



**The American  
School Foundation<sup>®</sup>**

**All School Family Handbook  
2022-2023**

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Domicilio del Colegio: / School Address:  
The American School Foundation, A.C.  
Bondoquito 215, Col. Las Américas  
01120, Ciudad de México, México  
Telephone: +52 55 5227 4900  
Fax: +52 55 5273 4357  
General Inquiries: [info@asf.edu.mx](mailto:info@asf.edu.mx)  
Employment Inquiries: [working@asf.edu.mx](mailto:working@asf.edu.mx)  
Website: <https://www.asf.edu.mx>

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# THE AMERICAN SCHOOL FOUNDATION, A.C.

## FAMILY HANDBOOK

Last Revision: August 2022

### ASF OVERVIEW

The American School Foundation, located in Mexico City, serves students from age three through grade 12 in five divisions: The Early Childhood Center (K1, K2, and K3), the Lower School (grades 1-5), the Middle School (grades 6-8), the Upper School (grades 9-12) and the Athletics & Extended Learning division. The American School Foundation has two primary languages of instruction, English and Spanish. The degree to which each language is reflected in our program varies from level to level. It is our goal that all students become completely bilingual.

ASF is an American school with an international flavor attributable to its diverse enrollment. By nationalities, the student body of nearly 2,600 is approximately 52% Mexican, 31% United States passport holders and 17% from nearly 40 other countries. Its 17-acre campus and facilities, as well as its academic and extracurricular programs, are similar to or exceed those of most schools in the United States.

The Southern Association of Colleges and Schools (SACS) accredits ASF, which is the oldest SACS-accredited school abroad in the world. Through special agreements, ASF studies are revalidated by the Mexican Ministry of Public Education (SEP) and, additionally in Upper School, by the National Autonomous University of Mexico (UNAM). ASF offers upper level students the opportunity to pursue college-level courses through the US-based College Board's Advanced Placement program. ASF is also authorized by the International Baccalaureate (IB) headquartered in Geneva, Switzerland, to provide the IB programs in our Early Childhood, Lower, and Upper Schools. In addition, the school is a member of the Association of American Schools in Mexico (ASOMEX), the Tri-Area Association and the National Association of Independent Schools (NAIS), working most closely with NAIS's regional affiliate for our region, the Southern Association of Independent Schools (SAIS). Active in a variety of professional organizations, the ASF faculty is involved in many activities sponsored by those entities.

### GENERAL INFORMATION

#### Governance

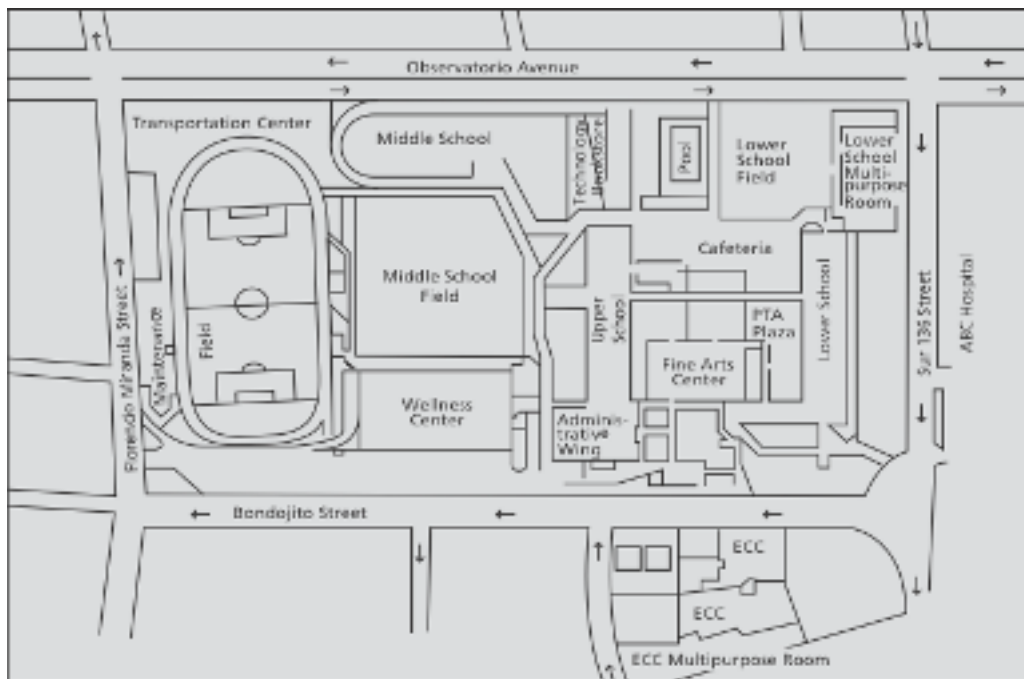
The American School Foundation, A.C. is governed by a fifteen-member Board of Trustees elected by members of the Foundation of The American School, an independent body. Trustees are elected for three-year terms and may be re-elected for subsequent three-year terms. Ten of the trustees must be U.S. citizens. The majority of current trustees are parents of students enrolled in ASF; others are parents of former students and

still others are alumni and/or long-time friends of the School.

The Board of Trustees holds the school in trust and as such, is responsible for ensuring that the School continues to fulfill the mission adopted by the Board. Through its standing committees – the Executive Committee, Finance Committee, Investment Committee, Institutional Advancement Committee, Buildings and Grounds Committee, Technology Committee and Governance Committee – the Board develops and oversees the School's strategic plan, assures the financial health of the institution, seeks



## SCHOOL GROUNDS



current and long-term philanthropic support, ensures that the campus is adequate to support the mission, monitors the progress and success of the educational program and sees to it that the Board follows accepted best practices of non-profit institutional governance. As needed, the Board also commissions ad-hoc task forces.

One of the major responsibilities of the Board of Trustees is to appoint, evaluate and support the Executive Director, to whom they delegate responsibility for administering the School as the chief executive officer. In turn, the Executive Director delegates many of the responsibilities for day-to-day operations to his administrative team, including the heads of each division and their respective assistants and other administrative officers (see the Administrative Organizational Chart).

The Board engages in an annual self-evaluation of its effectiveness and also administers an evaluation of the Executive Director. Occasional reports and communiqués from the chair of the Board of Trustees are sent throughout the year to the School's various constituencies.

## **Facilities**

ASF maintains a wide variety of facilities to promote its educational mission. Athletic facilities include Coach Colman Field, other fields, gymnasiums, weight facilities, a swimming pool and the Jenkins Foundation Wellness Center (WEC). The Ángeles Espinosa Yglesias Fine Arts Center (FAC), is the school campus centerpiece that showcases our arts program and different academic and community building events. The Early Childhood Center, Lower School, Middle School and LEED-certified Upper School contain classrooms, general meeting areas, laboratories, counseling and administrative offices and Learning Centers. The Infirmary provides medical attention to students and staff throughout the day and maintains all student health records. A cafeteria and snack bar provide food service on campus. Some school supplies, locks for lockers and PE and athletic uniforms can be purchased at the Bear Cave.

Gardens are maintained around the School to create a pleasant environment as learners move about the campus. Parking facilities enable staff and visitors to leave their cars in a secure area, and the Transportation Center helps maintain a safe and efficient method of welcoming students to our campus and getting them home in the afternoon. Our newest additions are the ECC Sandbox the Lower School MakerSpace which support the School's work in design thinking. We are also embarking on the building of the Middle School Design Tank – coming soon.

ASF considers the use of facilities for a wide range of groups, organizations and individuals. However, no group will be allowed to use the facilities if any of the activities are determined to impinge upon the rights or wellbeing of ASF community members or if they interfere with ASF community activities. Community members can contact the ASF Office of Athletics and Extended Learning or the Communications Department for further details about the utilization of ASF facilities by community groups.

## **CONTACT INFORMATION**

### **Switchboard**

+52 55 5227 4900 (If the main switchboard is out of order, call +52 55 5516 0720)

The ASF switchboard operates from 7:30 a.m. to 6:00 p.m.

If the switchboard is busy during the day and after hours, an automated answering system is in place. On campus, dial "0" to reach the operator.

### **Office Hours**

Most offices operate from 7:30 a.m. to 4:00 p.m. on regular school days. Hours for early dismissal days are 7:30 a.m. to 1:00 p.m.

### **Website**

<http://www.asf.edu.mx>

## Emergency Contact

Outside normal operating hours please call the main gate at +52 55 5227 4916 for emergencies only. This number rings our security personnel and only Spanish-speaking staff may be available.

## Mailing Address

Bondojito 215  
Colonia las Américas  
Álvaro Obregón 01120 CDMX

## Adult Responsibility for Students

All students must live with a parent or legal guardian. When parents have commitments outside of Mexico and their child may be temporarily at home without adult supervision, administration and the infirmary must be notified.

Families with specific custody arrangements or changes in custody arrangements must inform the child's division office and make any necessary changes at the Cashier's Office. The rights of a parent or guardian for access to a student may only be limited upon presentation of a corresponding legal order.

## ADMISSION AND FINANCIAL AID

Families interested in beginning the admission process for their children not currently at ASF for the 2020-21 school year must access and complete the online admission application form available on the ASF website under the Admission and Financial Aid tab. The online application portal opens mid-August. Please refer to the calendar below for application deadlines.

Testing for Mexico City residents will be administered according to the schedule provided herein.

### Admission Priorities

When all factors are equal for qualified students,

ASF admits students based on the following criteria and in the following order of priority:

- I. Qualified children of U.S. citizens residing in Mexico and qualified native English speakers who need a U.S.-accredited education.
- II. Qualified children who contribute to the diversity of the school.
- III. Qualified siblings of children already in attendance.
- IV. Qualified children of teachers and staff.
- V. Qualified children of alumni.

## Enrollment Contracts

The school requires an enrollment contract to be returned signed by parents or legal guardians, along with the corresponding fees at the time of acceptance and enrollment. This contract is a legal document that outlines the terms and conditions for enrollment at ASF and is valid as long as the student is enrolled. Any student without a signed contract will not be considered as matriculated. Incomplete records will mean a student cannot be assigned classes.

## Tuition and Fees

Tuition is charged from August through May of each school year. In addition, registration fees, equivalent to one month's tuition, are paid in December and March. All fees for the school year can be found on the Tuition and Fees section of the website.

## Financial Aid

The American School Foundation is committed to having a diverse student body reflecting a broad economic mix including families and students with different pursuits in athletics, academics, the arts, entrepreneurship and community service, among others things. As part of this commitment, our school has a financial aid program from ECC through grade 12 for families who might not otherwise have access to an ASF education. Accordingly, financial aid is based upon each family's demonstrated financial need to cover tuition.



Based upon the demonstration of financial need, ASF invests in the student's education. Each year, the Financial Aid Committee grants approximately MXN \$78 million to over 16% of the student body, including SEP scholarships from K1 through grade 6 and UNAM scholarships for students in grades 10-12. The average grant is approximately 50% of the cost of tuition.

All families interested in applying must follow the procedures and deadlines below:

- A. All families interested in applying for the first time or reapplying for financial aid for the upcoming school year must pay a non-refundable fee at the Cashier's Office between mid-October to mid-January. This fee covers the cost of a socioeconomic study. An application for financial aid cannot be started before this fee is paid.
- B. After paying the application fee, families must take the payment receipt to the Admission and Financial Aid Office and pick up an application.
- C. The application needs to be returned within one week after picking it up. Compliance with the established deadlines is important to complete the financial aid process.

While ASF has increased the size and scope of its financial aid program over time, funds are still limited. With the completed application, supporting documents, and the results from the socioeconomic study, the Financial Aid Committee has the information needed to make sound and impartial decisions. Financial aid is not available for Extended Learning programs and bus fees.

For any questions regarding any part of the financial aid process, please do not hesitate to contact the Admission and Financial Aid Office at +52 55 5227-4954 or at [financialaid@asf.edu.mx](mailto:financialaid@asf.edu.mx).

### **UNAM Scholarships**

As part of our agreement with UNAM, ASF awards annual scholarships based on academic merit approved by the UNAM (amounting to 5% of students registered in the UNAM program). To apply, students should be registered in the UNAM program (grades 10-12 only) and have achieved a

minimum of 80% average in the previous school year. Existing scholarships renew automatically if a student maintains a minimum 80% average during the previous school year.

Online applications are posted in June at <http://www.dgire.unam.mx> and all documents should be sent directly to UNAM. Final decisions will be announced by DGIRE (*Dirección General de Incorporación y Revalidación de Estudios*) in October. ASF students who are selected are typically awarded 100% scholarships, covering registration and tuition fees. Please contact the Student Records Office at +52 55 5227 4187 or at [studentsrecords\\_coordinator@asf.edu.mx](mailto:studentsrecords_coordinator@asf.edu.mx) for more information.

