with the appropriate ASFG staff involved in working with their child. If at the end of the established At Risk period the student successfully improves his/her academic performance and/or behavior, he/she will be removed from this status. If, however, the student is unsuccessful in improving his/her academic performance and/or behavior, this may result in conditional matriculation.

A student may be placed on Conditional Matriculation if he/she has already been identified as At Risk or if there is a serious concern that he/she may not be able to continue at ASFG in future years. Parents, administration, and teachers will meet to develop a mandatory action plan to help the student improve his/her academic performance and/or behavior. Success in meeting the requirements of this action plan will be reviewed during the school year. This document will be added to the student's school record. At the end of the school year, if the student has successfully fulfilled the action plan, he/she will be removed from this status. If, however, the student is unsuccessful at meeting the requirements of the action plan at the end of the established CM period, this may result in reenrollment with CM status or not being permitted to continue in ASFG.

Chronic disruptive or dangerous behavior may be dealt with as a major infraction and result in a change of school, rather than going through the CM support system.

PARENT COMMUNICATION

ASFG uses e-mail to communicate with parents. It is a parent's responsibility to verify the school has his/her correct email address and that the family is receiving and reading school communication. Teachers use an educational learning platform and sometimes a class website to document learning taking place in the classroom as well as to post important dates and upcoming activities.

PREPARING STUDENTS FOR SCHOOL

The early childhood staff looks forward to working closely with all of our students' parents to offer children a happy, secure, active, and challenging program. Parents can prepare their children for school by:

- sending children to school on time, rested, and having been fed breakfast

- offering children many opportunities to explore different art mediums such as paints, crayons, markers, chalk, scissors, and clay – focusing on the process of using these materials as much as on the end product
- reading children’s books at home both in English and in the child’s native language
- encouraging independence in children by allowing them to make decisions in a safe environment.

HOMEWORK

At all grade levels, parents will receive suggestions of activities they may do with their child at home that reinforce the concepts being studied in class.

SUPPLY LISTS

Parents will receive two supply lists during each school year, one before the school year starts and the second at the beginning of the second semester. Parents are asked to bring the first semester materials to the parent meeting the first week of school. Names are not necessary on all items as many materials are shared among the children.

HEALTH SERVICES

Students who are not feeling well are taken to the school nurse. If the nurse decides that a student is too ill to continue at school, the parents will be notified, and the student will be sent home.

Parents should never send medicine to school with their child as teachers are not allowed to administer medications to students. If a child requires medication during the school day due to illness or allergies, parents must fill out a formal request at the nurses’ station including a copy of the doctor’s prescription. In addition, the child’s teacher should be informed so she can accompany the child to the nurses’ station to have the medication administered.

We ask that parents inform the early childhood office if their child has a communicable disease, such as chicken pox, so we can alert the other parents in our section and take any necessary measures.

DISMISSAL PROCEDURES

Our students' safety is our first priority and we ask for parents' complete support in following our dismissal procedures to ensure all children's safety and eliminate unnecessary risks.

The following are our security procedures:

- Parents must register for a credential in our security office or through email at credenciales@asfg.edu.mx. A photo ID will be issued that provides the parent with easy access to the campus. If a parent does not bring this ID to school, he/she must report to the security station at the entrance to be registered and given access to our turnstiles.
- Every student will receive an official school ID within the first weeks of school. If a student forgets his/her ID, the authorized adult must register with a security guard. After three consecutive days of entering the school without a credential, the child will be issued a new ID and the old one will be canceled. The first credential for students and parents is free of

charge. Further replacements have a charge.

- Each family must register one special permission credential during the first days of the school year. A parent must contact the security office to complete the special permission and provide a photograph, copies of official ID, and a police report in the case of a home employee. Under no circumstances will a student be allowed to leave campus with an unauthorized adult.
- If a student is not picked up from the classroom on time, the child will be sent to our childcare service (fee applied).
- If an unauthorized adult wishes to pick-up a student at dismissal, the student will be brought to childcare (fee applied) while a solution is found.
- Our parking lot is available from 12:15 p.m. to 1:30 p.m. for carpools with a minimum of at least four students. To obtain a parking permission for this purpose, there is a registration procedure parents must complete with the early childhood office assistant.

Our students' safety is a priority. Please avoid any inconveniences by following these safety measures closely.

AFTER SCHOOL EVENTS NOT SPONSORED BY ASFG

In an effort to facilitate the exit process from campus for those parents who are transporting their child's friends to an event, we ask parents to contact the security office at least two days in advance to fill out the appropriate form required to exit campus with a group of students.

CHILDCARE SERVICES

A childcare service is offered to pre-kinder and kindergarten students from 1:00 to 2:45 p.m. We believe our nursery students should have time to rest after a day of classes. For this reason, we do not recommend nursery students enter our childcare program.

During childcare, students are offered time to relax, have supervised free play, and work on projects designed to complement our early childhood program. They are also given a snack provided by the school.

There are two childcare services for parents with separate fees. Some children are registered on a monthly basis and others attend by the day. Any student who has not been picked up after our grace period of thirty minutes for nursery/pre-kinder students and fifteen minutes for kinder students will be charged the daily fee regardless of the time the child is picked up.

If there is a need for a nursery student to participate in this program, we will review each case on an individual basis.

SNACK TIME

Early childhood students are given 20 minutes to eat a small snack brought from home. We encourage parents to involve children in preparing the snack explaining to them how certain foods are more nutritious than others.

Snack time is a social experience for our students and children are not discouraged from sharing their lunch with classmates. Parents should let their child's teacher know if their child is allergic to any food and this information must be included on the student's medical card which parents are responsible for filling out during each year's enrollment process. Snack time is also an excellent opportunity to teach children about recycling. Reusable containers are better than plastic sandwich bags that are thrown away. If you choose to use a zip-lock bag, teach your child to save the bag to be washed and re-used. Tetra Pak containers are not recycled at school so are not allowed in the children's lunches.

We strongly discourage the following in your child's lunch: drinks containing little or no real fruit juice, sodas, and potato chips. Lollipops and chewing gum are not allowed. Water, juice, fresh vegetables, fruit, granola bars, cheese and crackers, or healthy sandwiches are all welcome meals in our classroom.

BIRTHDAY CELEBRATIONS

Parents who wish to celebrate their child's birthday at school must notify the classroom teacher a week in advance so that the teacher may schedule the party into the weekly lesson plan. Piñatas and party favors are never allowed. For the most successful party, parents should arrive ten minutes early to set up the tables and remember to bring simple candles and matches. Each classroom has a set of reusable cups, plates, silverware and tablecloths that we ask you to use, take home, wash and return. These ASFG Green Party Boxes have been donated by our school's Parent's Association so that we do not create unnecessary waste in our parties. In addition, the Parent's Association has created other "Party Boxes" with re-usable decorations that can be rented from the EC office.

When passing out invitations to parties held outside of school, we ask that families invite the entire class. Teachers will not pass out invitations that exclude students.

HOLIDAY CELEBRATIONS/ROOM PARENTS

At the beginning of each school year, the school's administration and the Parent's Association choose a room parent for each classroom. A room parent's main responsibility is to help organize the other parents in the class to cooperate in planning classroom parties during the school year. Holidays that ASFG looks to the room parents to plan are: The 16th of September, Halloween, Thanksgiving, and the annual egg hunt. When organizing parties for the students, we ask that the room parent stay in close contact with the classroom teacher so that the teacher can give input to make the celebration meaningful for the students.

ATTIRE

Students should come to school dressed in casual clothing. We offer many movement and art activities and the more comfortable a child is, the more fully he/she can enjoy the experiences we offer. Students should wear tennis shoes and appropriate clothing on the day they have sports class. School uniforms are available in small sizes but are not required in early childhood.

RESTROOM AND DRESSING SKILLS

Our teachers are available to help students learn to dress themselves (after swimming) and to remind students to use the restroom. Students feel more comfortable in our school environment when

independence and self-sufficiency in restroom skills are taught at home. We ask for a change of clothes for both nursery and pre-kinder students.

COUNSELING AND ACADEMIC SUPPORT SERVICES

Teachers and the school psychologist communicate regularly regarding students and their specific needs. The classroom teacher contacts the school psychologist if concerns arise regarding a particular student's social-emotional, cognitive, motor or language development. Parents are also encouraged to contact the school psychologist should they have any concerns about their child's development or behavior. In order to gather more information, the school psychologist may observe a child's behavior in the classroom and work with the child individually to apply brief developmental evaluations or emotional screenings.

If a concern arises, the school will contact parents, and jointly, parents and the school develop a course of action to help the child. If there is a delay in a developmental area, parents will receive a series of suggestions on how to support their child at home.

No in-depth learning or emotional therapy is conducted as part of the school's support services. On occasion, external counseling and/or an evaluation are recommended.

Students who present a specific learning difference or physical impairment, as documented by an external evaluation, will receive an Individual Academic Support Plan (IASP). This plan includes pertinent information about the child's needs and external support, accommodations and modifications for the classroom, and personalized goals for the school year. The success of an IASP depends greatly on the participation of school staff and parents in its creation and implementation. (Please see the "Support Services" section for more information.)

BEHAVIORAL EXPECTATIONS

Every classroom in the early childhood section has a simple set of rules. These are discussed with parents and students at the beginning of the year. Our early childhood rules are:

Be kind.
Play safely.
Take care of our school.
You can't say you can't play.

Much emphasis is given to having students understand the reason for rules. In addition to these rules, our program teaches values that help children become more self-disciplined and responsible.

Simple reminders, redirection, and mediation are used to help students with small problems in the classroom. A teacher may find it necessary to remove a child from a situation where he/she is having a difficult time behaving properly or help a child to find an activity that he/she can focus attention on in a positive manner.