### **Withdrawal from School**

If a student will not return to school the following year, or withdraws before the school year is finished, an ASF withdrawal form must be filled out and submitted online. If the student is not returning the following school year this process is done during re-enrollment in the month of March. If the student withdraws prior to the end of the school year, the form must be filled out and submitted electronically through the ASF Community section of our website under [Forms and Regulations](#). Once submitted electronically, the form should be printed, signed and brought to the division office at least five days prior to the withdrawal date. Students must return all school-owned materials and pay all outstanding fees. Transcripts will not be released until the withdrawal procedure is complete. If no official withdrawal notice is given, the student will not be dropped from school records and will continue to accumulate charges.

### **Re-entry Guidelines**

Readmission for those who change schools in Mexico or return from living abroad depends on academic performance and past conduct while attending ASF and while attending a school other than ASF. Furthermore, students must meet all admission criteria (admission test, teacher recommendations and grades) and space must

be available. Transcripts from the other school must show an average of 80% or above with no failing grades based on the ASF grading system, and students must have demonstrated appropriate conduct. Students who have transferred to another school within Mexico will not be eligible to return for Grade 12.

Any student asked to leave ASF for academic, attendance or disciplinary reasons will have a letter placed in his/her cumulative folder, signed by the parents, stating the reason for the separation. After two years, the student may reapply at any grade level, except to grade 12, but must meet all admission criteria (application, admission test, teacher recommendations and grades). Space must be available and admission is contingent on the student's academic performance and conduct at the other school. Transcripts from the other school must show an average of 80% or above with no failing grades based on the ASF grading system, and students must have demonstrated appropriate conduct.

If approved by the Admission Committee, the student must pay a re-entry fee equal to the Admission Fee at the time of enrollment and registration. Any student separated for not fulfilling financial obligations and failing to pay school bills may not reapply at any grade level unless approved by the Executive Director and the Finance Office. If approval is given, the student must meet all admission criteria (application, admission test, teacher recommendations and grades) and space must be available. Admission is contingent on the student's academic performance and conduct at the other school. Transcripts from the other school must show an average of 80% or above with no failing grades based on the ASF grading system, and students must have demonstrated appropriate conduct. The student must pay the Admission Fee at the time of registration.

### **Death of a Parent**

The death of a parent creates an extremely difficult time for the family, especially the children. ASF has procedures in place for the emotional support

of a student when a parent dies. We also know that in the event of a death, the family may not remember all of the ASF departments they need to contact. Our first concern is the immediate support the student will need to continue to be successful at ASF, and therefore the family will typically want to share a death with the head of the child's academic division. The head will share the information that the family feels is appropriate with those in other areas of the school who need to know. It is important that as soon as a family feels comfortable enough, they should contact the Cashier's Office as to proceed with the insurance paperwork.

While the immediate needs are important, as a school we are proactive to look at the long-term needs. An important provision that ASF offers is meeting the long-term academic needs of a student when a parent dies, provided the parent meets the conditions of the tuition insurance policy. Parents are asked to complete a form upon registration or re-enrollment. If the parent who has passed away was the financially responsible party and registered as such, an insurance policy that ASF maintains goes into effect so that the student's education can be taken care of up through graduation from ASF.

It is important to know that the conditions of this policy are void if the student interrupts his or her education at ASF (asked to withdraw, leaves for another city and then wishes to return, etc.), except in cases when the student is studying abroad. It is equally important that the parent responsible for tuition be up to date on payments. Restrictions apply; please see the Cashier's Office for details.

## **STUDY ABROAD**

### **Study Abroad Guidelines**

The need for enhanced global and multicultural understanding has always been important, and the opportunities for ASF students to pursue a year or two of study abroad continue to grow. In the spirit of the school mission, ASF embraces

# Testing Schedule in Admissions

APPLYING FOR 2019-20	COMPLETE APPLICATION FOLDER SHOULD BE TURNED IN NO LATER THAN	INTERVIEW SHOULD BE SET NO LATER THAN	TEST PAYMENT SHOULD BE MADE NO LATER THAN	ADMISSION TEST DATE
K1	late October	end of January	mid December	early January
K2	late October	end of January	mid December	mid January
K3 - Grade 1	late October	end of January	mid December	early January
Grades 2-5	mid January	To be determined by the Admission Committee	mid February	late February
Grades 6-11	mid January	To be determined by the Admission Committee	mid February	mid February

\* For the exact dates, please contact the admissions department at [admission@asf.edu.mx](mailto:admission@asf.edu.mx).

the opportunity for students and families to gain an overseas academic and living experience. There are many benefits to studying and living abroad. Students will:

- Become stronger candidates for university admission and scholarship programs.
- Get a taste of university life and independence.
- Gain greater global knowledge and cultural awareness.
- Make friends all over the world.

Only students who meet all of the following requirements may apply to study abroad and reserve their space at ASF.

Reserving enough spots in a year level to insure a space for a student when he or she returns comes at a cost for the School. Those accepted must pay a non-refundable USD \$10,000 study abroad fee by June of their last academic year prior to departure to guarantee space at ASF upon their return. If a family does not pay this fee before beginning the year abroad, no guarantee can be given of space available when the student returns. This fee is subject to change upon approval by the Board of Trustees.

To be eligible to study abroad, a student must have a minimum of an 80% overall grade point average (GPA) or grade level equivalent, in the division, with no failing grades (below 60) and not currently on Academic, Behavioral or

Attendance probation in the corresponding ASF division. ASF reserves the right to withdraw the study abroad approval if the student does not maintain the average or grade-level during the second semester, or if the student receives a failing grade, goes on probation, or violates behavior codes. School leadership also reserves the right to consider other academic, behavior, and/or social factors to determine final approval.

The school selected for the year abroad must comply with ASF's academic curriculum. Specifics about the study abroad process should be directed to the student's counselor or dean. The School will outline in writing the conditions that will need to be fulfilled so there is no danger of being ineligible for re-entry.

## The Study Abroad Process

### Application

To ensure that ASF students take full advantage of this unique opportunity, the following application process will be strictly adhered to for Middle and Upper School students.

- A. During the first semester, the family researches international schools, their academic programs and application process and requirements. ASF cannot recommend schools for study abroad.
- B. At the beginning of the second semester, the family must complete and sign the Parent Consent

Contract included in the Study Abroad Application Forms available through the Counseling Office. Please make sure to return the documents to the counselor before the established deadline in February.

- C. A copy of the specific academic plan for the student must be attached to the application form.
- D. The Study Abroad Committee will review and approve/disapprove applications and decisions will be communicated in the month of March.
- E. Documentation will be kept in the student's file.
- F. Approval to study abroad will be withdrawn under the following circumstances:
  - A student fails to maintain a GPA of 80% or has grades below 60%
  - A student goes on academic probation during the spring semester prior to their departure for study abroad.
  - A student goes on behavior or attendance probation during the spring semester prior to their departure for study abroad.
- G. The Admission and Financial Aid office will issue a receipt for the fee to be paid at the Cashier's Office during the month of June and will provide the instructions on how to proceed with the re-entry process.
- H. The fee guarantees the student's space at ASF upon return, provided that the student fulfills a minimum of 80% overall final average, with no failing grades, is currently not on Academic Probation (by ASF standards), demonstrates appropriate conduct, and submits strong recommendation forms during his/her time abroad. ASF reserves the right to consider other academic, behavior, and/or social factors to determine final readmission approval.
- I. A family will be charged a re-entry fee equal to the established Study Abroad Fee under the following circumstances:
  - A student going abroad for one or two years who did not meet the requirements to reserve their space, or
  - A student going abroad for one or two years who was approved to reserve his/her space and elected not to pay the fee to reserve the space.

## Withdrawal

Once the Study Abroad Committee has issued its approval and the student and/or family have been accepted, then the parent must indicate that the student will not be returning during re-enrollment in March. Please refer to the section entitled "Withdrawal from School."

## Study Abroad Re-entry Process

- I. A new application for admission to return to ASF must be completed. The [online admission application form](#) is available on the ASF website under the Admission and Financial Aid tab. The online application portal opens on August 1 for the subsequent school year.
- II. Readmission to ASF is contingent on the student's academic performance and conduct during the student's attendance abroad. While attending the other school, transcripts must have an average of 80% or above with no failing grades based on the ASF grading system, and students must have demonstrated appropriate conduct.
- III. Before the end of March, the Admission and Financial Aid Office must receive the student's transcript for the first semester of the current academic year and the online ASF recommendation forms. Grades earned while studying abroad are not reported on ASF transcripts and are not used in the calculation of a student's ASF GPA.
- IV. Once the Admission Committee approves the student to return to ASF the Admission and Financial Aid Office will issue the re-enrollment contract.
- V. The following documents are required to complete the readmission process and have a schedule prepared for the student to begin the following school year:
  - i. Official final grades must be delivered to the Student Records Office.
  - ii. Any missing courses will have to be completed.
  - iii. If the student leaves for more than one year, they will have to take and pass the admission exam again.
  - iv. Students studying abroad in grades 7-9 must provide an official academic transcript with school address and stamp, as well as an official Spanish translation of the transcript if applicable.
  - v. Students studying abroad in grades 10 and 11 must provide an official academic transcript with an Apostille certification before leaving the host country or otherwise properly legalized, as well as an official Spanish translation of the transcript if applicable.

## CASHIER'S OFFICE

### Working Hours

Full access to Cashier's Office is available during the following hours throughout the school week:

Monday-Thursday 8:00 a.m. – 3:00 p.m.  
Friday 8:00 a.m. – 2:00 p.m.

Phone: +52 55 5227 4925

### **Payment Dates**

Payment is due on the first day of the month. It must be registered in ASF's accounts before the 10th day of the month to avoid interest charges. Any payment registered on the 11th or later will incur interest charges on the unpaid balance. Ten monthly payments are required in addition to two semester registration fees: one in December, which corresponds to the second semester of the year the students are currently enrolled, and one in March, which corresponds to the first semester of the following school year (if applicable).

### **Payment Options**

Payments to ASF are made through the [Parent Service Center](#), which can be found on the parent page of the ASF website. Inside the Parent Service Center there is a section titled "Finance Center." Only the financially responsible parent has access to the Finance Center. In order to correctly display your electronic billing, ASF must have your fiscal information. The financially responsible parent can review their information online only once. For any subsequent change, the "Update Fiscal Information" form must be downloaded from the Downloadable Forms tab of the Parent Service Center, filled out and delivered in person to the Cashier's Office.

Payments can be made through online deposit or with a bank deposit slip. Once a payment has been submitted and a digital invoice (factura) issued, no further changes can be made to these invoices.

### **Tuition Refund Policy**

Once the enrollment agreement is signed, parents are responsible for the entire annual tuition and fees. No tuition refund is given for students withdrawing from school once a new month has begun. Students are charged a full

month of tuition even if they withdraw before the completion of that month. Registration fees are refunded if the Cashier's Office is given at least 60 days written notice before the start of the next semester.

### **Tuition Insurance**

Students at ASF are covered by a tuition insurance policy, which covers tuition at ASF in case of the death of the financially responsible parent or legal guardian. Parents are asked to complete a form upon registration or re-enrollment. Restrictions apply; please see the Cashier's Office for details. More information on what happens in the event of a parent's death may be found Admissions & Financial Aid.

## **DAILY SCHEDULE**

### **Daily School Schedule**

The school day begins with a bell at 7:40 a.m. At that time, students report to their first class of the day. A second bell rings at 7:45 a.m., indicating the beginning of the instructional day. In the ECC, the school day ends at 12:30 p.m. In the Lower, Middle and Upper Schools, the academic day ends at 2:30 p.m.

Each school operates under a different daily schedule (see individual school publications for details).

### **Early Dismissal Days**

Throughout the school year, there are several early dismissal days. On most of these days, faculty and staff remain on campus for continuing education and in-service activities. When the school day is shortened for early dismissal, normal class periods are generally shortened or schedules modified. Each school creates an alternate schedule and teachers and students are notified of the changes in classes through the division bulletins. Classes end at 12:15 p.m. and no after school activities or bus

services are planned. On these days, students are not permitted to remain on campus, as there is no supervision. Students are expected to take the bus at the regularly scheduled time.

On early dismissal days, ECC students will go home on the same bus route that picks them up in the morning rather than the regular ECC afternoon bus route. This requires that someone be waiting for each child at the regular morning stop.

## **ACADEMIC PROGRAMS AND SERVICES**

### **Academic Overview**

The philosophy and mission of ASF have, from its founding, necessitated development of a comprehensive and challenging curriculum sensitive to the history and cultures of countries around the world. The resulting academic program draws on elements of many systems of education and serves U.S., Mexican and international students at every level. The programs are designed to meet the requirements of U.S. accrediting agencies, Mexican educational authorities, the College Board (AP) and the International Baccalaureate.

The strength of the ASF program is that it draws students and teachers from around the globe, bringing together a wide range of talents, interests and perspectives. More than 40 countries are represented among the nearly 2,600 students, their families, and the faculty and staff, making ASF a place where inclusivity is at the core of our day-to-day life. Living with such diversity challenges every member of the community to respect personal, cultural, and philosophical differences, while offering the opportunity to benefit from the experiences and knowledge of individuals from different walks of life.

ASF, in its Mission Statement, is committed to its role as an academically rigorous, international, university preparatory committed delivering the

best of American independent education. In doing so, ASF draws upon different programs and instructional models including those from the Mexican SEP and UNAM, the College Board AP Program, International Baccalaureate Programme and standards-based models.

The scope of the history, geography, language and literature programs enables students to recognize the relationships among events, movements and thought from different areas and ages. The rigorous integrated math program and extensive science requirements provide the foundation essential to understanding the technical and scientific advances and challenges of a complex, changing world. Our goal is for students to see the world through many different lenses which will enable them to understand the interconnectedness of all aspects of life.

ASF is a community of courageous individuals, inquirers and learners, who above all else value the pursuit of intellect as a vital and continuous process. As such, the ASF curriculum is cohesive and continuous. It represents a rational and strategic plan that is skills-based, content rich, conceptually structured, and chronologically articulated. It is organized around a thinking-centered approach that challenges and inspires the giftedness in all children to construct and transfer knowledge. Regardless of the content area, our approach to learning is an integrated one promoting inquiry, collaboration and the development of cognitive, social, and emotional awareness.

### **Differentiated Approaches to Learning**

ASF aims to meet the needs of all learners in heterogeneous classrooms, meaning we do not create ability-based groups except for specific mathematics paths, AP classes, and IB diploma courses in the Upper School. We acknowledge the diversity of backgrounds, readiness levels, interests, learning profiles and general development of students in all grades. We strive to address the needs of students at all levels of readiness through differentiated instruction, which may be facilitated by combinations

of accelerating or clustering students, and compacting or expanding the curriculum to compensate for students' individual needs.

### Learning Resources

Depending on grade level, students will be assigned learning resources which, in the older grades, will be checked out by the individual student from the ASF bookstore. At the end of the semester or year, each student must return any books or resources checked out in their name. Middle and Upper School students must pay the replacement cost of any book or resource not returned at the end of the semester or year. Students who are leaving or graduating must return their books or pay the fine before they leave or their transcripts and/or diplomas will be held until the charges are cleared. In some Middle School and Upper School classes, students are expected to return books as soon as the class is finished with them so that other students in other classes may use the books. The bookstore will not offer reimbursements for material found after the closing of the current academic year. The funds collected from students are used to purchase a new copy of the missing material.

### International Baccalaureate Program

The International Baccalaureate Organization (IBO) emerged in Europe from the perceived need for a standardized course of studies for students of families who moved between countries. Its first programme, the Diploma Program (IB-DP), was begun in 1968 and was aimed at helping international high school students prepare for university by providing a curriculum and diploma that would be recognized by universities around the world. The International Baccalaureate Organization introduced the Middle Years Programme (MYP) in 1994 and the Primary Years Programme (PYP) in 1997. The [IBO website](#) provides more information regarding these programs. To learn more about these programs at ASF, see the individual division sections.

The core principles that ASF embraces in its educational programs is also found in the IB

learner profile. The aim of all IB programs is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

**Inquirers** - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable** - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinkers** - We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators** - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled** - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-minded** - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring** - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-takers** - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced** - We understand the importance of balancing different aspects of our lives intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective** - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

### Language Policy and its Purpose

A language policy is a statement of purpose setting out linguistic goals that permeate our curriculum. This living document seeks to inform classroom practice, guide curriculum, and involves families in pursuit of our goal of providing a quality international education.

### Philosophy Statement

We believe that language development is the foundation for all learning and is central to our students' intellectual, social and emotional development. Language affects our cultural identities and ways of viewing the world and helps us communicate with others. It is the major connecting element across our curriculum; students not only learn language and learn about language, but also learn through language.

Language, in turn, is an imperative vehicle to foster and develop international-mindedness and inclusivity in our school community. It encourages students to develop intercultural sensitivity in all aspects of school life and intellectual growth through the curriculum, leading to authentic inquiry and love of learning to develop identity. Therefore, all teachers at ASF are language teachers.

Our language policy translates into student actions through the IB Learner Profile:

## Language Studies as found in the IB Learner Profile

### Inquirers

Language empowers students to conduct inquiry and research to demonstrate independence in learning, leading to a sustained love of learning. Students inquire about the natural differences and similarities between their languages to make connections and deepen their understanding of their world around them and to widen their global perspectives.

### Knowledgeable

Language is the medium of connecting and integrating different disciplines to concepts, ideas and issues. Interdisciplinary teaching and learning enhances language development through authentic connections to local and global issues.

### Thinkers

Language and thinking are deeply connected, and language offers scaffolding for complex thought. Language is both evidence of thought and a tool for thought. Therefore, to help students think critically and deeply in areas of inquiry, language instruction must be an integral part of the entire curriculum.

### Communicators

Language does not operate in isolation but in the context of human communication, such as social interactions. Students construct language through multiple opportunities to develop reading, visual, oral and written communication. Therefore, we provide meaningful, authentic situations for language acquisition and development.

### Principled

Students are aware that language is powerful, and that it can have a profound effect. Therefore, it must be used responsibly. Teachers must provide a positive and encouraging environment where students feel respected and free to take risks with language.

### Open-minded

Through language, individual points of view and values are shared, similarities and differences are communicated. When used appropriately, judgment is suspended and cultivation of new perspectives are nurtured. Students understand



that language can be used to foster new ways of approaching ideas, obstacles and connecting with others.

### **Caring**

Since language is a pinnacle component to the social structures within our school, it plays a definitive role in how communication is used to show empathy, compassion and respect.

### **Risk-takers**

The acquisition of language takes learners out of their comfort zones and requires them to confront new situations with courage and confidence.

### **Balanced**

Language is integrated into our daily lives to express learning, ideas and emotions. Students demonstrate competence and confidence with language to foster a balance among intellectual, physical, and emotional well-being.

### **Reflective**

Language is essential to effectively communicate thoughtful reflections about one's performance in order to recognize strengths and further develop areas of weakness.

## **Language Profiles**

At ASF, we value the identity and culture of our students and promote the awareness and respect towards everyone through valuing similarities and understanding differences. We encourage families to maintain and develop their home or heritage tongue through speaking, reading and writing at home. Our goal is for students to show pride in their identity, culture(s), and traditions; making these a part of their school experience. Our school libraries offer our families printed resources to support reading in their mother tongue.

## **Learning Through Language: What we do**

ASF is a dual-language institution. English is the primary language of instruction, and all students follow a SACS-accredited curriculum leading to an American high school diploma. Our mission statement mandates "an academically rigorous, international, university preparatory school,"

and the expectation that all students become bilingual is embedded in that charge. Students construct their language mastery through multiple opportunities to develop reading, visual, oral and written communication.

## **Learning Through Language: How we do it**

### **Primary Years Programme**

All students study a second curriculum in Spanish, either one for native speakers accredited by Mexico's Ministry of Education (SEP), or one offered for non-native speakers, supported by a robust Spanish as a Second Language (SSL) program. Students whose native language is not English and whose language skills are still developing receive pull-out and push in support from an ESL teacher. (The ECC has an English-immersion program that systematically teaches English as the language of instruction.)

### **Diploma Programme in the Upper School**

In the Upper School, English is the primary language of instruction. Students are required to complete four credits of a language other than English while in Upper School. They can choose Spanish or French as their second language. All students have the opportunity study a second curriculum in Spanish, either for native speakers accredited by the SEP or UNAM, or one offered for non-native speakers in the Spanish as a Second Language program. Additional language instruction is offered to all staff through classes in the after-school program.

## **Supporting the Policy: Roles and Responsibilities of Stakeholders**

The Executive Director and Heads of School will:

- Provide the leadership to support the implementation of the language policy.
- Ensure that resources are made available to implement the language policy, including budget, recruiting, professional development and materials through the context of IB in all programmes.
- Provide opportunities for the discussion of curriculum, language instructional strategies, assessment and student progress (e.g., planning time for grade level teams, Wednesday meeting instructional focus, professional development

days, etc.)

#### The IB coordinators and deans of students will:

- Provide exposure to the language policy and the necessary professional development to implement the language policy.
- Observe teachers and provide intentional feedback and coaching when needed to inform and improve language instruction based on the language policy and school curriculum.
- Support teachers in identifying and establishing clear language objectives tied to conceptual understandings and aligned to Common Core State Standards.

#### The K-12 Language Arts Review will:

- Consist of heads of department and coordinators from across the entire school.
- Facilitate communication and coordination among ASF faculty during a language arts review.
- Advise and assist school divisions in implementing the ASF Language Policy and language instruction.
- Assess leadership for the systematic review of curriculum mapping with specific focus on scope and sequence documents for cross-division articulation and alignment.
- Suggest appropriate professional development opportunities for language teaching.
- Review and update language arts inventories and materials.
- Ensure that procedures and educational programs are developed and implemented in accordance with the language arts review.

#### The teacher (all teachers at ASF are language teachers in their capacity) will:

- Present language through meaningful tasks in authentic contexts.
- Use English as the language of instruction (in English class) and Spanish (in Spanish class), to provide students with deep immersion in the language.
- Teach and measure language acquisition through all areas of the curriculum.
- Support English and Spanish language learners through a push in or pull out model (ELL and SLL teachers).
- Support professional development in the practices of language across the curriculum and offer language learning strategies to colleagues as a professional sharing model.
- Promote effective language teaching and assessment practices for all language learners.
- Use diagnostic, formative and summative assessments to measure fluency in reading, writing

and oral fluency.

- Encourage students to embrace their cultural and linguistic heritage by providing opportunities for using additional languages, including mother tongue, in inclusive ways.
- Provide a wide range of opportunities to develop both social and academic language.
- Provide differentiated instruction in order to challenge students, including enrichment activities to allow them to reach their full language potential.
- Build a positive and encouraging environment where students feel respected and free to take risks with language.
- Create classroom environments that are discourse-rich and process-oriented, with plentiful opportunities for students to listen, read, speak and write through interactive activities.
- Integrate language instruction into all subject areas and provide opportunities for students to read and write across the curriculum.
- Use a wide range of instructional strategies to teach language through a balanced literacy program which integrates oral, written and nonverbal skills.

#### Admissions will:

- Screen applicants for English and Spanish fluency to ensure placement is appropriate using the Idea Proficiency Test (IPT) by Ballard & Tighe.
- Admit students performing at grade-level proficiency in English in grades 6-12.
- Ensure that students being admitted fit the language profile of a student at ASF.

#### The community will:

- Be invited to encourage and support their child's additional language acquisition.
- Ensure that students engage and embrace their mother tongue when off campus.
- Be encouraged to abide by these guidelines when participating in classroom activities.

The Language Policy is supported by specific age-appropriate language development strategies in each division.

## LEARNING CENTER

Four Learning Centers (LCs) provide the ASF community access to a variety of information resources and services. Students, parents, faculty and staff may come to the Learning Centers for activities such as checking out books, reading a

magazine or newspaper, studying, researching a topic, working on a project, using a computer, or receiving library instruction. A professional resource collection is available in each Learning Center.

The mission of the centers is to increase learning with information literacy and love of reading. It is the goal that all members of the ASF community be competent and critical users of information who understand broad, diverse, and inclusive perspectives. This mission is accomplished by:

- Providing the highest level of service.
- Providing access to resources in a variety of formats.
- Providing instruction to foster competency in using information and ideas.
- Providing activities to stimulate interest in reading.
- Collaborating with other educators to design learning opportunities to meet the needs of individual students.

For more information on the Learning Centers, see the ECC, Lower School, Middle School and Upper School chapters.

## **Makerspaces**

ASF constantly seeks to innovate in spaces and learning for students. We recently created the first two makerspaces for the Early Childhood Center (the Sandbox) and the Lower School (MakerSpace). The School is planning for the next developmental phase in the Middle School (the Design Tank) and the Upper School (the Garage).

Our Makerspaces are designed to provide students with yet another tool to demonstrate learning and exude the abilities and skills they are learning through the classroom experience. In the PYP, our aim is to promote transdisciplinary learning and encourage students to engage in design thinking to creatively design solutions to problems that impact the direct ASF community, our local community and beyond. In the Middle School, students will be looking at ways to interdisciplinary connect subjects and extend the academics to promote the different global contexts and actively decide how they contribute

to society.

The Makerspaces are a direct extension of the classroom where knowledge becomes tactile and students are able to design, prototype, create, and solve. Faculty members have the strict responsibility to ensure a safe environment for all individuals who visit these spaces. They co-lead instruction with the homeroom teachers to guarantee that all engagements are connected to the curriculum in order to provide continuity and commitment to the academic offering of the school. The spaces are equipped with the latest age-appropriate software and hardware technology so that students actively practice thinking, research, self-management, social, and communication skills throughout any design engagement.