The classroom teacher will closely observe children who show continual difficulty demonstrating acceptable classroom behavior and the school's psychologist will be asked to observe the child. After this, the school will ask the child's parents to come in for a conference. A student whose

repeated misbehavior interferes with his/her progress in our program may be considered at risk for conditional matriculation. Parents will be notified in writing that their child is at risk for conditional matriculation and asked to work closely with the school to help the child improve his/her behavior.

Parents will also be notified if a teacher has had to physically restrain their child from hurting themselves or another person, has in any way hurt another child, or has acted in such a way as to warrant serious concern. The event will be documented, and the parent will be asked to speak to the child at home. In serious cases with a child who has been aggressive, a parent may be asked to come to school to take the child home during the school day. We will explain to the child that aggressive behavior is not appropriate for school.

Teaching young children to become self-disciplined is a joint effort between home and school. A child will learn to get along better with his/her friends when he/she has the opportunity to see how friendships are valuable, not just by remembering the rules. Our focus will always be on helping children understand their actions. We look forward to working closely with our students' parents to help our students achieve success.

VALUES IN EARLY CHILDHOOD

We believe the best way to teach values is to engage students in an on-going dialogue about how values help us lead productive and happy lives.

In early childhood, two of our most important tasks are to foster our students' self-confidence and social competence. We do not want our students to be merely obedient; we want them to understand the reasons for our rules and why it's important to respect one another. We talk to children on a daily basis about sharing, respect, the reason for school rules, how to be a good friend to others, why one should try one's best, how to apologize after making mistakes, and the importance of forgiving others. There are hundreds of opportunities in a school year for our teachers to address these skills. Students are not expected to master these skills. Students need encouragement and reminders to behave well and to make good decisions.

The early childhood staff is impressed with the maturity, sensitivity, and respectfulness of many of our students. Some students, however, come to school unsure of proper school behavior and prepared to test limits. It is normal for a young child to lose control occasionally and need reminders of proper behavior. Children feel most secure when they are not allowed to misbehave and are offered guidance and structure in how to get along with others in a productive manner. Our school environment offers such structure.

Early childhood has identified a well-adjusted, respectful child as one who

- greets familiar adults and classmates
- acknowledges when a familiar adult or peer is speaking to them
- remembers to say 'please', 'yes', 'thank you' and, 'excuse me'
- comforts friends who are upset
- shows empathy for others' feelings
- shows tolerance for differences
- shares and takes turns with school materials
- cleans up after him/herself and helps others to clean up
- talks about problems rather than using aggression
- tries to resolve conflicts with peers yet knows when to seek the help of an adult.

ELEMENTARY SCHOOL

PHILOSOPHY

Children in elementary school at the American School Foundation of Guadalajara will grow and develop in a safe, comfortable, and happy environment where they will acquire a sense of belonging and pride in their school. Students will feel their ideas are appreciated and that they are respected by the entire school community. Children will be exposed to the arts and encouraged to express themselves in creative ways. Students will work cooperatively and responsibly within a multicultural environment in which they will learn to respect and appreciate the diversity that exists within a global world. They will actively participate in service learning projects that meet the needs and challenges of a larger community.

ACADEMIC INFORMATION

The elementary academic program is guided and informed by current research. In Elementary, students are challenged to reach their full academic potential in both the American and Mexican programs in the areas of math, reading, writing, speaking, research, problem solving, and the efficient use of technology.

It is the belief of ASFG that all students should receive literacy instruction through a Balanced Literacy Approach. This is a flexible approach that includes the following components: Reading Workshop, Writing Workshop, Read Aloud, Shared/Close Reading, Interactive/Shared Writing, and Word Study. Ongoing assessments are used to meet students' needs through varied groupings such as one-on-one, small group, and whole group. In math, the primary goal is to enable students to become strategic mathematical problem solvers. The elementary program is enhanced through the integration of the arts, science, social studies, and technology. Teachers use best practices that allow students to acquire skills that can be transferred to real life situations.

Students are evaluated, in a variety of ways, based on the ASFG elementary standards. They are continuously assessed on a formative basis as well as through standardized testing. These assessments guide instruction and differentiation in the classroom. Classroom participation, class work, notebooks, projects/presentations, quizzes, tests, and teacher observations are elements that are taken into account when evaluating the progress of each child.

PROGRESS REPORTS AND REPORT CARDS

Parents will be informed as to their child's progress through parent/teacher conferences, progress reports, and report cards. Students in pre-first to fourth grade will receive a bilingual standards-based report card three times a year. In addition, students also receive a progress report, with a personal narrative, in the middle of each trimester. Teachers send progress reports to all students in the first and second trimesters. A progress report in the third trimester may be given to students who are not meeting grade level expectations or who need reinforcement in a certain area. Parents may obtain their child's official SEP report cards in the Mexican Program office.

Below are the achievement levels for the elementary standards-based report card:

Achievement Levels:

- 4 – Exceeding expectations
- 3 – Meeting expectations
- 2 – Approaching expectations
- 1 – Not meeting expectations

Blank = Not assessed

+ = Meets expectations

/ = Not meeting expectations

BEHAVIORAL EXPECTATIONS

The ASFG Warrior's Way is the positive behavior support used throughout the Elementary section. Its purpose is to develop a common language and establish behavior expectations across all grade levels. All expectations are focused on students being **safe, respectful, and responsible**. Homeroom teachers review the Warrior's Way at the beginning of the year as a way to build community and involve students in setting the classroom rules. Administrators, counselors, and activity teachers also provide training for the Warrior's Way at the beginning of the school year. Continued follow up with the Warrior's Way is given throughout the year in classrooms, on the playground and at weekly Flag Assemblies.

Optimal learning can only take place in a safe and secure environment. To ensure this environment, teachers and students discuss and review behavioral expectations throughout the year. The elementary section facilitates students' development in becoming socially responsible, respectful, and self-disciplined through:

- Setting clear expectations for students, staff, and parents
- Reviewing expectations continuously through:
 - Warrior's Way training and follow up
 - Explicit instruction for classroom routines, procedures, and rules
 - Class meetings
 - Weekly Flag Assemblies
 - Human Development Program
 - Monthly focus on a specific value
 - Conversations with administrators and/or counselors
 - Communication with parents

The student, whose unacceptable behavior does not respond positively to the different strategies used by his/her teachers, will be given a *teacher* or an *office referral*. When a third *teacher referral* is issued, it automatically becomes an *office referral* and a meeting will be called. Parents, the student, his/her English and Spanish teachers, an administrator, and any other staff member who might be involved, will be asked to participate in the meeting. The focus of the meeting will be to discuss alternatives for unacceptable behavior, look for ways to help the child modify unacceptable behavior, and decide on appropriate, logical consequences for his/her misconduct. When a student receives more than two *office referrals*, he/she may be placed on *At Risk* status.

Behavioral Referral Process

Teacher Referral:

- **Purpose**
 - A teacher referral is simply to open the communication between school and home.
 - No consequences are given from the office (although teachers may decide to give a logical consequence on their own).
- **Process**
 - After sufficient warnings a referral may be given by any academic staff: teachers, administrators, instructional coaches, teaching assistants, and substitute teachers.

Office Referral:

- A THIRD teacher referral, **within the same trimester**, becomes an OFFICE REFERRAL.
- **An Office Referral may be given automatically for more serious infractions such as:**
 - Verbal or physical aggressive behavior towards other students or teachers
 - Cheating and stealing
 - Serious defiant/disrespectful behavior
 - Bullying behavior
 - Unsafe behavior that could lead to serious injury
 - Bringing real or toy weapons to school
 - Vandalism
 - Unsupervised access to internet on a personal device
 - Cyberbullying

Restorative Practices

Discipline practices are mostly restorative as this is the best way to create a positive and respectful school climate.

Climate meetings are held when a student's behavior has become a concern (eg., has a more serious office referral or multiple teacher referrals). Parents, teachers, and the students are asked to attend the meeting. The purpose of the meeting is not to scold or criticize the child, but rather to show the student that teachers and parents care about them and want to understand why they made poor choices. The meeting is used as a time to work as a team to support the child in making the best possible choices in the future. The child is the most important person in the meeting. Parents and teachers are asked to address the student directly when they speak of their behavior so that the child may participate in the discussion as much as possible. Logical consequences often follow the meeting if the office team deems it necessary (eg., restitution, loss of a privilege, etc.) Sometimes a preventative plan is put in place by the team in order to support the child such as weekly sessions with the school counselor, more defined limits, a criterion based reward system, or a daily report to increase communication between home and school.

AT RISK/CONDITIONAL MATRICULATION

ASFG strives to assist all students to meet the high expectations of our educational institution. When a student fails to achieve the minimum academic standards, has repeated disciplinary problems,

lacks parental support, and excessive tardies/absences, the school uses support systems such as AT RISK and CONDITIONAL MATRICULATION (CM) to identify these serious concerns.

AT RISK letters may be given out at any time during the school year. This letter is to inform parents that their child may be *At Risk* of not ending the school year successfully. Together administrators, teachers, and parents will create an action plan, and the student and family are responsible for implementing this plan. This plan is reviewed, and may be modified, during periodic meetings throughout the year. However, If significant progress and/or change in behavior is not observed, the child may then be placed on a CONDITIONAL MATRICULATION.

Elementary students must adhere to the following educational standards:

- Any child receiving a **1** on one or more of the **essential** standards in Reading, Writing, Math, and Spanish may be placed *AT RISK* as early as the end of the **second grading period**.
- Any child finishing the year with 1s in one or more of the **essential** standards in Reading, Writing, Math, and Spanish may be placed on the second phase of the support system of CONDITIONAL MATRICULATION for the following school year.
- Any child receiving 1s on the **essential** standards on the English report card, over consecutive years, may be denied reinscription for the following year. Parents will be informed of their child's low academic achievement.
- Any child who receives more than two office referrals for unacceptable behavior may be placed on an AT RISK status.
- Any child whose behavior is dangerous to himself or others may be placed on an AT RISK or CM status. Chronic disruptive or dangerous behavior may be dealt with as a major infraction and could result in expulsion rather than being part of the CM system.
- Any child whose punctuality and/or absences are excessive may be placed on an AT RISK status as early as the end of the second grading period.
- Any child finishing the year with excessive tardies and/or absences may be placed on CM.