## **SERVICE LEARNING**

The mission of ASF not only leads our students toward academic success, but also develops their humanitarian spirit. Students have specific community service expectations as an integral element of their education through their time in each division.

### **Service Learning Mission**

ASF's Service Learning Program aims to foster empathy, encourage communal relationships, and instill in our students a sense of civic responsibility. We connect curriculum to authentic service opportunities through reciprocal partnerships. ASF's Service Learning Program enhances student understanding of classroom experiences by addressing real community needs while encouraging globally minded thinkers who act locally.

Our students learn the joy of helping others by providing community service on campus, as well as to nursing homes, orphanages, indigenous communities, local and rural schools. To accomplish our mission in a manner consistent with our values, we develop service opportunities that:

- Enhance learning through practical experience in the community.
- Offer participants a greater understanding of social justice and develop their interest for social change.
- Help participants establish an ethic of service, a sense of personal growth and opportunities, or leadership development.
- Express and promote the value and acceptance of diversity in our community.
- Fosters action, service and global engagement.
- Moves away from the idea of charity solely through donations.
- Builds entrepreneurship skills and opportunities.
- Encourages independent project development by students.

Community service efforts are focused on action and how our actions help in building awareness and improving our community. Each year, the Service Learning Coordinator, in collaboration with the leadership in each academic division, determines a list of organizations to support. These decisions must be driven by our curriculum in order to extend learning beyond the classroom.

## CLUBS AND ORGANIZATIONS

As ASF students advance through the grades, there are more and more opportunities to participate in groups and organizations that provide occasions for leadership, skills development, and fun. The Lower School (LS) has periodic House Council meetings where students help decide on policies and activities for their school. If interest warrants, LS students may form other clubs to meet during lunch periods. The LS house council has funds to sponsor these activities. In the Middle School, some of these groups include: Spanish Club, the Green Earth Club, and Student Council. While the clubs may change each year, the Upper School has expanded offerings such as the Anime and Manga Club, the Asian Club, the Chess Club, the Debate Club, Casa de la Amistad, Repentino. (the US literary magazine) and the Shakespeare Drama Competition. New clubs may be formed as student interest warrants. See individual division sections for more information.

## Student Government

The Student Council is the official student governing body whose main priority is to represent the interests of the student body and engage them in the life of the School. With the guidance of the activities specialists, the group ensures that student voices are heard and works to improve communication throughout the ASF community. It aims to inspire all students to enrich our school community by participating in activities, which promote and preserve school spirit.

See the Student Council Constitution for each division for all necessary election details.

## Student Activities Fee

From Lower School through Upper School, a student activity fee is paid as part of tuition and the student representatives make decisions as to the budgeting and use of these funds for clubs, special organizations, and division-level student initiatives. The funds may not supplant areas the ASF operating budget is intended to fund, but may supplement areas student wish to explore, assist, or celebrate.

## SUSTAINABILITY

The purpose of building an environmental awareness through the ASF Sustainability Committee is to ensure that children and adults are conscientious of their environment in order to protect the Earth. The effort began with a recycling program. There is a permanent program in every academic and support area based on best practice and local and federal regulatory requirements with targeted annual goals to reduce, reuse, and recycle solid waste and natural resources.

The Board of Trustees has made energy efficiency a priority by obtaining LEED (Leadership in Energy Environmental Design) certification through the U.S. Green Building Council for

the remodeled Upper School. All new building projects follow LEED guidelines for certification and remodeling projects strive to comply with LEED requirements.

A variety of activities includes continued growth in the recycling program, use of recycled materials, workshops, parent and community volunteer programs, efforts to communicate through electronic means, increased use of sustainable products, implementation of energy saving light bulbs and a commitment to Earth Week.

## ACADEMIC ASSISTANCE

### Academic Counseling and Psychological Services

The counselors in each school division are integral elements of our educational team. These members of our staff monitor the academic, social, emotional, and cognitive development of students. They are available for consultation with parents, teachers and students on issues concerning academic performance, school adjustment, behavior, and life crises. We encourage parents to contact these guidance personnel when questions arise or to provide information that could affect a student's performance in school or adjustment to Mexico. In the Middle and Upper Schools, the counselors also handle class scheduling, designing appropriate academic programs of study to meet graduation requirements, university admissions planning, exploring career options, and resolve academic and study problems.

Counselors are held to a higher degree of confidentiality. Consultation is on behalf of students and only the students are their clients. As such, ethically, school counselors are required to "take appropriate action if students engage in behavior that presents clear and imminent danger to themselves and others." A parent may prohibit that a student consult with a counselor.

ASF is one of the only schools in Mexico with a

full-time college counselor to assist students in meeting their post-ASF educational goals.

### Services for Academic Success

The Services for Academic Success Program (SAS) serves students with learning differences, formally diagnosed in the categories of Specific Learning Disorders (mild to moderate), Attention Deficit Hyperactivity Disorder (ADHD) and Communication Disorders. Services are available in grades K-12 as an integrated support system in which regular and special educators work cooperatively to support the students in reaching their full academic potential. An Individual Educational Program (IEP) based on the student's learning profile and needs is created to define intervention goals, accommodations, and modifications for each student in the program. Learning Support teachers, counselors, parents, and students are involved in defining the goals for the IEP based on the students' diagnosis.

Participation in the regular curriculum is the main goal for all students, supporting their full integration into the school community. Students who participate in the SAS program complete the ASF curriculum requirements per division in both required languages of instruction (English and Spanish) with only the necessary accommodations to meet each student's academic needs.

The SAS Program provides two types of services:

- A. Learning support, based on the IEP which is informed by an official diagnosis.
- B. Speech and Language Intervention based on the IEP which is informed by an official diagnosis.

### Learning Support

#### Target Population

The SAS Program is designed for students currently enrolled at ASF who have a formal diagnosis identifying him/her within one or more of the following categories as defined by the Diagnostic and Statistical Manual of Mental Disorders (DSM-5, 2013):

- Specific Learning Disorder (mild to moderate)
- Attention-Deficit/Hyperactivity Disorder (ADHD)

## Eligibility

To be eligible the following aspects constitute the main criteria:

- The student has a documented diagnosis in one or more of the categories mentioned above and:
  - The diagnosis is clearly stated through data from the testing instruments and done by evaluators with established professional credentials.
  - Information is current with no more than three years' validity.
  - Educational, developmental, and medical history are presented in their cumulative files or previous school records where the functional limitation is described.
  - Recommended accommodations are justified.
- This criterion is consistent with [College Board Disability Documentation Guidelines](#).
- The student demonstrates proficiency in the English language as measured by standardized assessments determined by ASF. This may include, but will not be limited to MAP, IDEA Language Proficiency Test (IPT) and internal common assessments.
- The student has average to above average cognitive abilities, as measured by individually administered standard intelligence instruments.

## Admission Process

Admission to the SAS program is evaluated and determined on a case-by-case basis.

New students to ASF:

- Student's admission application includes complete and current documentation.
- Documentation provided indicates the student meets eligibility criteria.
- The data and information provided support the need for individualized strategies and intervention.
- The data provided suggests that the student's needs can be met through the individualized strategies and accommodations that can be provided through the Services for Academic Success Program, enabling the student to access the established ASF curriculum.

Students enrolled at ASF:

- Student's application includes complete and current documentation.
- Documentation provided indicates the student meets eligibility criteria.
- The data and information provided support the need for individualized strategies and intervention.
- Internal ASF data gathered through assessments, teacher observations, Dean of Students observations and Head of School recommendations support the need for individualized strategies and intervention.
- The data provided suggests that the student's needs can be met through the individualized strategies and accommodations that can be provided through the Services for Academic Success Program, enabling the student to access the established ASF curriculum.

All students enrolled in the SAS Program must meet graduation requirements for the US Program and students enrolled in the Mexican Program must meet SEP and UNAM certification requirements in addition to the graduation requirement of the US Program. SEP or UNAM accreditation for international students in Services for Academic Success will vary depending on the student's extent of difficulties and Spanish language proficiency as determined by the ASF Spanish language placement test.

In some cases, additional support from a therapeutic companion may be needed. The SAS Coordinator, Head of division, and Director of Academic Affairs will collectively decide on the authorization of a therapeutic companion on a case-by-case basis.

- New students into ECC may have a therapeutic companion with the final year of service in grade 1.
- There must be clear goals established when the therapeutic companion is approved along with a timeline to meet goals including the assessment strategies that inform student progress. This plan will have the maximum time frame of grade 1. If this intervention is not successful, ASF is not equipped to support them in their successive grades and therefore seek a different school for the student.
- New students to ASF entering grade 1 will not have the option for a therapeutic companion, this must be communicated during the admissions process after careful review of the student file by the admissions team.

## Speech and Language Intervention

### Target Population

Speech and language intervention is available for students formally diagnosed with Communication Disorders (DSM-5), which include deficits in language, speech, and communication.

- Speech is the expressive production of sounds and includes an individual's articulation, fluency, voice, and resonance quality.
- Language includes the form, function, and use of a conventional system of symbols for communication.
- Communication includes any verbal or nonverbal behavior (whether intentional or unintentional) that influences the behavior, ideas or attitudes of another individual.

### Eligibility

The student must be formally diagnosed with a disorder or delay in areas of speech, language or communication.

Speech and Language Intervention services at ASF are provided in both English and Spanish in the Early Childhood Center and Lower School.

### Fees

Services provided through the SAS program incur a monthly fee in addition to the ASF tuition. These fees are calculated by the type of services required and the number of periods of support that the student needs. All services offered will follow the ASF school calendar.

Should a student require additional support from a therapeutic companion (TC), the fees and payments will be defined and managed between the TC and the parent; ASF does not determine the fees.

Admission to the SAS Program and Speech and Language Intervention is evaluated and determined on a case-by-case basis by the student's academic team and is the final decision of the SAS Coordinator. When there are more qualified candidates for admission than there are openings available priorities will follow the Admission Enrollment Guidelines:

- Children of U.S. citizens residing in Mexico and qualified native English speaker who need a U.S. accredited education
- Children who contribute to the diversity of the School
- Siblings of children already in attendance
- Children of teachers and staff
- Children of alumni

### Support for Exceptional Students

While vastly fewer in number, ASF also has the responsibility to differentiate the program and have support systems in place for students who may have exceptional gifts in areas such as performing arts, athletics, acting and the like, whose talents necessitate them to be away from ASF to pursue their gift. Rather than ask these students to leave ASF or be home schooled, ASF will develop a clear and individualized plan to support these students.

As an academically rigorous school, ASF cannot in good faith keep a student whose gift requires so many hours of outside commitment to follow a "typical" program of study and still sleep, maintain friendships, and commit to studies.

In such cases, the parent shall petition the school for a program modification that will include:

- The activity in which the student will be involved including evidence of the exceptional nature of that activity that must be done during typical school time.
- The specific amount of probable time the student could be off campus, allowing the school to estimate the yearly percentage of contact time the student could be away.
- A specific statement by the parent of who will assist the student in the role of tutor or mentor if periods are extensive.
- Examples that demonstrate how the student can learn/work independently.

Upon receiving such a request, the following actions will take place:

- A team composed of head of the student's division, the head of Athletics & Extended Learning (if the talent is athletically related), the coordinator of Services for Academic Success, and the Director of Academic Affairs will evaluate the request to ascertain if modifications can be granted to allow

the student to meet ASF obligations as well as the outside commitment, including specific timelines to hand in work/projects, as well as if, in upon entering grade 9, or when first admitted, any waiver will be offered to the graduation requirements.

- ASF will respond the parent's request in writing within 15 days or request additional information.
- The decision will not be subject to appeal.
- The case will be evaluated on a yearly basis.

### **Middle and Upper School Study Assistance**

Study assistance in mathematics, science and writing is provided free of cost to Middle and Upper School students seeking additional help in these specific areas. Students may attend these sessions as needed. Contact the counseling offices of each respective school for more information. Some students on probation may be required to take specific study skills sessions during the school day in place of an elective course for organizational and study techniques.

### **Tutoring and Private Classes on ASF School Grounds**

On-campus tutoring is considered a remediation effort of last resort for students. Therefore, tutoring is only organized by ASF for those students who are on academic probation, admitted to ASF on a contractual basis where tutoring was a condition to be admitted, or at academic risk as determined by counselors or deans and for whom remediation in the classroom or through study hall programs has not been successful.

Therefore, all tutoring efforts will be explicitly linked to probation contracts or academic improvement plans previously established by ASF's counseling or leadership teams working in conjunction with the family. These plans will specify both the areas of improvement and a concrete timeline (beginning date and end date) for the remediation and tutoring. Input from the classroom teacher is indispensable so there is a direct link between tutoring and classroom needs. Tutoring must be one-on-one.

For academic integrity and to reduce supervision demands as well as security risks outside of

normal school hours, tutoring that do not fit the above description may not take place on campus.

When a student is suggested as a candidate for remediation tutoring, a school counselor or dean staff may guide families to identified faculty members who are qualified to handle the specific case. All faculty members who tutor must sign the Student Remediation Tutoring Agreement in conjunction with the respective family and the academic dean.

The tutor may not be the student's current teacher. A non-ASF employee may be in the role if he or she applies and meets the requirements of the Division and Human Capital. In such cases, Human Capital will advise that the person is approved and registered.

That tutor may not work alone with an ASF student, only in the same physical proximity of an ASF employee. He or she must wear an ASF ID visibly while on campus.

In addition to the above guidelines, tutors giving classes on campus must adhere to the following guidelines:

- Tutoring must take place outside the student's school hours and the tutor's expected work hours.
- Faculty members who are tutors may charge in cash the approved ASF hourly rate of \$400 pesos.
- Faculty members with academic leadership stipends (such as grade level coordinators or academic department Heads) must prioritize those responsibilities before tutoring. These leaders must be available for leadership duties, which are often assigned without notice.
- ECC, LS and MS students who remain on campus any time before or after the tutoring session must be enrolled in an Athletics and Extended Learning program or remain in a supervised area of the campus appropriate for their age, as designated by Athletics and Extended Learning (Learning Centers, etc.; please see the Athletics & Extended Learning catalog or office for a list of locations).
- Tutors accept complete responsibility for their students during the agreed tutoring time(s). Furthermore, tutors are also responsible for making sure that students in grade 8 or below make safe transitions to and from the tutoring sessions. In the case of students remaining on campus before or after their sessions, this may include picking students up from designated supervision locations (see the point above) or dropping them off, signing



off with supervision staff to assume or relinquish supervision responsibility. Tutoring must take place in the teacher's classroom so in an emergency the adult and/or student can be easily located. In case that this is not possible, Athletics and Extended Learning will assign an alternate location.

- ASF employees may not tutor non-ASF students on campus.

Were a parent to request tutoring that does not meet the guidelines above, the assistance shall take place off campus.

ASF may not require a student to have private lessons in the arts or athletics. If a parent were to request private music classes from an ASF music teacher, the same guidelines must be filled if the private class is to take place on campus. Arrangements for private lessons can also be made through Athletics and Extended Learning. Students must be registered through that office to purchase a packet of five or 10 individual hourly lessons.

Individual classes for athletics are not permitted on ASF grounds.

## ASSESSMENT

### Purpose of Assessment

At The American School Foundation, A.C., we believe that assessment is essential in learning and teaching as it fosters and expands understanding, informs and guides instruction and leads to student agency. To this end, assessments should be developed collaboratively by teachers and both teacher and student should be actively engaged in assessing the learning. Feedback to students should be obtained from valid and reliable assessments and must be timely, appropriate in its purpose, delivered in a constructive way and taking the developmental stage of the student into account. We believe that assessment identifies what students know, understand and can do at different stages in the learning process at all ages and provides them with the necessary support and appropriate level of rigor. In order to reach higher order thinking skills, we must develop a range of assessments

designed to scaffold learning and teaching. These assessments are ongoing, systematic, varied and provides information to families about their child's progress. As an educational institution, we also use assessment and student achievement data to evaluate instructional resources and practices on an annual basis for continuous improvement.

### Principles of Assessment K-12

The assessment policy applies to all members of the ASF community, which includes students, teachers, administrators and parents. Being aware of the policies and understanding them is the responsibility of all members of the ASF community. Within the community, there are more detailed expectations for students, teachers, administrators and parents that apply:

Students:

- Demonstrate knowledge, skills, and conceptual understanding through a range of strategies where students can show their learning.
- Show and share their learning with others through a myriad of contexts from personal to real-life application.
- Reflect and make sense of their learning.
- Be familiar with the success criteria of their assessments and to fully understand what they need to do to be successful in partnership with the teachers.
- Use assessments to reflect upon their progress and take the necessary steps to improve.
- Complete all assessments to the best of their ability and in a timely manner.
- Respect deadlines set by their teachers.
- Be familiar with what they are being assessed on and to ask questions when in doubt.
- Share the results of their progress with their parents.
- Take ownership of their achievements and the learning process to build agency and take action, promote service, employ solutions.
- Be prepared for every assessment.

Teachers:

- Obtain a clear picture of each students' learning and application of conceptual understanding and ability level.
- Consistently identify student's areas of strength and areas for growth, avoid misconceptions and make sound conclusions.
- Inform each stage of the teaching and learning process and plan in response to the needs of the

- students.
- Collaborate to build common assessments where necessary.
- Communicate the success criteria/rubrics clearly and through PowerSchool when appropriate.
- Provide timely and effective feedback to the students.
- Administer pre-tests or diagnostics to assess student prior knowledge.
- Evaluate and grade student work in a timely matter and provide feedback.
- Communicate student progress to parents on a consistent basis.
- Set clear assessment and deadline dates to students
- Collaboratively design internal assessments with grade level teams.
- Create summative assessments that include standards and approaches to learning.
- Design formative assessments that set students up for success on the summative assessment.
- Create rubrics for all anchor standards.
- Create assessments that respond to the needs of all students.

#### Pedagogical Leadership:

- Ensure teachers and parents understand the principles of assessment at ASF.
- Inform teachers and parents of any changes to assessment practices.
- Provide teachers and students with the appropriate resources for success.
- Use the information gathered through assessment to inform curriculum decisions.
- In unison with the teacher, communicate any concern to parents regarding academic achievements.
- Assess student achievement in the context of every classroom.
- Ensure that the assessments used in the school are academically rigorous.
- Use internal and external assessments to guide curriculum decisions.

#### Parents:

- Be familiar with ASF's assessment policy.
- See and understand evidence of their child's learning and development to be informed about what their child is learning.
- Provide support and celebrate their child's learning.
- Check PowerSchool and PowerLearning on a frequent basis.
- Attend Parent meetings scheduled by the pedagogical leadership teams.
- Review and understand the assessment tools being.
- Communicate with the teacher when assessment concerns arise.
- Be aware of assessment dates and times.

- Ensure attendance of the child in order to be successful in assessments.

#### ASF Community:

- Connect our mission statement to the students we are educating.
- Understand data points that represent our community and the connection to our mission statement.
- Assess our curriculum and school needs to allocate resources that will strengthen all learning environments to reach optimal student performance, teacher performance and community building.

#### Assessment practices (How do we assess?)

We believe that the teaching and learning process should enable students to learn in the way that best meets their needs and abilities as such three types of assessments are planned for and implemented as part of the process:

**Assessment for learning:** is the process of deciding where students are in their learning, where they need to go and how best to get them there.

**Assessment as learning:** engages students in thinking about and reflecting on their own learning.

**Assessment of learning:** gives teachers clear insight into what students know at the end of a learning period.

#### Types of Assessments: Tools and Strategies for Assessments

We believe different types of assessments and a diverse range of strategies and tools are fundamental in checking in on students' conceptual understanding, knowledge building, and the recording of their learning and abilities.

Assessments types utilized in ASF classrooms include:

- Pre-diagnostic Assessments
- Formative Assessments
- Summative Assessments

These assessments may take any one of a number

of forms:

- Observations
- Checklists
- Anecdotal Records
- Open-ended or Goal-Oriented Tasks
- Student Reflections
- Continuums
- Rubrics
- Standardized Tests and Screeners

ECC	Lower School	Middle School	Upper School
Pre-IPT IPT DIBELS Literacy DIBELS Math BAS	PYP Exhibition MAP Testing BAS IPT DIBELS	Projects MAP Testing IPT	AP Exams MAP Testing DP Extended Essay IB Exam ----- PSAT SAT SAT II ACT

### Grading Procedures

All teachers use a grading system that is in accordance with the general assessment policy. The grades are based upon the degree of success the individual student has achieved in completing the ASF educational program. Students shall be assessed in accordance with their ability and achievement, and consistent with the purpose of the grade level and/or standards in a specific course. All teachers are required to provide students with success criteria used for grading at the beginning of a unit or course. See the division assessment policy for details.

### Make-up Work and Incomplete Grades

Make-up work is provided to students who have had legitimate and documented excused absences. Students entitled to this privilege are to take the initiative and ask for the work on the day of their return, bringing a note to the appropriate school office. The student must complete make-up work within the same number of days the student was absent and in accordance with the teachers' guidelines. Make-up work after the allotted time may not be accepted.

In the event that a family knows of an absence for an extended period of time beforehand, and can document the absences as legitimately excused, arrangements shall be made for obtaining assignments prior to the absence. In the case of an unexpected emergency, the school needs to be contacted so that assignments may be sent.

Students who need to make up academic credits shall be required to enroll in online credit recovery programs or attend presence courses in an accredited school district. Please refer to each division section for more details.

### Course Credit in Middle and Upper School

Credit is awarded only for the satisfactory completion of courses. A student who fails a course may be subject to dismissal if the work cannot be made up through credit recovery courses. The school also seeks other methods of remediation when warranted.

In Middle and Upper School, students receive academic credit for successful completion of all courses. Based on SEP and UNAM agreements, students in grades 7 through 12 are enrolled in courses by semester and are awarded 0.5 credits for each semester course. The academic year is made up of two semesters. Grades are given at the end of each semester. The two semester grades may not be averaged and students are required to repeat any failed course.

A Middle School student who takes an Upper School course, either in MS or physically in the US, does not receive US transcript credit for the course. This is a course that is typically taught as part of the US program, which the student takes as part of an advanced sequencing arrangement.

### Tests

Testing at ASF serves to help place students, guide school learning goals and direct program development. All students are required to participate in the administration of ASF-approved standardized tests for their individual grade-level or academic circumstances.

The IPT Oral Language Proficiency Test is administered throughout the school year to determine and monitor their English level language development progress. In the ECC and LS, the Pre-IPT (for K2) and/or IPT (for K3-5) The IPT in Spanish is also used in LS to monitor Spanish language development for SSL students.

The Northwest Evaluation Agency (NWEA) Measures of Academic Progress (MAP) provides ASF with an efficient way to assess ability levels of learners so teachers can spend more time teaching and less time on individual diagnostics. MAP is administered to all students in grades 1-10. Administered online two or three times a year, this test is comprehensive and provides measures for language, reading and mathematics.

The MAP assessments provide information to guide instruction during the early stages of a student's academic career through Upper School. Early identification of achievement levels is foundational for teachers establishing an environment for early academic success. Students test in the fall and again in the spring to assess not only proficiency, but also predicted growth. At the end of grade 10, students' MAP scores are taken into consideration in order to determine eligibility for in advanced academic courses.

For grade 12 students, ASF administers Mexico's national exam, PLANEA, which measures Spanish and mathematics ability.

## **STUDENT RECORDS OFFICE**

### **Working Hours**

Full access to Student Record Office is available during the following hours throughout the school week:

Monday-Friday 7:30 a.m. – 4:00 p.m.

Phone: +52 55 5227 4900

The Student Records Office manages the procedures and data to ensure that student records are accurate so internal and external stakeholders have timely information to make suitable decisions to support student learning at ASF as well as when students matriculate to other institutions. The Student Records Office is responsible for processing and maintaining all official student certification in Mexico with Mexican Educational Authorities. The office processes all administrative reports involving student status. In addition, the office verifies the completion and accuracy of all registration paperwork. There is a coordinator who is responsible for working as a liaison with Mexican authorities. The office coordinates enrollment requirements together with the Admission and Financial Aid Office, and will also work collaboratively with the four school divisions to ensure that all required paperwork is properly submitted. In addition, the Student Records Office will work together with the head of Upper School and the senior class counselor to ensure that the graduation requirements and processes are complete. The requirements of students may vary due to country of origin, country of planned return and other variables.

### **American Program**

Students who successfully complete the required courses for graduation will receive an American high school diploma. If a student withdraws from ASF prior to graduation, he or she will be provided with an official school transcript to enter another US or international school.

Students who have an adequate level of Spanish language skills are expected to enroll in the Mexican program. Students who choose to study only in the American program will not be able to obtain Mexican educational documents now or in the future.

### **American/Mexican Program (Grades 7-12)**

The Mexican program complies with the official Mexican requirements established by the *Secretaria de Educación Publica* (SEP). Students

in the Mexican program must also comply with all the requirements of the American program. Students who are Mexican citizens are expected to enroll in the Mexican program.

A student who successfully completes the Mexican program will receive a certificate issued by the SEP at the end of the 9th grade (Secundaria) and at the end of 12th grade (Preparatoria), enabling him or her to continue his or her studies in any Mexican school, private university in Mexico and most international universities. To enroll in this program, a student may not be failing any class and must comply with the program's policy.