A student can be identified as AT RISK or on CONDITIONAL MATRICULATION more than once during his/her academic career at ASFG. However, a student who is placed on CM twice in the same section will be permitted to finish the school year but may not be allowed to return to ASFG. If a student is placed on CM twice in different sections of the school, the student might be allowed to continue. If a student is placed on CM a third time, he/she will be permitted to finish the school year but will not be permitted to return to ASFG after the completion of that school year.

COUNSELING

The elementary counseling program aims to give students the skills and tools to cope with life's challenges. Its' main goal is to help each child reach his/her academic, emotional, and social potential. At the prevention level the counseling program is delivered by teachers and counselors through human development lessons. These lessons are designed to provide students with study skills, career orientation, communication models, and conflict resolution strategies. A second level of intervention, delivered by the counselors, consists of individual or small group counseling. In general, the elementary counseling program seeks to help students get to know themselves and others better and to detect and overcome any obstacles that might prevent children from becoming the best that they can be.

Referral Process

When a parent or teacher has a social/emotional concern about a particular child, a referral process must be followed.

Referral Process:

- A parent or teacher fills out a referral form found in the elementary office
- The principal reads through and signs each referral form and then passes it onto the counselors
- The counselors will:
 - call the parents to inform them of the referral and ask for their authorization
 - observe the student and then hold an interview with the child
 - report back to parents and develop an action plan (the action plan may or may not include outside professional support depending on individual concerns)
 - schedule follow-up meetings with parents, teachers, administrators, and outside professionals when necessary

Students may request direct support from the counselors. Parents will only be notified when the reasons for this support are not considered to be part of the typical challenges that elementary students often face. (See Confidentiality Policy.)

LEARNING SUPPORT

The goal of the Learning Support department is to help students develop and reach their academic potential to become successful and independent life-long learners. Learning Support contain the following key elements:

- Early identification using valid and reliable assessment data
- High-quality instruction and evidence-based interventions to meet the individual needs of each Learning Support student
- Frequent monitoring of the student's progress to make academic, socio-emotional and/or behavioral decisions about each Learning Support student
- Application of student data for important educational decisions, such as type of tiered intervention needed, individualized goals, strategies, accommodations and/or modifications.

Learning Support and classroom teachers collaborate to create specific tiered interventions for students requiring extra support. Inclusion and pull out support may also be provided in the areas of reading, writing, and/or math. Individualized goals, strategies, accommodations and/or modifications are established to help students reach their potential. Learning Support sessions are offered during the school day for pre-first, 1st grade and 2nd grade Learning Support students and, in some cases, before or after school with no additional cost to 3rd and 4th grade Learning Support students.

Referral Process

When a parent or teacher has an academic concern about a particular child, a referral process must be followed:

- A parent or teacher fills out a referral form found in the elementary office.
- The principal reads through and signs each referral form and then passes it on to the Learning Support coordinator.

- The Learning Support coordinator will contact the classroom teachers and grade level Learning Support teacher to review the student’s current achievement data.
- The Learning Support teacher will:
 - observe the student and start the screening process
 - schedule a meeting with parents to:
 - discuss the results of the screening
 - recommend classroom and/or home strategies, individual accommodations and modifications, monitoring, or a formal evaluation (if there is enough evidence to suspect a possible disability)
 - if a formal evaluation is recommended, then an additional meeting is scheduled with the therapist, parents, teachers, and the Learning Support teacher to:
 - discuss results and recommendations
 - determine the action plan (Learning Support: pullout, inclusion, monitoring - classroom modifications and accommodations and/or external therapy).

If Learning Support is needed, the grade level Learning Support teacher will:

- Meet with classroom teachers to establish yearly academic goals for student’s individual academic support plan (IASP)
- Attend all internal meetings and parent conferences related to the individual child to monitor his/her progress, goal attainment, and classroom accommodations and modification results
- Monitor general progress towards goals through ongoing assessment process
- Determine need for continued services for following school year

Pre-first and first grade students performing below grade level expectations may receive Learning Support and necessary accommodations with or without a formal evaluation. However, by mid-year in second grade to the end of 4th grade, Learning Support will only be offered to students performing below grade level expectations who have a concrete diagnosis and/or have a formal evaluation (psychoeducational, psychoneurological, or neurological). Pre-first, 1st grade and second grade students receive Learning Support during the school day. Third and fourth grade students receive accommodations during the day, but pull-out support is offered before or after school. It is important to know that in Middle School and High School only students with a concrete diagnosis will receive Learning Support and/or accommodations.

MONITORS

Some students may require even more support. A monitor provides this type of support. Monitors are one-to-one assistants that provide extra support for students who struggle in accessing the grade level curriculum independently. A monitor may assist a student in the classroom in an inclusive setting but may also pull the student out of the classroom intermittently for specific academic and/or behavioral interventions.

To have a child with a monitor at ASFG, parents have to meet the following criteria:

- Be a member of an ASFG family (parent alumni and/or have other children at ASFG)
- Show strong evidence of parental commitment and involvement in their child’s education

- In addition to tuition costs, be able to pay on a yearly basis for the full salary of the monitor and the external therapies that the child might require (all expenses are the responsibility of the parents)
- Be responsible for finding an appropriate monitor for their child and have the school give the final approval of the monitor
 - Although monitors are not contracted by the school, the school will supervise the selection process in the hiring of each monitor to assure that all administrative and legal requirements established by the school are in order
- Agree that their child’s behavior needs to be safe and the well-being of the other students in the ASFG community are at no time at risk
- Understand that only one monitor is allowed per grade level and that a conditional matriculation (CM) letter will need to be signed as soon as the child starts with a monitor

1st Category: ASFG student siblings with intellectual disabilities, physical impairments (hearing, visual, orthopedic, and/or severe medical concerns), and autism spectrum disorder who require a modified curriculum. All students are different so it is important to determine, on a case-by-case basis, if the student and his/her classroom peers benefit from the inclusion placement. A positive, happy, and safe learning environment is always the goal at ASFG. If the goal is met, students in the **1st Category** will be able to continue with a monitor through both middle and high school.

Note: If the student requires a modified curriculum, then the student will graduate with a different type of diploma (certificate of completion).

2nd Category: Students with **documented** moderate to severe Specific Learning Disabilities and/or Attention Deficit Disorder, temporarily and on a case-by-case basis, could have a monitor only in pre-first, 1st and/or 2nd. This can occur only if it is determined, through evidence-based data, that the child is growing at a steady rate and has a chance of reaching grade level expectations by the end of 2nd grade. The maximum time a child with Specific Learning Disabilities and/or Attention Deficit Disorder can have a monitor is up to the end of 2nd grade. The goal for these students, unlike the students in the 1st category, is to graduate from the monitor as early as possible to assure school success at ASFG. Students in this category need to have comprehension of oral English similar to that of their peers. Also, they need to be able to access their grade level curriculum with appropriate accommodations and support.

HOMWORK GUIDELINES

Elementary children may receive homework to enrich and/or reinforce skills taught throughout the day. The exception being, children should read on a regular basis. Reading is not to be seen as homework but rather as a development of a lifelong skill.

GRADE	SUGGESTED MINIMUM READING TIME PER WEEK
Pre-first	25 minutes for English, 25 minutes for Spanish
First	40 minutes for English, 40 minutes for Spanish
Second	50 minutes for English, 50 minutes for Spanish

Third	60 minutes for English, 60 minutes for Spanish
Fourth	60 minutes for English, 60 minutes for Spanish

Unfinished classwork, due to student’s mismanagement of time, may be sent home to be completed.

STUDENT PUNCTUALITY AND ATTENDANCE

Our students’ attendance is very important to us. Research supports that attendance and punctuality enable positive participation in school activities, enhance learning, and promote personal development. For this reason, we keep a close record and report our data to our families when necessary. If our attendance records show that a child is frequently absent and/or arriving at school late on a regular basis a notification is sent.

We understand that arriving late or missing a day of school is sometimes unavoidable. A student’s absences may be justified due to illness, bereavement, school representation (eg., ASOMEX, academic competitions, etc.), legal documentation (eg., passports, visas), and any special circumstances. Parents should let the **Elementary Office** and the child’s teacher know they have missed school due to one of the reasons listed above. The office will let parents know if the absence can be justified. For consecutive absences due to illness, the school asks for a written note from a doctor (**notes may be sent or emailed to the office**). For justified absences other than illness, the school asks that parents notify the office at least one week before the first day of the absence if possible.

Being at school is extremely important as so much of a child’s learning happens through interactions with classroom peers during activities such as: Turn and Talks, mini lessons, small group activities, and whole group sharing. The learning that takes place cannot be made up through homework assignments. Therefore, parents are asked to please schedule family trips during ASFG’s vacation periods and not during the academic year.

Teachers are not allowed to prepare homework packets for anyone going on a vacation/unexcused absence. Upon return, children will have a certain amount of days, (depending on number of days missed) to complete all missing assignments. It is the responsibility of the parents to contract a tutor to make sure that the child understands the concepts they missed during their absence. (The assistant principal has a list of available tutors.)

ELEMENTARY FOURTH GRADE COLOR GUARD

The fourth grade Color Guard is composed of two teams of students that represent both the Mexican and American programs at the weekly Monday morning Flag Assemblies.

- Averages from the first and second grading periods, in both the American and Mexican programs are used to determine eligibility.
- Work habits, behavior, attitude, citizenship, and attendance are also considered in the selection process.
- Elementary administration, counselors and third grade staff input is also important.
- 8 third grade students are selected according to the criteria listed above

Color Guard team members will be expected to maintain high academic and behavioral standards throughout the year. Any student failing to comply may be removed from the Color Guard at any time.

CELL PHONE REGULATIONS

Cell phones and/or devices with internet access including Data/WIFI are not allowed in the elementary section (eg., cell phones, iPads, & any type of smart watches). Students may only bring a simple cell phone or watch without internet access to communicate with their parents.

Children will not be allowed to receive calls from parents during the school day. Phones and watches are to be turned off and put away, in their backpacks, from 8:00 a.m. to 2:30 p.m. If a teacher hears or sees a cell phone/watch during this time, it will be taken away and sent to the elementary office.

If students are found using a device with internet access, the device will be taken to the elementary office to be picked up by the parent. The expectation is that parents will support the school's guidelines and regulations that were created with every student's well-being in mind.

Students whose phones or watches are confiscated, due to accessing the internet, will lose the privilege of bringing a phone to school for a period of time (to be determined by the ES office).

Students will only be allowed to use their phones to call home during the day with their teacher's permission.

ASFG will not be responsible for the loss or damage of any cell phones.

In the case of an emergency, the office will contact the parents and/or parents may contact the school through the direct line to security – 33 3648 4711

PARENT / TEACHER COMMUNICATION

Parents may request appointments with their child's teacher(s) by calling an elementary office assistant or by sending an email to the teacher. Parents may **not** go to the classroom and interrupt any teaching during school hours. This includes not asking to speak to a child. All parents are expected to wait to pick up their child until 2:30 p.m. **Regarding a student issue, parents should always communicate with their child's teacher(s) before making an appointment with an administrator.** All elementary students and parents are expected to have a computer with internet access. Parents must check email accounts and consult the ASFG website on a regular basis. It is a parent's responsibility to report any address, telephone/cell phone number changes to the elementary office as soon as possible. This will allow the elementary staff to be able to get in touch with parents, at any time, and especially in the case of an emergency.

In order to maintain excellent home/school communication, parents must follow the rules stipulated in the School Regulations Manual.

When a parent takes his/her child out during the school day, they should do so through the office. Whenever possible, parents should inform the teachers ahead of time.

PARENT REQUESTS FOR DOCUMENTATION

Parents must request any documentation, from the ES Office, such as Good Conduct and Verification Letters, at least 48 hours in advance.

The Registrar is responsible for all study abroad and withdrawal processes. The ES Office will provide the necessary documents (recommendation letters, report cards, MAP reports, etc.) However, parents are asked to be considerate in giving the ES Office a week's notice so the above paperwork can be completed.

ROOM PARENTS

At the beginning of each school year, the school's administration and the Parent's Association ask for room parent volunteers for each classroom. The room parents' main responsibilities are to promote positive classroom communication and to help organize classroom parties/activities.

HOLIDAY CELEBRATIONS

The only celebrations held in the elementary section, during the school day are Halloween, Thanksgiving, and the Three Kings Day. **When organizing parties for the students, we ask that all room parents stay in close contact with both the Spanish and English teachers so they can give input to help make the celebration meaningful for the students.** It is expected that the party box be used for every celebration. Any questions about room parents' responsibilities can be referred to the Parent's Association.

ASFG ELEMENTARY PARTY GUIDELINES

In-School Birthday Party Celebrations:

- Parent must contact child's teacher, in advance, to check on appropriate date for child's birthday celebration
- Child's birthday may only be celebrated at school during the first 10 minutes of recess
- Parents may decorate the table assigned for child's classroom 30 minutes before recess
- The celebration should only consist of a cake/cupcakes and drinks for child's classmates (no party favors/balloons/ "bolos" allowed)
- Parent may not share cake with students from other classes
- Siblings are not allowed to attend birthday celebrations and miss class time
- Parent must follow the ASFG Green Party Guidelines

AFTER SCHOOL PARTIES NOT SPONSORED BY ASFG

In early childhood and elementary it is common for students to attend events immediately after school that are not sponsored by ASFG. In an effort to facilitate the exit process from campus for those parents who are transporting their child's friends to the event, we have developed an exit procedure with the approval of the section offices and the security office.

Please refer to the [Safety and Security](#) section to review the guidelines that must be followed.

MIDDLE SCHOOL

PHILOSOPHY

The ASFG middle school believes in providing its students with a developmentally responsive education characterized by:

- teachers who are committed to young adolescents
- a shared vision
- high expectations for all
- an adult advocate for every student
- family and community partnerships
- a positive school climate

Therefore, the ASFG middle school provides a curriculum that is challenging and includes:

- varied teaching and learning approaches
- assessment and evaluation that promote learning
- flexible organizational structures
- programs that foster health, wellness, and safety
- comprehensive guidance and academic support services

ACADEMIC INFORMATION

Middle School Grading System

In order for the grades given in our courses to accurately reflect students' achievement, the middle school has implemented a two-tiered grading system. Students will be assessed for their ability to demonstrate their learning of the academic course material and will also be assessed on their demonstration of work ethic. These two grades will be reported separately in order to more accurately identify the students' strengths and weaknesses.

A student's academic content grade will be based on student achievement of learning targets in a content area. These grades can be based on assessments completed in or out of class to demonstrate understanding of content and skills (e.g., assessments, demonstrations, projects, presentations, research papers, etc.).

Work-habit grades are based on student demonstration of behaviors related to work completion, preparedness for learning, participation, and following classroom expectations. These behaviors contribute to academic success as well as the ability to be lifelong learners and positive contributors to the community. Specifically, work-habit grades are determined by:

- tasks that are assigned for practice or preparation, including homework completion and homework quality
- factors such as class participation, work ethic, neatness, effort, attendance, punctuality of assignments, classroom behavior and attitude, student notebooks, and journals; this data can be collected through observation

This two-tiered grading system will provide more specific information regarding students' achievement. Both the academic content and work-habit grades are important measures of student achievement. The official grade reported to SEP will be comprised of both the academic content grade and the work-habit grade. This grade will be utilized to determine eligibility for co-curricular activities and ASOMEX events.

The honor roll will include all students who maintain a grading average of 90% or better in both the academic content area and in work ethic. Students with any grades lower than 80% may not be on the honor roll even though they have a 90% or higher average.

Parents will receive an email at the midpoint of every bimester reminding them to check their child's progress on PowerSchool. This reminder serves as the mid bimester progress report. Progress reports will not be printed and sent home with the students. Parents may request an appointment with the corresponding teacher/team by calling the office secretary who will arrange a convenient time and date. Report cards will be issued approximately a week after the end of each grading period.

HOMEWORK POLICY

Purpose

Homework contributes toward building responsibility, self-discipline, and lifelong learning habits. It is the intention of the middle school staff to assign relevant, challenging, and meaningful homework assignments that reinforce classroom learning objectives. Homework should provide students with the opportunity to apply information they have learned, complete unfinished class assignments, and develop independence.

Homework assignments include:

- **practice** exercises to follow classroom instruction
- **preview** assignments to prepare for subsequent lessons
- **extension** assignments to transfer new skills or concepts to new situations
- **creative** activities to integrate many skills toward the production of a response or product

Time

Actual time required to complete assignments will vary with each student's study habits and academic skills. Below is an estimate of how much time per night middle school students should expect to spend doing homework. Students may be required to spend more time than what is stated below when working on major projects or preparing for major assessments.

General expectations for the amount of time to be spent by students on daily homework assignments:

GRADE	TOTAL TIME - MINUTES
Fifth	65-85 minutes

Sixth	85-95 minutes
Seventh	85-105 minutes
Eighth	95-115 minutes

Middle school believes that homework is an essential part of the education process. Furthermore, we feel that the responsibilities for homework are shared jointly among teachers, parents, and students. To this end, we have outlined below these responsibilities:

Responsibilities of Students	Responsibilities of Parents	Responsibilities of Teachers
Be aware of all homework assignments before leaving class	Arrange a quiet time and study area including proper lighting	Plan homework related to classroom objectives
Use agenda for keeping a record of daily assignments	Expect regular assignments	Check and review homework with students routinely
Take homework assignments home along with necessary materials	Encourage your child to report progress to you on long-term assignments	Establish a regular routine for assigning homework
Check on work missed during absences and make up work on time	Help your child to organize his/her papers for return to school the next day (grade 5)	Give assignments both orally and in writing
Ask for clarification when an assignment is not understood	Contact your child's teacher by phone or email if you do not see assignments coming home	Make clear the weight of grading in homework assignments
Spend necessary time on homework each night	Be aware of your child's teacher's homework procedures	Provide for checkpoints on long-term assignments
Check PowerSchool regularly	Check agenda for homework assignments and PowerSchool consistently	Keep PowerSchool up to date

PROMOTION POLICY

Seventy percent is the minimum grade that is considered passing in middle school. Any student who finishes the school year with one or two subjects between 60 and 69% is required to attend summer school for reinforcement in those subjects. A student who finishes the school year with more than two subjects below 70% will not be allowed to continue at ASFG.

At Risk

Throughout the school year, students who are failing courses or who are barely meeting the requirements for passing will be advised of their *at risk* status through an official letter. This letter

states that the student is *at risk* of being placed on conditional matriculation if his/her grades do not improve. Shortly before or after being notified of being *at risk*, the student and his/her parents will have a meeting with the grade level team or the middle school administration where the student will be asked to formulate a plan for improving his/her academic performance.