The American School Foundation is also accredited by the *Universidad Nacional Autónoma de México* (UNAM), allowing our students to continue their studies in other high schools incorporated to the UNAM, as an undergraduate student at the UNAM or universities incorporated to the UNAM. Students who wish to obtain this certificate need to make an annual payment, equivalent to 4% of ASF's annual tuition, which will allow them to register their studies with the UNAM. The amount of 4% must be paid in 10th grade, 11th grade and in 12th grade; not paying a year will immediately cancel the registration.

Usually it takes four to five weeks to issue a SEP and UNAM revalidation. ASF cannot give an accurate time frame. Any official document cannot be processed if the following documents are not in the student file:

- A. Mexicans- original birth certificate.
  - a. Non-mexican citizens copy their birth certificate.
  - b. Birth certificate not in Spanish must be translated.
- C. In case of non-Mexican citizens, copy of an unexpired migratory document or diplomatic visa.
- D. Clave Unica de Registro de Población (CURP). Please ignore if you have a diplomatic visa.

Students who come from abroad and do not have Mexican certificate must submit an official transcript of studies from 6th grade to current

year. Official transcript not in Spanish must be translated.

UNAM specifications:

- A. Birth Certificate and Academic Transcripts emitted in any country other than Mexico must have an Apostille Certification or properly legalized.
- B. Any apostille or legalization must be translated to Spanish by an official translator.

It is the parent's responsibility to submit all student documents to the Student Records Office. If a student's file is not complete, the Student Records Office will not be able to issue the SEP or UNAM official document.

### Mexican Educational Documents

The Secretaría de Educación Pública (SEP) oversees the development and implementation of national policy and school standards in Mexico. The American School Foundation A.C. is accredited by the SEP allowing our students to follow a Mexican and American curriculum. At the end of a Mexican level our students will receive an official recognition for these studies. The Students Records Office is responsible for gathering and verifying all student documentation to issue the official certificate by the Mexican educational authorities. The official document that SEP issues for ASF students is called revalidation which is the equivalent of a certificate, "certificado". The SEP revalidation is important if students change schools within Mexico or wish to continue their university studies in Mexico.

Grade Level at ASF	Division at ASF	Mexican Level
K1	ECC	Pre-escolar
K2	ECC	Pre-escolar
K3	ECC	Pre-escolar
Grade 1	Lower School	Primaria
Grade 2	Lower School	Primaria
Grade 3	Lower School	Primaria
Grade 4	Lower School	Primaria

Grade Level at ASF	Division at ASF	Mexican Level
Grade 5	Lower School	Primaria
Grade 6	Middle School	Primaria
Grade 7	Middle School	Secundaria
Grade 8	Middle School	Secundaria
Grade 9	Upper School	Secundaria
Grade 10	Upper School	Preparatoria
Grade 11	Upper School	Preparatoria
Grade 12	Upper School	Preparatoria

The fees are as follows:

Grades 7-9	MXP \$280 for SEP revalidation document if student is leaving ASF
Grades 10-12	MXP \$600 for SEP revalidation document if student is leaving ASF
	MXP \$900 for UNAM revalidation document if student is leaving ASF
Required MXP \$9,022 annual registration fee for UNAM for students enrolled in the UNAM course of studies; must paid in grades 10, 11 and 12 (equivalent to 4% of annual tuition).	

All students enrolled in ASF are automatically enrolled in the American program. All students enrolled in K1 to 6th grade will receive a SEP revalidation at the end of a Mexican level or if the student leaves ASF. Students enrolled in 7th grade have the choice to decide to continue with only the American program or to choose the American/Mexican Program.

### Transcripts & Letters of Attendance

Transcripts are issued for current students who are leaving ASF as well those who need them for study abroad. Student transcripts are requested through the student's counselor, who will work with the Student Records Office. If a student is withdrawing from ASF, the family must complete a Withdrawal Online Form: [www.asf.edu.mx](http://www.asf.edu.mx) in order to receive an official transcript and records. Unofficial senior transcripts will be sent from the college counselor to universities for students in good standing. For alumni transcripts, the

office needs additional processing times and information to access records.

The Students Records Office issues letters of attendance for different purposes such as, visa renewal, passport renewal, school admission or military service. Please email the Student Records Office with your request [studentrecordsoffice@asf.edu.mx](mailto:studentrecordsoffice@asf.edu.mx). Please include the student's full name and grade level. Parents must send the request from their ASF email or from an email registered in the Online Family Record Update.

## COMMUNITY EXPECTATIONS

The American School Foundation is committed to a collaborative approach to education and maintains high expectations for parent participation in the learning process. Accordingly, parents are considered essential partners in the realization of the school's mission. Active and positive participation in the life of the school on the part of each and every parent is not only encouraged, but also considered a requirement for membership in the ASF community. Creating a broad base of support for every student – as well as teachers, parents, counselors and administrators – leads to the greatest developmental and academic results. Our faculty and staff embrace this philosophy. Parents are accountable for fulfilling their role in that collaborative process by accepting and supporting the following rights and responsibilities. The school reserves the right to discontinue enrollment if it concludes that the actions of a parent/guardian make such a relationship impossible or otherwise seriously interfere with the school's accomplishment of its educational purposes.

### Parent Expectations for the School

Parents, in their relationships with ASF, can expect to:

- Be treated with courtesy and respect by all members of the school faculty and staff.
- Work in a mutually supportive and respectful partnership with the school.
- Be invited to participate in the educational process

of their child, in a timely way.

Parents, in order to support high academic achievement for their child, can expect:

- A school environment that is safe, orderly and supportive of learning.
- Access to the curriculum materials of the classes in which their child is enrolled.
- Materials and facilities that reinforce good learning.
- Qualified, respectful teachers who are good role models.
- An instructional program that teaches skills while recognizing individual learning styles.
- An environment that provides their child opportunities to build positive relationships with peers and encourages their child to function positively in the school community.

Parents, in order to be knowledgeable about their child's educational experience, can expect to:

- Receive information concerning the academic performance standards, proficiencies or skills their child is expected to accomplish.
- Be informed in advance about classroom rules, activities, attendance policies, dress codes and other school policies.
- Schedule visits to their child's classrooms to observe learning.
- Schedule conferences to meet with their child's teacher and support personnel.
- Access all written records of the school concerning their child's attendance, test scores, grades, disciplinary records, counseling records, psychological records, health and immunization information and teachers' and counselors' evaluations.
- Receive prompt responses to inquiries and be notified promptly about disciplinary action involving their child.
- Be informed by the teacher of their child's progress in school and of the appropriate school personnel that they should contact if problems arise.
- Receive information about psychological testing the school does involving their child and to grant or deny permission to give such testing.

### **The School's Expectations for Parents**

ASF, in its relationship with parents, expects that they will:

- Support the ASF mission and vision and be active participants in the life of the school.

- Treat all school personnel with civility, courtesy and respect and as essential partners in their child's education, even if the parent does not agree with what is being shared. Always exercise constructive and mission-appropriate feedback.
- Acknowledge, understand and support school and classroom rules for student behavior and ensure that their child behaves according to school policy.
- Respect faculty professionalism, judgment, and commitment to their children's education.
- Treat faculty members, staff and administrators with respect for their time and commitments outside of school.
- Listen and respond constructively to faculty and administrative comments and criticism regarding their children.
- Participate in decisions related to the education of their child.
- Instill in their child self-discipline and courtesy toward others and a respect for faculty, peers, authority and other school personnel.
- Adhere to school rules, procedures and policies, including respecting the academic calendar published at the beginning of each school year.
- Respond promptly to communications from the School.
- Address issues regarding their child directly and confidentially through appropriate grievance procedures when necessary.
- Teach their child to take care of school material and facilities with respect and a sense of obligation.
- Be aware of the School's organizational structure and chain of command; provide teachers and others with the information necessary to be aware of and solve problems before referring the matter to supervisors.
- Refrain from publishing disparaging comments about the School in social media, assuming the communication is "private" when screenshots and forwards basically turn such comments into public ones, as the School will deny future re-enrollment when an adult chooses to publish such statements. (Re-read the point above this statement as the School has multiple avenues to solve even the most challenging situations.)
- Meet all financial obligations to the School on time, and be responsible for any penalties incurred due to lateness.
- Support school projects and campaigns through participation and by making financial gifts on an annual basis.
- Uphold the policies in this Family Handbook.
- Provide and maintain accurate family information.

Parents, in order to support high academic achievement for their child, are expected to:

- Ensure that their child attends school every day, by arriving on the school bus, and is prepared to

learn.

- Support work that goes on in the classroom.
- Provide all documents required by the Student Records Office, knowing that a student with an expired student visa will not be able to attend classes until it is renewed.
- Ensure that homework is completed and turned in on time.
- Be involved with and support the learning process at home.
- Secure regular access to a computer and the Internet for their child's schoolwork.
- Emphasize the value of education and positively reinforce high expectations for their child.
- Be positive role models for their child reinforcing school expectations and values in and outside of school.
- Honor agreements achieved in collaboration with the school to support education.
- Encourage their child to speak English and Spanish at appropriate times.

Parents, in order to be knowledgeable about their child's educational experience, are expected to:

- Read all communications from the School including the Family Handbook, website, teacher sites, weekly bulletin, emails and all other forms of written communication.
- Monitor their child's progress and communicate with the School.
- Be informed about the School's policies and programs.
- Confer with their child's teacher and respond to teacher's requests for contact in a timely manner.

### **Student Expectations for the School**

Students, in their relationship with the School, can expect the following from ASF:

- To be treated with courtesy and respect by all members of the school community.
- To be heard at the appropriate time and place.
- Due process in disciplinary proceedings.

Students, as they strive for high academic achievement, can expect:

- A school environment that is safe, orderly and supportive of learning.
- To understand and be taught (if necessary) the expectations for behavior and academic excellence.
- Materials and facilities that reinforce good learning.

- Qualified teachers who are positive role models.
- An instructional program that recognizes their individual learning styles.
- To receive assistance from school personnel without charge to further their progress and improvement.
- To learn skills and have opportunities to build positive relationships with their peers and function positively in a school community.

Students, in order to be knowledgeable about their educational experience, can expect to:

- Receive information concerning the academic performance standards, proficiencies and skills which they are expected to accomplish in a timely manner.
- Be counseled out of ASF if conduct in class keeps a teacher from teaching or other students from learning, as well as a student whose conduct in the community at large, including issues of academic honesty, interferes with the successful experience of others.
- Be informed in advance about school activities, attendance policies, dress codes and other school policies.
- Be informed by the teacher of their progress in school in a timely manner.

### **The School's Expectations for Students**

ASF, in its relationship with students, expects each student to:

- Support the ASF mission and be active participants in the life of the School.
- Work as mutually supportive and respectful members of the ASF community, demonstrating courtesy toward others through words, actions and attitude.
- Learn and follow school and classroom rules and conduct themselves according to school policy.
- Participate in decisions related to their learning.
- Demonstrate self-discipline.
- Take care of school materials and facilities.

Students, as they strive for high academic achievement, are expected to:

- Be curious and value learning as a lifelong endeavor.
- Attend school every day, arriving on the school bus and be prepared to learn.
- Participate actively in the classroom.
- Complete homework and turn it in on time.
- Demonstrate proper use of technology for their



school work.

- Maintain high expectations for themselves.
- Be positive role models for others, reinforcing school expectations and values in and outside of school.
- Understand the value of education.
- Promote academic honesty by producing their own authentic and original work.
- Speak the language of instruction in class.

Students, in order to be knowledgeable about their educational experience, are expected to:

- Facilitate communication between home and school.
- Monitor their progress by conferring with teachers.
- Identify opportunities for growth and development.
- Become informed about the School's policies and procedures.

## ASF PROCESSES AND PROCEDURES

### Communication

ASF values good communication. We believe student learning is maximized when students, parents, teachers and leadership maintain clear and open lines of communication. Written communication, the ASF website, emails, phone calls, scheduled conferences and conversations are valued methods of communication. Members of the community are responsible for initiating communication when a concern arises and for responding quickly and courteously. Families should help the School ensure that contact information – email addresses, cellphone numbers, home phone numbers and addresses – is always up to date.

ASF relies on the following media for institutional communication:

- C. Weekly bulletin:** Parents will receive time-sensitive information regarding upcoming events, deadlines, relevant news and student and faculty achievements in a weekly bulletin via email.
- D. Website:** Within the school's website, there is a community site that parents can access using their username and password. In the community site, parents will be able to see detailed information depending on his/her child's division. In this

tailored site, they can also access galleries of pictures, news, events calendar, institutional publications and quick links to other platforms, including the Parent Service Center to make different financial transactions (online payments, invoices, account information, fiscal data change and re-enrollment). The ASF website also has an alert system which allows parents to "opt-in" to certain info that they wish to receive via email as soon as it is posted.

- E. Social media:** The school's two institutional social media channels are Twitter (@ASFMex) and Facebook (American School Foundation). Followers can learn of upcoming events, see pictures of past events or learn of breaking news.