Conditional Matriculation

Any student who finishes the school year with one or two grades below 70% and consequently was required to attend summer school will be placed on conditional matriculation for the following school year. He/she must finish the school year with all academic grades at 70% or over. If a student who is on conditional matriculation finishes the school year with any grades below 70%, he/she will not be allowed to attend ASFG the following year. Also, if a student on conditional matriculation has any averages below 70% at the end of January, he or she will not be allowed to complete the reinscription process and his/her space for the next school year will not be guaranteed.

SUMMER SCHOOL ATTENDANCE REQUIREMENTS		
Students with:	Summer School	Other Consequences
One or two classes between 65 and 69	Summer School (2 weeks)	CM for the following school year
One or two classes between 60 and 64	Summer School (4 weeks)	CM for the following school year
Three or more classes below 70	No Summer School	Leave ASFG for the following school year
One class below 60	Summer School (4 weeks)	CM for the following school year or leave ASFG
Two or more classes below 60	No Summer School	Leave ASFG for the following school year

NATIONAL JUNIOR HONOR SOCIETY

Each year students in grades seven, eight, and nine who have maintained an Honor Roll status all throughout the previous academic year and the first bimester of the current year, will be invited to provide information to support their candidacy for membership in the Warrior Chapter of the National Junior Honor Society. To be eligible for membership consideration, students must have demonstrated high standards of leadership, service, citizenship and character. Potential members will be asked to submit evidence of these high standards in the form of an essay, application, and/or interview. Students are screened by a five member faculty council chosen by the principal.

MIDDLE SCHOOL STUDENT COUNCIL (MSSC)

The MSSC is a democratic institution that organizes activities and events that serve the entire student population at ASFG. The MSSC fosters cooperation and collaboration between students, teachers, and administration. The MSSC develops student leaders and gives middle school students a voice in school-wide affairs.

Middle school students elect representatives to the MSSC. Each grade level elects 5 members, for a total of 20 members. From this elected body, officers are nominated and elected by their fellow representatives. The elected offices are:

President	(8th grade student)
Vice-President	(7th or 8th grade student)
Secretary	(5th-8th grade student)
Treasurer	(5th-8th grade student)
Historian	(5th-8th grade student)

To qualify to be a student government member a student must: 1.) have an average of 70% or better; 2.) submit signatures from 10 of his/her classmates to be placed on the ballot; 3.) and personify the ASFG Honor Code. The student must maintain these standards throughout the term in office. A student may be removed from office if he/she does not adhere to these standards.

COUNSELING AND ACADEMIC SUPPORT SERVICES

Counseling services in middle school focus on facilitating a smooth transition from childhood to adolescence while assisting students in the areas of social, emotional, and academic development. Early adolescence begins the transition from acceptance of adult direction to challenging authority and moving toward self-direction. The goal of middle school counselors is to provide a blend of challenge and support that will promote identity development.

The counselor is involved in the process of planning for, monitoring, and ensuring the successful educational experience of each student. A major role of the counselor is to monitor each student's academic progress while making sure affective needs are also being met. This includes reviewing all progress reports and grades and receiving teacher input when problems arise with a student's progress or performance.

Counselors are constantly aware of how each student faces life and everyday situations, as well as the way each one relates and interacts with peers in order to guide and facilitate the well-being of their socio-emotional development. Counselors also stay in close contact with teachers in order to make them aware of and involved in the students' processes.

When problems arise in a student's life the counselor becomes the student's advocate facilitating important communication between the people who have an impact on the student's life and success. Parents often seek a counselor's guidance when searching for alternative strategies for helping their children. Referral to resources outside of the school community can be an important part of this guidance.

INTERNAL REFERRAL PROCESS

Middle school students may be referred to counseling services by their teachers or parents due to either developmental, academic, behavioral, or emotional issues. In these cases, referral is done through filling out a referral form which is available in the middle school office and in the school counselor's office. However, it can also be done through a phone call, an email, or an appointment directly with a counselor depending on the relevance of the situation.

Due to the age of students in middle school and the specific emotional and developmental situations they face, some of the students take the initiative to look for the counselor themselves or do so after a teacher's or a friend's suggestion. In these cases, counseling services are provided for them. (See confidentiality policy on p. 28)

BEHAVIORAL EXPECTATIONS

At Risk and Conditional Matriculation

ASFG strives to help all students reach the institution's high expectations. When a student is unable to reach the minimum academic expectations and/or presents repeated discipline problems, the school initiates the support systems of At Risk or Conditional Matriculation to identify these concerns.

At Risk status can begin for a student at any point in the year when academic or behavioral problems are identified. Parents are notified of the school's specific concerns through a letter and a meeting with the Middle School Administration. The letter includes a plan of action detailing the area and behaviors that need to improve, describes the types of support that parents are responsible for providing (for example tutoring, a psycho educational evaluation, educational / emotional counseling). The family is responsible for documenting their adherence to these requirements and for maintaining constant communication between the school and any outside support that their child may be receiving.

At the end of the period of At Risk status, the school will determine whether or not the student has improved his/her academic achievement or behavior sufficiently to warrant being removed from this status. However, students that do not improve academic achievement or behavior may be placed on Conditional Matriculation.

A student may be placed on Conditional Matriculation if he/she has been identified as being At Risk or if a serious concern exists that would give cause to deny his/her future attendance in ASFG. Parents and administrators will meet to design a mandatory plan of action to help the student improve his/her academic achievement or behavior. This plan will be added to the student's file. The student's success in following through with the requirements of this plan will be revised by the school throughout the school year. At the end of the school year, a student who successfully completed the requirements will have his/her Conditional Matriculation status removed. However, students that do not successfully meet the conditions determined in the Conditional Matriculation document may complete the reinscription, but continue on Conditional Matriculation, or be prohibited from continuing at ASFG.

Chronic disruptive behavior or behavior that is considered dangerous can be treated as a major infraction and may result in a child being required to change schools instead of being placed on Conditional Matriculation.

ASFG Honor Code

We have the highest expectations for all members of the ASFG community. While recognizing the importance of intellectual development, our community also believes in the critical importance of social and emotional development of all students. As students strive to achieve these high expectations, they are often faced with challenges to their integrity and honorable behavior. To that

end, we have developed an Honor Code which embraces the expectations for how students conduct themselves, intellectually, socially, and emotionally, at all times while enrolled at ASFG and beyond.

As a proud member of ASFG, I am respectful, responsible and kind to all members of my community. I do not lie, cheat, or steal.

To prepare and educate students using our Honor Code, Middle School has designed consequences for breaking the Honor Code in terms of academic dishonesty.

First Offense of copying, copy pasting, or plagiarism:

5th - 7th grades

Students will redo their assignments in a detention (one hour long), receive a maximum of 50% for the redone assignment, have parents contacted, and have the incident registered in PowerSchool.

8th grade

Students will redo their assignments in a detention (one hour long), receive a maximum of 0 for the redone assignment, have parents contacted, and have incident registered in PowerSchool.

Second Offense of copying, copy pasting, or plagiarism:

5th and 6th grades

Students will redo their assignments in a detention (one hour long), receive 0 for the redone assignment, have parents contacted and have the incident registered in PowerSchool.

7th and 8th grades

Students will redo their assignments in a detention (one hour long), receive 0 for the redone assignment, have parents contacted, have incident registered in PowerSchool, and meet with an academic committee.

Third Offense of copying, copy pasting, or plagiarism:

All grades

Students will redo their assignments in a detention (one hour long), receive 0 for the redone assignment, have parents contacted, have the incident registered in PowerSchool, meet with an academic committee, and receive a letter in their file regarding their incidents of academic dishonesty.

STUDENT PUNCTUALITY

Being on time is an important habit that all students should acquire. Teachers spend a great deal of time and energy preparing for their classes and it is discourteous to arrive late. Students who arrive late miss important instructions and activities and also cause a disruption to the flow of the class.

Tardies:

- **after FIVE tardies that occur first thing in the morning in a grading period – the middle**

school office will notify parents. After more than ten 8:00 am tardies, the parents will be required to meet with the middle school assistant principal

- **after TEN tardies that occur in between classes in a grading period** – the student will attend a 75-minute Friday detention
- **after TWENTY tardies that occur in between classes in a grading period** – the student will have an in-school suspension or similar consequence

CELL PHONE POLICY

Cell phones and/or devices with internet capability including data and/or Wi-Fi are not allowed in middle school at school or during school sponsored events or trips.

Students may bring a cell phone to school that does not have access to the internet through data or Wi-Fi. These phones must be turned off and stored in the student's locker during the school day.

During the school day from 8:00 A.M. - 2:30 P.M. students' phones must be turned off and stored in their lockers. If a teacher hears or sees a phone during the school day, it will be taken away from the student and sent to the office. Below are the consequences if students are found with cell phones during the school day:

- First Time: The student's phone will remain in the office for one day.
- Second Time: The phone will remain in the office for two days.
- Third Time: The phone will remain in the office for five days.
- Fourth Time: The phone must be dropped off in the office in the morning and picked up at dismissal.
- **If students are found to have a smartphone on campus it will be taken away and returned during a parent meeting.**

Students will only be allowed to use their phones to call home during the day with their teacher's permission. For emergencies, students may come and use the office phone. Parents can always leave messages in the office for students. If there is an emergency at home, parents may use the emergency number to contact the school; this number is 3648 4711. It is the direct line to security.

We appreciate your help in assuring that our school environment is conducive to learning.

Please note, ASFG will not be responsible for the loss or damage of any cell phones confiscated by teachers or administrators.

INCIDENT AND REFLECTION FORM

An Incident and Reflection Form is a paper that a middle school student is required to fill out if he or she has caused repeated disruptions during a single class period or has been "mildly disrespectful" to another student or teacher. The purpose of the Incident and Reflection Form is to give the student the opportunity to reflect on how his or her behavior impacted the student and the rest of the class, and to articulate how this behavior can be avoided in the future. We believe that this opportunity of reflection will better enable the student to choose to demonstrate appropriate behaviors in the class and avoid behaviors that negatively impact the class.

If a student is issued an Incident and Reflection Form by a teacher, he/she will be required to thoughtfully fill it out, review it with the teacher, **and in some cases** take it home and have it signed by a parent, and bring it back to the teacher **or the office**.

After the student has accumulated three Incident and Reflection Forms in a single grading period, copies of the Incident and Reflection Forms are sent to the assistant principal who will meet with the student, call the parent, and assign community service to the student. If a student receives another three Incident and Reflection Forms in the same grading period, he/she will again meet with the assistant principal who will contact the student's parents and assign a day of in-school suspension. Students who receive three or more Incident and Reflection Forms in more than two different grading periods will also meet with the assistant principal with his/her parents present and receive a day of in-school suspension. These students may be placed on At Risk or Conditional Matriculation status.

HIGH SCHOOL

PHILOSOPHY

The ASFG high school experience is focused to fulfill our school's vision; Inspire, educate and act to better our world. Our program fosters in students the learning goals that comprise the school's mission: purposeful learners, critical and creative thinkers, effective communicators, and community contributors. In doing so, we ensure the curriculum and experiences are academically rich to prepare our students for admission to top US and Mexican universities. We believe in a sense of community, a pride in workmanship and self-worth, a deep respect and understanding of differences, and a life-long passion for learning.

The ASFG high school is an academically rigorous program that purposefully challenges yet supports each student. Our school and class size allows every student to be known and supported. Our curriculum and student achievement is measured against outstanding programs from around the world. Mutual respect among all students and among students and teachers allow for every student to find a strong sense of place.

ACADEMIC INFORMATION

GRADUATION REQUIREMENTS

Successful completion of a year course earns one credit. A semester course earns one-half credit. Twenty-four credits are required in the US diploma and twenty-eight credits are required in the Mexican (UNAM) diploma. All credits must be earned between grades 9-12. A comprehensive course catalog can be accessed on our website.

DUAL PROGRAM GRADUATION REQUIREMENTS

Mexican and U.S. Diploma

English	4 credits
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Spanish	4 credits
Math	4 credits
Science	4 credits including Intro to Chemistry and Biology
Mexican Social Studies	3.5 credits including Mexican History I & II, Civics, Geography, and Mexican Law
Social Studies	3.5 credits including US History and Economics
Technology	0.5 credits
Physical Education	0.5 credits
Art	0.5 credits
Health	0.5 credits
Electives	3.0 credits
Total	28 credits

In addition to these course requirements, students must complete 1 credit of Human Development (.25 credits per year), a minimum of 100 community service hours, and credit for a completed Senior Project in grade 12.

US PROGRAM ONLY GRADUATION REQUIREMENTS
US Diploma

English	4 credits
Math	4 credits
Science	4 credits including Intro to Chemistry and Biology
Social Studies	3.5 credits including US History and Economics
World Language	3.0 credits
Technology	0.5 credits
Physical Education	0.5 credits
Art	0.5 credits
Health	0.5 credits
Electives	3.5 credits

Total	24 credits
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In addition to these course requirements, students must complete 1 credit of Human Development (.25 credits per year), a minimum of 75 community service hours for the class of 2023 and 2024 and a minimum of 100 community service hours for the class of 2025 and 2026, and credit for a completed Senior Project in grade 12.

COURSE SELECTION RECOMMENDATIONS FOR ADMISSION TO U.S. UNIVERSITIES

English	4 credits
Math	4 credits
Science	4 credits including 3 credits of lab science: *Biology, Chemistry, and Physics
Social Studies	4 credits including World History & Geography, Comparative Government, US History and Economics
World Language	3.0 credits, preferably of the same foreign language
Technology	0.5 credits
Physical Education	0.5 credits
Art	0.5 credits
Health	0.5 credits
Electives	3.5 credits
Total	24 credits

US DIPLOMA TYPICAL COURSE SEQUENCE

(A slash "/" indicates a semester course)

9th	10th	11th	12th
English 9	English 10	English 11	English 12
World History & Geo	Comparative Government	US History	Economics/ Elective
Geometry	Algebra II	Trigonometry or Pre-Calculus	Applied Mathematics or Calculus
Intro to Chemistry	Biology	Chemistry	Physics or Environmental Science

Second Language	Second Language	Second Language	Second Language
Elective	Health/Elective	Elective	Elective
Computer/PE/Fine Arts	Elective	Elective	Elective
Mentoring	Mentoring	Mentoring	Mentoring

MEXICAN DIPLOMA TYPICAL COURSE SEQUENCE

(A slash "/" indicates a semester course)

9 th	10 th	11 th	12 th
English 9	English 10	English 11	English 12
World History & Geography	Comparative Government	US History	Economics/ Elective
Geometry	Algebra II	Trigonometry or Pre-Calculus	Applied Mathematics or Calculus
Intro to Chemistry	Biology	Chemistry	Physics or Environmental Science
Spanish 9	Spanish 10	Spanish 11	Spanish 12
Mexican History I/ Civics II	Mexican Geography	Mexican History II	Mexican Law/Elective
Computer/PE/Fine Arts	Health/Elective	Elective	Elective
Mentoring	Mentoring	Mentoring	Mentoring

SENIOR PROJECT

The Senior Project is a capstone experience, where ASFG seniors put into practice and display the accumulation of their learning. Seniors design a project in relationship to the school's vision and mission. Students should engage with something that they care deeply about and, in particular, that meets the outcomes of the school's learning goals. The senior project is a requirement for graduation. It is graded pass/fail.

Students are expected to commit at least 40 hours to the senior project (20 hours during class time and 20 hours outside of school). Students are assigned a teacher mentor and a mentor group to support every student's successful completion of the senior project.

GRADUATION

The graduation ceremony is held in June. A senior must complete all graduation requirements and receive a semester grade of 60% or better in each class/subject during his/her senior year, and successfully complete the Senior Project in order to graduate from the school. Seniors may only fail

up to 1.5 semester credits total in the school year and a maximum of 1.0 credits in a single semester in order to be eligible to participate in the graduation ceremony. In other words, a student who fails 3 semester classes (0.5 credits each) in one semester or 4 semester courses (0.5 credits each) over the school year does not qualify to participate in graduation. Students in grade 12 who fail a course(s) with credit less than this threshold may participate but will not receive their diploma at the ceremony.

A senior who fails more than 2.0 credits after the end of the year, cannot graduate from ASFG in that school year. The only way for a student with more than 2.0 failed credits to graduate from ASFG is to repeat the school year.

GRADUATING WITH FIDELITY

Fidelity will be awarded to students who have studied at ASFG since pre-first. Students who are granted a leave of absence to study abroad for no more than one year are still eligible for this recognition.

GRADUATING AS VALEDICTORIAN AND SALUTATORIAN

The graduating senior who has the highest weighted GPA from 9th grade through the 3rd quarter of 12th grade is the valedictorian. The graduating senior who has the second highest weighted GPA is the salutatorian. This weighted GPA does not include office assistant, independent study, or courses taken at another institution. To be considered for valedictorian or salutatorian a student must have attended ASFG high school for at least two full years at the time of the calculation. If a student with less than four full years at ASFG has the highest GPA, any veteran ASFG student who is in the running will also have their GPA recalculated considering only the same years the new student attended ASFG. This same process then follows for students competing for Salutatorian. Students competing for this recognition will be compared considering the identical number of years those two students attended ASFG.

GRADUATING WITH HONORS

There are two designated “Graduating with Honors” awards: Honors 10-12 and Honors 12. To graduate with Honors 10-12, students must maintain an overall weighted average of 90% or better in the final grades at the end of Quarter 1, Semester 1, Quarter 3, and Semester 2 during their 10th and 11th grades and Semester 1 and Quarter 3 of 12th grade. Like the honor roll, a weighted final grade below 70% in any class disqualifies a student from graduating with honors even if that class is an honors or AP course.

To graduate with Honors 12, students must earn honor roll in Quarter 1, Semester 1, and Quarter 3 of their senior year. Office assistant and independent study grades are not included into the calculations for either of these honors awards.

SERVICE LEARNING

It is the mission of high school service learning to develop caring and responsible students who have a deep understanding of the social needs of the community around them and to provide opportunities to develop the skills and vision necessary to fulfill those needs.

Students will complete this mission by following the 3 “C’s” of service learning:

1. **Choice:** It is important that each high school student feels passionate about his/her area of service. It is for this reason that each high school student chooses one of the many organizations with which our school has developed a service relationship to complete their service requirement.
2. **Commitment:** Students learn through service when they develop long-term, meaningful relationships with people at the service organizations. It is for this reason that all students must commit at least 50 hours of service to the organization they choose and must be engaged in service that directly involves the people who work at or are benefited by the service organization.
3. **Community:** At ASFG we value the community that is fostered by an integrated and intimate student body. We also value the communities around Guadalajara that are represented by the service organizations with which we work. Through service learning, we, as an ASFG community, strive to share with and learn from those communities.

Service Learning Requirement for Graduation

It is an ASFG requirement for graduation that each high school student complete 100 hours of service over the four years in high school*. If a student joins our high school after ninth grade, they are responsible for completing 25 hours for each year they are students at ASFG.

*Students in the class of 2023 or 2024 have to complete only 75 hours due to the time lost during the pandemic.

All service learning hours must be completed at one of the many organizations with which our high school has a service relationship. If students wish to complete their service at an organization with which our school does not have a relationship, they must contact the Assistant Principal before they begin their work. All students are responsible for submitting their own “Service Hours Log” and any necessary supporting documents to the Assistant Principal.

STUDENT COUNCIL

The main duty of the Student Council is to assist in developing and organizing activities and events that will serve the entire student population at ASFG. The Student Council will also serve as a spokesperson to the administration on behalf of the student body.