Student safety is our first priority, so in case of an emergency once we have confirmed everyone is safe and sound or having determined how the situation is, ASF will send an email as soon as possible to update all families. Then, the information will also be spread through other institutional channels like the website, social media and the switchboard. Please refrain from calling the School during an emergency.

The School has two platforms for record keeping and academic communication that parents can access via the community site (password protected part of the website):

- A. PowerSchool:** This is a student information system, storing all family and student information, including grades and progress reports.
- B. PowerLearning:** This is a course management system that ASF utilizes as a site for teachers to post valuable information about class requirements and the ongoing curricular development of the course/class throughout the year.

Both platforms work together. All parents received login information after enrollment. If for some reason a parent does not have this information, it can be requested by contacting the Help Desk at +52 55 5227 4900 ext. 4204.

### Changes in Contact Information

Should there be a need to modify family contact information, please update your information in the Parents section of the website. If information is provided some other way, ASF cannot ensure records will be updated.

## Confidentiality

All members of the ASF community have a right to privacy in their communications. This is clearly subject to the need to inform those who need to know. Administrators, counselors, teachers, parents and students all share a confidentiality responsibility. Members of the school community must notify parents and school officials if they become aware of situations that threaten the health, safety or bodily wellbeing of individuals. In these situations, community members need to communicate relevant information with appropriate school officials and/or parents and guardians. Some of these situations might include suicidal or homicidal threats, eating disorders, drug/alcohol problems, harassment or assault. In dealing with disciplinary actions, the school will not give parents information regarding consequences given to children other than their own.

## Privacy

During the enrollment/re-enrollment process, parents provide the school all the information that is necessary for ASF to successfully complete its services and purposes. No American School Foundation employee should ask you for your information at any time during the school year. If a faculty or staff member asks you to personal data that you have already provided in the Parent Service Center, please notify the respective school office or area.

If you are a volunteer at ASF and are in charge of information, the data you are given or have access to can only be used for what is necessary to maintain the daily relationship between the ASF community, including sending general information about school affairs. That information cannot be used for personal or third-party gain, or for any activity that is not related to the instructions ASF has given. Data may not be transferred to third parties not authorized by ASF.

There is a Privacy Committee that makes sure the school is aligned with the Mexican Data

Protection Law (LFPDPPP for its acronym in Spanish) and which meets on a regular basis to discuss data protection topics to make sure that the personal data of all its constituencies (students, parents, employees, alumni, trustees, Foundation members and donors) is treated appropriately.

## Truth

All members of the community share an obligation to ensure truthfulness in all communications. Communicating information where the truth is not certain is unethical and must be avoided. Ascertaining the truth is best done by communicating directly with the individuals involved. We can support clear communication by sharing personal observations and our own feelings. Listening carefully is also an essential element in effective communication. Talking with people who are not directly involved in a situation is inappropriate, as it does not promote trust in our community.

## Non-Discrimination

All community members should familiarize themselves with the Board of Trustees Policy on Non-Discrimination.

The American School Foundation is committed to providing a safe and supportive environment where all its community members, including students and their families, teachers, administrators and all other school personnel, interact with the highest standards of civility. At ASF, we truly value and recognize the richness that is naturally inherent in our diverse community.

To build a strong and tolerant community, every ASF community member is expected to accept and practice the following basic principles:

- A. We respect and defend the dignity of all people regardless of age, socioeconomic status, ability, ethnicity, gender, sexual orientation, language, national origin, political affiliation, race, religion, marital status or family structure.
- B. We acknowledge that our society carries within

it long-held misunderstandings and biases that divide rather than unite a pluralistic community. As such, we oppose any actions that isolate or in any way restrict an individual's human rights or civil liberties.

- C. We welcome all community members to share their perspectives and experiences within the bounds of respect and sensitivity. Through this interchange, we continuously reflect upon our own attitudes and assumptions and learn to respect other individuals and societies whose beliefs are different from our own. These varied perspectives enrich decision-making and critical analysis skills, positively affecting local and global social change.

Our position on tolerance serves as one of the fundamental philosophical underpinnings of our institution. Our curriculum, programs and policies are reflective of the principles outlined above. As members of the ASF community, we must support these principles without exception.

### **Child Protection**

ASF's goal is to build and maintain a proactive environment that protects children by either preventing child abuse before it occurs or by ensuring its earliest possible detection, intervention and reporting. We ensure that all ASF school personnel, from professional faculty and staff, employees and contractual personnel, to student teachers, interns, volunteers, classroom assistants, students and parents understand the issues of child abuse, neglect and safety; know how to recognize its signs and symptoms; are familiar with local national, and international reporting procedures; and know the responsibilities of mandated reporters, including how, when, and to whom to make a report. Ultimately, ASF develops policies, procedures, and training that safeguard a child if any type of abuse is suspected, observed, or disclosed to any member of the ASF community, that person will have the knowledge, information, and resources necessary to ensure that the child is safe, that the situation is communicated to appropriate authorities. ASF's internal procedures, to uphold our Board policy work toward:

- A. Recognizing, responding to, and reporting allegations and suspicions of child abuse and

neglect.

- B. Screening and selecting staff, faculty, and volunteers.
- C. Training and education about child sexual abuse prevention.
- D. A Code of Conduct that guides interactions between adults and children.
- E. Ensuring safe environments and practices.
- F. Connecting to local authority and resources.

### **Identification Cards**

The school issues ID cards for all students. ID cards will be used for getting on the bus, accessing campus, requesting permission for early dismissal, checkout of bookstore, laptops, library materials and identification purposes at school functions. Additionally, these ID cards allow students a variety of discounts and/or free admission at museums and cultural sites throughout Mexico. There is a fee for replacement of lost ID cards.

If an ID does not work after it has been renewed, please bring it to the Operations Office from 8:00 a.m. to 9:00 a.m. and 1:30 p.m. to 2:00 p.m.

### **Lost Items**

All students are encouraged to take responsibility for their personal belongings. However, items do occasionally get lost. Although ASF takes no responsibility for lost or stolen articles, every effort is made to recover them and return them to their rightful owners. Lost and Found areas are located in each individual division office, the Transportation Office and in the Operations area. If a textbook or item of greater value is found, it is stored in an office for safekeeping.

Items are kept in the designated Lost & Found area and may be picked up from 8:00 a.m. to 9:00 a.m. and from 1:00 p.m. to 2:00 p.m.

It is best to leave valuable articles at home and to label all clothing and other personal belongings. Students who have lockers must keep belongings inside their lockers, within academic buildings and in locker room areas, and shall not leave belongings unattended. They must not share

their locker combination, even with a close friend. For the safety and security of all students' and teachers' possessions, classrooms cannot be opened after school hours for students who leave items. Unclaimed items are periodically donated to charity. For further information on lost items, contact the individual divisions.

### Right to Edit

The School maintains the right attempt to remove any information, words or images on public sites such as web pages and email systems that bring the name of the school into disrepute or violate any ASF rules and standards. Any activity that interferes with the operation of the school's network or infringes on the privacy of others or that disparages the name of the school or others will be considered a violation of school rules and can lead to a contract not being offered for the following year. Student speeches are typically reviewed for content, as school-sponsored events are always considered teaching and learning opportunities.

## STUDENT DISCIPLINE

### Philosophy of Student Behavior

The American School Foundation strives to fulfill its mission of encouraging students to "live purposefully and to become responsible, contributing citizens of the world." Supporting students to develop behaviors exemplary of and congruent with this mission is an indispensable feature of The American School experience. We are engaged not only in the cognitive development of our students but also in their moral, emotional and psychological development.

When families make the important decision for their children to attend ASF, they are committing to our philosophy of human interaction and the corresponding behaviors. It is necessary that the school and the family work as a team. Parents need to maintain expectations at home that are similar to those established at school. It is confusing for children to develop one pattern

of functional behavior with their family and a different one at school. The limits and structure we provide at ASF are designed to help children clarify social expectations and to guide them in meeting our objectives for learning. ASF reserves the right to apply disciplinary consequences for off-campus behavior if such behavior impacts a safe and caring environment at ASF or reflects negatively on the image of the school.

### Discipline Category Definitions

<b>W (Warning)</b>	A warning includes a meeting with the dean and an assigned detention. Parents are not contacted about warnings in most cases.
<b>C (Contract)</b>	A contract is an agreement signed by the student and the parent that lasts for 16 weeks. The agreement describes the expectations for the student regarding their behavior. Parents will be contacted regarding all contracts.
<b>P (Probation)</b>	Probation is an agreement signed by students and is an indication of a student's increased risk within the community. All assigned probations will include a face-to-face parent meeting. Probation lasts for 16 weeks.
<b>P-NR (Probation with Non-enrollment)</b>	P-NR is probation status accompanied by a statement that the student will not be offered an enrollment contract for the following academic year.

### Summary of Disciplinary Actions

Not every offense begins with a warning, likewise, not every offense ends with probation non-re-enrollment. Please refer to the chart below.

<b>W</b>	Warning
	Detention(s) Assigned
<b>C</b>	Contract
	Detention(s) Assigned; Parent Contact (Contract signed), Parent Meeting

<b>P</b>	Probation
	In-School Suspension; After-School Detention; Parent Meeting
<b>P-NR</b>	Probation; Non-Re-enrollment
	Parent Meeting; Recommendation for Non-Re-enrollment

The divisional leadership team has the right to begin a disciplinary action at any phase.

### Basic Guidelines for Behavior

It is the responsibility of each student to behave in a manner consistent with the ASF Student Rights and Responsibilities. When students behave inappropriately, they have difficulties building relationships with others, they are less successful academically and are damaging to the community as a whole. Any behavior that may negatively affect a positive learning community is unacceptable.

Examples of unacceptable behavior include but are not limited to:

- Any conduct that violates a person’s dignity or creates an intimidating, degrading or hostile environment including inappropriate touching, fighting, play fighting or contact with sexual overtones.
- Inappropriate communication (verbal, non-verbal or written), including swearing.
- Racial/cultural slurs, disparaging comments or sexually related comments.
- Damaging or disrespecting school property or the property of others.
- Littering or stealing.
- Defying or disrespecting adults.
- Putting others or oneself in danger, including possessing dangerous or illegal materials or substances including weapons, look-alike weapons, tobacco, alcohol or other drugs.
- Cheating or any variant of academic dishonesty.
- Behaving without self-control.
- Truancy or leaving school without permission.
- Dressing inappropriately.
- Inappropriate use of technology including cellular telephones, computers or other electronic devices.
- Smoking on campus or at school-sponsored events.
- Organizing, publicizing or collecting payment on school property or in the immediately surrounding areas for events not sponsored by ASF.

### Consequences for Inappropriate Behavior

Consequences for inappropriate behavior are designed to help students understand how their behavior has affected themselves and the community, how they might make better choices in the future and to commit to acting differently. The consequences for behavior at school vary just as they do in life.

We expect parents to contribute to the disciplinary process in appropriate ways and accept the final decision of the corresponding school administrator in matters concerning behavior at school.

When a student exhibits inappropriate behavior in class, the teacher addresses it with appropriate consequences. If the behavior occurs outside of class, the faculty or staff member who witnesses the behavior intervenes with an educational sanction. If a one-time behavior is significantly inappropriate or dangerous to the community or if a negative behavior becomes a pattern, the student is referred to the corresponding administrator. In these cases, the student may work with a team that may include parents, counselors, teachers, special education staff, therapists or others. The team works collaboratively to create an action plan that may include a behavior contract. The team identifies specific behaviors to be addressed and expected outcomes to be achieved in a specified time frame. If the student continues behaving inappropriately, additional interventions may be identified such as suspension or long-term separation from the institution. Some behaviors could necessitate immediate removal from the school without following the aforementioned steps and could result in immediate suspension or permanent separation.

Consequences that a student might receive include, but are not limited to:

- A. Behavior contract:** this outlines specific behaviors needing improvement and includes a commitment from the student for change.

# Behavior Chart Discipline Examples

The following are listed behaviors, definitions, and consequences for possible behaviors. Generally, these consequences will be followed at the discretion of the Head of School and/or Dean of Students, based on the severity of the offense. Other inappropriate behaviors will be dealt with on an individual basis, based on the discretion of the Head of School and/or the Dean of Students. For example, in extreme cases, students can be permanently separated from the school for a first offense.