Students will be chosen to be a Student Council member by their classmates and serve for a term of 2 years. Students can be chosen again by their classmates to serve an additional 2 years. Students must have a good record of conduct to qualify to be a Student Council member. A student will be placed on probation or removed from office if he/she does not adhere to these standards.

REPORTING OF GRADES

Grades are based on a total and constant evaluation of student work. Class participation, homework, class work, assignments, projects, tests, quizzes, and participation may all be included in the composition of a student’s grade. The minimum average to pass a subject is 60%. The semester grade is composed of 40% for each quarter and 20% for the semester exam. No single evaluation during a quarter will count for more than 30% of the final quarter grade.

Under normal circumstances, students are not expected to take more than two exams in one day. Teachers post their exams on a shared internet calendar and are asked to reschedule their exam date if two exams are already scheduled that day. Exceptions stand for homework quizzes, quizzes that evaluate assigned homework material instead of a grade given for the homework. A test is any written assessment that is longer than 25 minutes and that includes various topics looked over extensively during that unit of study. Students who are taking classes not typically taken during their grade level (i.e. economics in 11th grade) might have to take up to three tests in a given day as scheduling of such assessments becomes increasingly difficult if multiple grade levels are considered.

Report cards are issued at the end of each quarter. Parents are encouraged to contact teachers through the office or email at any time if they have any concerns, questions, or comments.

Semester exams are given in most academic subjects. The exams are two hours in duration. In some classes, students with 95% or better for both quarters, as well as excellent attendance may be exempted from taking the exam at the teacher's discretion. AP and Honors classes and some academic departments offer no exemptions. The student should refer to the course outline handed out at the beginning of the school year for exam policies.

WEIGHTED AND UNWEIGHTED GPAs

The un-weighted GPA is a simple average on a 100 point scale of final grades respecting the credits earned in the class. The weighted GPA is calculated in the same way but 10 points are added for honors and AP classes. On the official ASFG transcript both GPAs are clearly marked and on the Mexican transcript only the weighted GPA appears, but a student's actual grade (without the 10 additional points) is recorded under each individual class.

All classes are considered in both the weighted and unweighted averages except Office Assistant and Independent Study. The weighted GPA is used in determining National Honor Society and National Junior Honor Society initial eligibility, honor roll, graduating with honors, valedictorian and salutatorian, and scholarship opportunities. Most U.S. and Mexican universities consider both the weighted and unweighted GPAs in admissions decisions. Check with the high school counselor to learn more about specific university policies.

HONOR ROLL

The honor roll is calculated at the end of Quarter 1, Semester 1, Quarter 3 and Semester 2. Students must maintain an overall weighted average of 90% or better in the final grades with no weighted grades below 70%. Office Assistant and Independent Study grades are not figured into this weighted average.

NATIONAL JUNIOR HONOR SOCIETY

Each year students in grades 7, 8, and 9 who have maintained an Honor Roll status throughout the previous academic year and the first quarter of the current year will be invited to apply for membership in the Warrior Chapter of the National Junior Honor Society. To be eligible for membership consideration, students must have demonstrated high standards of leadership, service, citizenship, and character. Potential members will be asked to submit evidence of these high

standards in the form of an essay, application and/or interview. Students are screened by a five member faculty council chosen by the principal.

NATIONAL HONOR SOCIETY

Students in grades 10 - 12 who have a weighted cumulative high school grade point average of 90% or higher are invited to apply for membership to the National Honor Society. New students who meet the academic criteria must attend ASFG for one semester before being eligible to apply. Candidates are evaluated by the faculty and are selected by a five member faculty council who take into consideration input on scholarship, leadership, service, and character. Grades in honors and Advanced Placement courses are appropriately weighted in recognition of their degree of difficulty.

HOMEWORK POLICY

Homework contributes toward building responsibility, self-discipline, and habits of lifelong learning. It is the intention of the high school staff to assign relevant, challenging, and meaningful homework assignments that reinforce classroom learning objectives. Homework should provide students with the opportunity to explore subject matter prior to instruction, apply information and practice skills they have already studied, complete unfinished class assignments, and help students develop as purposeful learners.

Students in high school should expect to spend 20 minutes per night for college prep classes and 30 minutes per night for honors and AP classes. These expectations are averages and may vary depending on a student's reading speed and mastery of the content. Students should also know that careful planning of major projects and writing assignments can greatly reduce the time spent per night when due dates fall around the same time. High school teachers also recommend that students spend time reading, writing, or reviewing subject material even when there is nothing specific to hand in. As developing purposeful learners and future college students, our high school students should strive to develop habits of frequent and proactive study.

Students and parents should be well aware that social media, cellphones, internet browsing and television serve as formidable distractions and can greatly increase the time it takes to complete homework assignments. Studies have shown that "multitasking" is a myth and such activities ultimately detract from the focus and concentration required to complete high quality work.

Homework and projects are not assigned over the winter and spring vacations. Exceptions include AP courses with assignments over the spring vacation and the reading of novels.

USE OF DIGITAL RECORDINGS IN THE CLASSROOM

Recording of any kind in the classroom must be done with the clear consent of the classroom teacher. Some students find it helpful to their learning to record elements of class instruction such as a teacher's lecture or notes on the board. Students should always ask teachers if this is allowed in their class. If permission is granted, students should use the recorded content for personal use only and not post it on public sites.

ACADEMIC SUPPORT AND INTERVENTION POLICY

The following policy expands upon the ASFG conditional matriculation (CM) policy found earlier in this handbook.

The ASFG high school delivers a rigorous college preparatory curriculum. As such, both new students and those coming from the ASFG middle school should consider the implications of a college-prep school. While we encourage a well-balanced life in our students and work hard to foster development in non-academic areas of their lives, students, and parents should be aware of the academic expectations of our high school.

The High School has three levels of academic support and intervention that are designed to give students and parents clear and timely feedback about academic performance and behavior that falls below ASFG expectations with enough time to address and improve work habits, strategies, and attitudes that result in low grades. The following provides a description of each phase along with the supports and expectations of each:

At Risk Level I: one or more finalized grades between 60-65% determined at Q1, S1, and Q3 unless the student is already on CM. At Risk Level I status will also be applied to students where behavior and/or attendance is a concern. The conditions of being at risk will be communicated to the student and his/her parents through a written letter including:

- a description of the concern
- the specific actions the student needs to accomplish to be removed from this status
- the length of time given to the student to accomplish these actions (usually one quarter)
- Recommendations for successful completion (tutoring, outside testing, etc.)

If the student successfully completes the conditions of the At Risk Notification Letter, the student is removed from that status.

At Risk Level II: one or more finalized grades below 60% determined at the close of any grading period. At Risk Level II is similar to At Risk Level I but includes the following additional measures:

- a meeting with the parents
- A loss of privileges to be absent for school-sponsored events (ASOMEX, debate, etc.)
- Summer school is required to recuperate failed credit only at semester one or semester two.

Conditional Matriculation: two or more finalized grades below 60% determined at S1 and S2. Students and parents will be notified of their CM status through a meeting with the student, parent, and administrator. The conditions of the CM will include:

- A review of any conditions and action plans from past school years
- the timeframe allowed to make improvements in the student's performance (usually three grading periods; summer school counts as one grading period)
- the expectation that the student must pass all classes by the end of the CM term
- a review of the student's punctuality and attendance and required minimum expectations
- a discussion of the expectations for the student's behavior
- an action plan to be written by the student
- required activities and documentation of them such as tutoring, outside testing by professionals, etc.

If the three grading periods allowed by the CM contract span two school years (i.e. a CM contract administered at the end of the 3rd or 4th quarter that extends into the next school year), the student is

allowed admission to ASFG the following year but must be aware that

- classes failed at the end of summer school must be taken again the following school year; this will result in either earning credit in an approved distance learning program or a delayed graduation year
- if the conditions of the CM aren't met at the end point of the allowed three grading periods (end of the 1st or 2nd quarter in these cases), the student will have to leave ASFG mid-year
- students and families will be counseled to find another school to attend for the following school year instead of taking the risk of exiting mid-year
- the student's school year will not be revalidated with SEP/UNAM until the lost credits are made up in their entirety

A maximum of four semester courses can be taken in summer school to be averaged with semester grades. If a student fails a course at the end of the school year that is not offered in summer school, the principal will allow the student to make up the course in an approved distance learning program or, if graduation requirements permit, during the following ASFG school year. (See Summer School Policy below)

Students who receive CM status at the end of the first semester and who fail 2.5 credits or more at the end of the school year will not be able to return to ASFG even though their CM timeline has not yet expired. This is because summer school provided the opportunity for only two credits to be earned. The student's summer school can be used to earn only these two credits to transfer to their new school.

SUMMER SCHOOL ACADEMIC POLICY

Summer school is designed to help students who have failed a class to develop the skills necessary to be successful at ASFG in following years. It is not designed to take the place of a year's instruction and learning. Therefore, a student's final grade in summer school counts as 40% of their final average in the class. This weighting reflects the 40 hours of summer school instruction as compared to the 65 hours of a semester class. Note that it is possible for a student to pass summer school but receive no credit because the final average is still below 60%. For this reason, it is very important for students to keep up their academic efforts through the end of the school year even if they believe they will still fail.

- Semester one summer school courses will only be offered the first section of summer school
- Semester two summer school courses will only be offered the second session of summer school.
- Students may take a maximum two 0.5 credit courses for each of these summer school sessions.

The summer school grade itself consists of 60% coursework and 40% final exam. The coursework includes assignments such as quizzes, tests, homework, in-class work, projects, and presentations. Coursework is designed, assigned, and evaluated by the summer school teacher. The final exam is a semester-end exam created by the teacher who taught the class during the regular school year. Review guides and sample exams are shared with the summer school teacher. However, much like an external standardized exam, the summer school final exam itself is kept sealed until the day of the exam and is administered to the summer school students by an independent proctor. A student who fails the final exam and therefore fails summer school may retake a different version of the final exam

only if he/she has a 60% average in the course work.

COUNSELING AND ACADEMIC SUPPORT SERVICES

The high school counselors are concerned with the academic, social, and emotional development of each student. They are constantly aware of how each student faces life and everyday situations, as well as the way each one relates and interacts with peers in order to guide and facilitate the well-being of their social-emotional development. The counseling staff works closely with teachers and other faculty members and welcomes contact with parents in order to make them aware of and involved in the students' processes. They are also in charge of academic support for students with learning disabilities.

The counselors strive to make the school a place where students feel comfortable in coming with questions or concerns of any kind. Counselors are available to help in planning for the future, whether it is course selection, college or vocational exploration with an immediate emphasis on a successful high school experience. Counselors are also directly responsible for delivering parts of the human development curriculum to students.

High school students may be referred to counseling services by their teachers or parents due to either developmental, academic, behavioral, or emotional issues. Teachers or parents may contact either counselor directly with these concerns. Due to the age of the students in high school and the specific emotional and developmental situations they face, some of the students take the initiative to look for the counselor themselves or do so after a teacher's or a friend's suggestion. In these cases, counseling services are also provided for them.

BEHAVIORAL EXPECTATIONS

ATTENDANCE POLICY FOR SEMESTER EXAMS

The only justified reason to miss a semester exam is illness supported by a medical note; parents must notify the high school office immediately by phone if they are ill the day of an exam. For unjustified absences at exam time, the administration will consider cases for students who submit a written request for an exam schedule change two weeks prior to the exam. If the case of the unjustified absence is approved, a 20% deduction is applied to the exam grade.

LEAVING CAMPUS DURING THE SCHOOL DAY

Seniors have the privilege of leaving campus during normal breaks in their schedule if they have provided the high school office with parental permission. They use their ASFG credential to exit/enter campus and they act responsibly and respectfully while they are off campus. Students are responsible for returning to class on time and prepared. Juniors have the opportunity to request the same privilege if they have completed more than half of the required service learning hours.

Students who arrive late 2 times from exiting campus or who earn a tardy detention will lose this privilege for the rest of the quarter. Students losing this privilege a second time will lose the privilege for the rest of the school year.

ATTENDANCE POLICY FOR HIGH SCHOOL

Punctual and regular attendance in all classes is an essential element to student success. It is the responsibility of the family to inform the high school office of all absences within the timeframes outlined below. This process initiates communication between the high school office, teachers, and the student. Timely communication about absences helps students stay current with the academic progress of the class.

In high school, any student who has been absent for 9 class days (justified or unjustified) in one semester may be at risk of losing course credit(s). A student's poor attendance record could result in conditional matriculation.

Absences connected with long weekends or holidays are only justified if they are documented with a medical note. Appointments for medical purposes, processing of IFE cards, driver's licenses, visas, or passports will not be granted on days before or after long weekends or holidays.

COMMUNICATING ABSENCES

Unplanned Absences (sickness, injury, family emergency, etc)

- Notification to office - parents should notify the office with a phone call or email on the first day for any absence
- Justifying absence
 - One to two day absences - emails or handwritten notes from parents will justify an absence if submitted to the office within 2 working days of a student's return
 - Three or more day absences - a doctor's note or laboratory results, not a prescription for medication, is required within 2 working days of a student's return
 - Requests to justify an absence after the 2 working day time period will not be approved

Planned Absences (medical appointments, outside athletic competitions, outside testing, immediate family member milestones, university visit, religious holidays, etc) require a complete working day advance notice to be justified for a single day request. Two or more days absence requests require 5 working day advance notification to be justified. Documentation and evidence of the event and/or travel will be requested. Last minute requests that do not adhere to these guidelines cannot be approved.

ABSENCE CATEGORIES

Unjustified Absence: Students can submit work early or electronically according to previously established deadlines. In-class assessments cannot be rescheduled and will receive a zero. Alternative assessments and makeup work will not be arranged.

Justified Absence: Students are expected to submit work and meet previously established deadlines. Students will have one school day for each missed school day to make up any work. Specific conditions for makeup work will be stipulated on "Notification of Absence Form" which the student receives from the office prior to an absence. Absences accrued during school sponsored events are not counted in our absence policy.

Tardy Absence: A student is considered absent when he/she arrives to class more than 10 minutes late.

University Visit: University visits up to a maximum of 5 days are considered justified. This opportunity is available to only juniors and seniors.

SKIPPING CLASS

Any student found to be skipping class will be required to make-up the lost instructional time, and will not receive credit for any of the work missed; including major exams, labs, presentations. If students are found to skip class more than once they may be suspended and put on a behavior contract.

If a student feels the need to miss class for having a social/emotional crisis they are required to seek out an adult on campus to help communicate with the High School Office about their whereabouts.

OUTSIDE ATHLETIC COMPETITIONS

If a student is consistently absent for athletic or other commitments the school may be unable to provide accommodations beyond one school year. ASFG High School is not designed to support on-going distance learning.

STUDENT PUNCTUALITY

Being on time is an important habit that all students should acquire. Students who arrive late miss important instructions and activities, and also cause a disruption to the flow of the class.

- Any student arriving late to 1st period will go to the office and cannot enter the classroom without the office note
- The office will send the student to class with a tardy pass if they arrive between 8:00-8:10 a.m. or an absent pass if they arrive after 8:10 a.m.
- Students must sign-in with the High School Office if arriving to campus after 8:00am
- Late arrivals due to traffic, car troubles, or other unexpected delays will be counted as tardies
- If the student is not able to resolve a chronic tardy problem after an At Risk letter has been signed, the student will qualify for conditional matriculation status
- At the end of each quarter, students will start with zero tardies.

Consequences for tardies administered by the Assistant Principal are as follows:

Possible Incidents	Consequence
Accumulation of 5 or more first period tardies	Communication home and detention(s). Detentions are typically held at 7:10 a.m.
Accumulation of 10 or more tardies	Communication home and detention(s). Detentions are typically held at 7:10 a.m.
Accumulation of 3 or more tardy detentions	Parent meeting and moved to at-risk status; further consequences to be determined in a behavior contract.

CELL PHONE/SMART DEVICE POLICY

Our goal is to prevent misuse of cell phones and other smart devices in the classroom and protect the learning environment for all students. We understand the importance of having a cell phone for communication, organization, and personal security. It is the responsibility of the student to make sure that their cell phones are turned off, silenced or left in their locker or backpack. We expect students to use their cell phones and devices responsibly and ask permission from the teacher before answering the phone or sending a message in case of a family emergency call. Items such as smart watches or other devices must be put away in a student's backpack during assessments such as test/quiz/exams.

If students are irresponsibly using their devices during instructional time a teacher may ask that the student turn in their device and the following procedures and consequences will be followed:

- **1st incident:** The student will receive their phone at the end of the school day from the Assistant Principal.
- **2nd incident:** An email will be sent home to explain the importance of the school policy and future consequences.
- **3rd incident:** The student is required to bring the phone to the office before 7:55 a.m. for three consecutive school days. The phone will remain at the office during the day. The student is allowed to check the phone only during break.
- **4th incident:** The high school office will request a parent meeting to develop a plan of action for more responsible use during the school day. The cell phone or device will be returned to the parent.

DEFIANCE

Students are expected to follow the instructions and comply with requests from all ASFG staff in regards to safety protocols, Parent-Student Handbook policies, and school-specific rules (ie being directed to report to the office or stepping outside of the classroom, hand over a cell phone or other belongings, give your name and/or hand over your ID, exit/enter campus using the correct protocols, go to the back of the cafeteria line, step out of the elevator, etc.). This applies to requests made by security, cafeteria, maintenance, sports, office, library, and teaching staff from all academic sections. Failure to do so is considered a major infraction and may result in disciplinary action, such as parent meetings, detention, suspension, and being placed on At Risk or Conditional Matriculation for Behavior.

ELEVATOR USE

The elevators are reserved for students and staff that for medical reasons need to use them to move around the building. Similar to handicap parking spaces, reserving the use of the elevators for those who need them, provides better equity and free movement to everyone in our community.

How to Request the Use of the Elevator:

Chronic or Major Injury: parents need to send an email to the high school office along with documentation from a doctor for students who need to use the elevator for an extended period of time (5 or more days)

Minor Injury: parents need to send an email to the high school office for students who need to use the elevator for a limited period of time (less than 5 days)

Students should report to the high school office in the morning to request access to the elevator. We will grant immediate and temporary access until we have communication from a parent.

Consequences for Unsanctioned Use of the Elevator:

Students caught using the elevator without permission will be asked to turnover their school ID, which will be brought to the high school office. Students will be able to pick up their ID at the end of the school day from the High School Assistant Principal.

- 1st incident - student will serve a one day suspension and an email will be sent home to explain the importance of the school policy and future consequences.
- 2nd incident - student will serve a multiple day (2-3) suspension and a parent meeting will take place to develop a plan of action to respect the elevator use policy.

SUSPENSION POLICY

The High School Administration considers each case of suspension carefully and collectively and with the goal to correct serious misbehaviors. Suspension can range from part of a day and up to 5 days. The number of days is determined on a case-by-case basis, considering the seriousness of the misbehavior, history of prior interventions with the students, and the impact of the misbehavior on the school community.

Suspended students are not allowed to attend class. All missed work needs to be completed by the pre-established deadlines and will be graded out of 60%. Any assignment or assessment that is unable to be completed by the deadline is expected to be submitted upon the student's return or as determined by the teacher and/or High School administration.