Behavior	Description	First Offense	Second Offense	Third Offense
Attendance Expectations	Not meeting the school's attendance and punctuality expectations.	W	C	P
Skipping Class	Missing a class without official notice being given.	W**	C**	P**
Dress Code Violation	Wearing clothing that does not comply with the ASF Dress Code.	W	C	P
Physical Abuse	Physical assault of anyone on school grounds.	P	P-NR	
Verbal Abuse	Intimidating, harassing or insulting others.	P	P-NR	
Academic Malpractice	Plagiarism, collusion and/or duplication of work.	C	P	P-NR
Inappropriate Behavior at School or School Event	Any behavior that disturbs, distracts or endangers others.	C	P	P-NR
Inappropriate Bus Behavior	Any behavior that breaks posted rules.	W	C	P
Failure to Serve Assigned Detention	Failure to serve detention will double the number of detentions assigned.	W	C	P
Inappropriate Display of Affection	Inappropriate physical contact of a romantic nature.	W	C	P
Mistreatment of Staff	Refusal to cooperate, defiance, and/or disruptive class behavior.	W	C	P
Vandalism	Damaging or destroying property.	C	P	P-NR
Weapons	Possession, use, or passing of an object that looks like or can be considered as a weapon.	P	P-NR	
Theft	Taking, giving, or receiving property that does not belong to you.	P	P-NR	
Smoking	Possession, use and/or distribution of tobacco and/or nicotine in any form on school property, including electronic cigarettes and vaping devices.	P	P-NR	
Drugs/Alcohol	Use, possession, sale, distribution, or being under the influence.	P (Possible Immediate Dismissal)	P-NR	P-NR
Forgery	Knowingly using a forged document, including signing a parent/teacher name to any document.	P	P-NR	P-NR
Lewd Conduct / Obscenities	Indecent exposure, the use of obscene language, gestures, materials.	C	P	P-NR
Unsupervised on School Grounds	Being on school grounds without the direct supervision of an adult.	W	C	P
Harassment / Intimidation / Threats / Bullying	Teasing, threatening another student. Verbal and sexual harassment.	P	P-NR	
Unauthorized Use of Electronics	Using electronic devices at times when not permitted.	W	C	P
Misuse of ASF ID	Knowingly misusing an ASF ID.	C	P	P

- B. Special project:** this is designed to support the student in reflecting on his or her behavior and identifying strategies for acting differently in the future.
- C. Detention:** a student is detained from regular activity for a period of time to reflect on his/her behavior.
- D. Suspension:** a student is prohibited from attending classes or some other activity for a period of time.
- E. Probation:** a state of alert with a specified time and actions(s) for the student to meet expectations.
- F. Permanent Separation:** a student is asked to leave the school permanently.

ASF administrators have been trained in standard procedures with which to conduct an investigation, along with procedures to conduct, if necessary, a search of lockers or persons in order to maintain a safe and controlled environment. A student search is only done when the administrator has reasonable suspicion that the student is in possession of contraband. A student is never touched, but could be asked to remove items from pockets, place a cellphone on a table, or remove outer layers of clothing.

### Probationary Status

All students are expected to achieve and meet the standards set for their grade level and to obey school rules and regulations. This includes the areas of academic achievement, attendance and behavior. The only exception would be a special education student whose Individual Education Plan (IEP) identifies alternate academic expectations which is managed through Services for Academic Success (SAS).

When it is apparent that a student is experiencing difficulty in one or more of these areas, it may be necessary to place the student on probationary status. A record of intermittent or regular probationary standing will require intervention by the administration and teachers and close involvement of parents to try to resolve the issue(s) at hand. Failure to correct such performance or behavior in a reasonable period of time may result in the administration taking action to remove the student, either temporarily or permanently, from the school. In such cases, the administration will assist the family in making those arrangements.

A chronic offender of school rules who is intermittently or regularly on probationary status should anticipate being dismissed from the school. (See individual division sections for the specific details about dismissal.)

### Academic Honesty

The American School Foundation expects students to produce their best original work. We subscribe to the International Baccalaureate (IB) definition of Academic honesty:

“An authentic piece of work is one that is based on the student’s individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that student’s own language, expression and ideas. Where the ideas or work of another person are represented within a student’s work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged.”

- Academic Honesty: Diploma Programme, IB, July 2011

ASF expectation for students regarding academic honesty.

- ASF students understand the definition of academic honesty, the importance of academic honesty and the consequences of not being academically honest. This is regularly addressed at all grade-levels based on the appropriate message by age groups.
- ASF students use technology that helps maintain academic honesty and avoid malpractice.
- ASF students organize their work and their time to avoid malpractice.
- ASF students keep a complete record of sources accessed in research.
- ASF students ask questions when they are unsure of what to cite from outside resources.
- ASF students submit drafts all work.
- ASF students use a variety of sources when researching.
- ASF students know how to properly cite the ideas of others.

### ASF expectations for administrators regarding academic honesty.

- ASF administrators will ensure that all faculty are aware of the definition of academic honesty and its importance.
- ASF administrators will monitor classrooms to ensure that deadlines are fair, reasonable and clearly published.
- ASF administrators will ensure that the ASF academic honesty protocol is followed.
- ASF administrators will deal promptly with all reported cases of academic dishonesty.
- ASF administrators will model academic honesty in their own work.
- ASF administrators will communicate academic honesty expectations with parents.

### ASF expectations for parents regarding academic honesty.

- ASF parents will be familiar with the academic honesty definition and policy.
- ASF parents will communicate with their children and tutors the importance of academic honesty.
- ASF parents will help their children find space and time to manage long term projects.
- ASF parents will contact teachers and school administrators when they have a question about academic dishonesty.

Culminating Inquiries	Academic Honesty Expectations
PYP Exhibition	Students' responsibility for their own work. Guidelines for individual and group work. Age-appropriate expectations and practice regarding references, citations, quotations and paraphrasing. Agreements related to the responsible use of information technology and media resources in their projects.
CAS	All CAS experiences are original, authentic, and verifiable.

### Academic Malpractice as it relates to the IB

The IB defines malpractice as “behavior that results in, or may result in, the student gaining an unfair advantage in one or more assessment components.” Malpractice most commonly involves plagiarism or collusion. For transparency, the IB provides the following definitions:

**Plagiarism:** this is defined as the representation of the ideas or work of another person as the

student’s own.

**Collusion:** this is defined as supporting malpractice by another student, as in allowing one’s work to be copied or submitted for assessment by another.

**Duplication of work:** this is defined as the presentation of the same work for different assessment components.

The following list includes, but is not limited to, what the IB considers to be examples of Academic Malpractice:

- Copying work and presenting it as your own, by either:
  - Using someone’s ideas (even if you put them in your own words) without giving credit.
  - Failing to place quoted words in quotation marks.
  - Rearranging words and changing sentence structure but not giving credit.
  - Compiling a range of sources (cited or not) with little or no original work of your own.
  - Failing to fully acknowledge all sources.
- Bringing unauthorized material into any exam, including notes or calculators.
- Taking exam materials without permission.
- Lending work to other students.
- Creating false data, such as claiming to have run an experiment or inventing sources.
- Having a tutor edit or rewrite parts of work or providing too much assistance.
- Giving information or answers from homework, quiz, or a test to other students.
- Falsifying any document or signature (such as a CAS record).
- Using purchased assignments or uploading assignments to a public site to be copied by others.

-IBO, 2012, Are you completing your IB assignments honestly?

### Consequences of Academic Malpractice

The consequences of engaging in Academic Malpractice are serious. If a documented pattern of Academic Malpractice becomes clear, the student will be dismissed from the school. ASF policies in place have been adopted to ensure a safe environment for the school community. Failure to comply with any of these policies will result in administrative action that could ultimately lead to dismissal from ASF. There are



different consequences from warnings in the early years, suspensions as they progress through 4th-16th, academic probations and possible dismissal in Upper School.

<b>Unintentional Academic Malpractice</b>	
Step 1: Behavior Warning	<ol style="list-style-type: none"> <li>1. Student will repeat the assignment for partial credit to demonstrate understanding of Academic Honesty practices.</li> <li>2. Incident entered as a PowerSchool Log for historical record.</li> <li>3. Two detentions assigned or the age appropriate in the earlier years.</li> </ol>
<b>Intentional Academic Malpractice</b>	
Step 2: Behavior Contract	<ol style="list-style-type: none"> <li>1. Student receives zero credit for the assignment.  Working with the teacher, the student will repeat the assignment to demonstrate understanding of the Academic Honesty practices.</li> <li>2. During a Parent Meeting, behavior probation signed by student and guardian(s).</li> <li>3. In-School Suspension and Afterschool Detention assigned.</li> </ol>
Step 3: Behavior Probation	<p>In addition to Steps 1-3 above, further consequences include:</p> <p>Considered for permanent separation (non-re enrollment)</p>

## Attendance

School attendance is critical to meeting student learning goals at The American School Foundation. Teachers and classmates depend on each member of the class community to construct and deepen the learning of everyone in class. Additionally, class discussions, teacher explanations, project presentations, teamwork, special activities and general class participation are all essential to learning. Absences negatively affect the quality and quantity of learning. Typically, poor performance often accompanies a poor attendance record. Therefore, absences need to be kept to a minimum.

Though ASF recognizes the occasional need for absences such as illness or school-related trips, a record of excessive absences in a rigorous university preparatory school almost

automatically results in academic difficulty. Students who miss a great amount of classroom time often fall behind in their studies and are not able to make up what has been lost. As a result, their academic record can be damaged and their prospects for future success are negatively affected. Parents need to plan medical and dental appointments during times that do not conflict with school and to plan family travel outside the school calendar. A record of excessive absences and/or truancy will have an effect on a student's eligibility for enrollment in the succeeding academic year.

Individual divisions have specific consequences for unexcused absences that are appropriate to the developmental age of the student; those specifics can be found under each division's section. When students have excessive absences, the student may be placed on attendance probation and on the non-re-enrollment list.

## General Absences

General absences are defined as one-or-two-day excused absences due to illness, failed travel plans, or official paperwork. The following guidelines apply:

- Students are responsible for checking teacher sites and being aware of all ongoing homework and projects.
- Students are responsible for contacting their teachers and confirming their makeup work whether it is through physical meetings or via email by the end of the day of their return to school.
- Work that was due the day of the absence is due the day of the student's return to class.
- If there is homework due on the day of the student's return to class and it was assigned prior to the absence, the student must be prepared to turn it in on the day it is due.
- Students have one class day for each class day missed to complete and submit work that was assigned during the absence.
- Make-up work submitted after the allotted time will be graded under the individual department's late work policy.
- If a student misses a test, the student needs to be prepared to take the exam on the day of return to class. Should the student need to make up a test outside of class time, it is the student's

responsibility to schedule time with the teacher. Teachers may elect to have the student take the make-up test with the test coordinator after school.

- Tests that cover material missed during the absence must be taken on the second-class day upon return to class. The student bears the responsibility of scheduling the test with the teacher.

### **Planned Absences: School-related or Family Emergencies**

For a planned absence, the family must request permission in writing at least two school weeks ahead of departure. Planned absences include school-sponsored trips and/or family situations for which three or more days of school will be missed. Failure to secure this permission will result in the absence being unexcused and enactment of each department's late-work policy for all pre-assigned work. Students are expected to work on assignments during travel time and / or on weekends before or after their return.

Work assigned before the trip: Major projects, papers, tests and assessments, assigned at least one week prior and due during the trip, must be turned in/completed before the trip, or on the return date to class with teacher approval.

Work assigned during the trip: The trip organizer will meet with administration to determine the due dates of assignments given during the trip, based on the nature of the trip. Due dates will be communicated to students, parents, and teachers by the trip organizer before the first deposit is due. This policy also applies to major assignments given the week prior to departure.

Tests: Tests that cover material missed while on the trip will be completed by the first class following the make-up work due date. The student bears the responsibility of scheduling the test with the teacher. For athletic events, not on the activities calendar, due dates will be determined by the Upper School administration on a trip-by-trip basis.

### **Late Arrival**

School begins promptly at 7:45 a.m. Advocacy

and class time is limited; teachers plan carefully to use it to the full advantage of student learning. When a student is late, he or she misses a slice of time when a teacher may be grounding the group, introducing a topic, making valuable announcements or giving instruction. When a student arrives late, his or her entrance is also a disruption to the other students in the class. It is important that students arrive consistently on time to all classes out of respect for their own learning and that of their classmates. A pattern of late arrival, for whatever reason, is unacceptable and inconsistent with ASF learning goals and objectives. A student who arrives late must register with the respective division office and the office will verify the reason for his or her lateness with the parent.

### **Early Departure**

School ends at 2:30 p.m. (12:30 p.m. for ECC). Like late arrival, early departure deprives students of the opportunity to maximize their learning by being present during class. It is also disruptive to classmates. We expect parents to make medical and other appointments outside of the school schedule. In the rare case that this cannot be avoided, arrangements need to be made through the division office at the beginning of the day so teachers can be notified.

Students must have written permission to leave campus at any time other than the end of the day. Because of the age of students, each division establishes procedures to assure that the parents are the ones authorizing an early dismissal. Passes that permit students to leave campus are issued in each school office and should be requested at the beginning of the day. Students who need to leave school early must leave in the company of a parent or guardian. If a parent would like the student to leave with a driver, the parent must register the driver as the guardian with the respective division office. This entails a signed letter of permission and a copy of the driver's official identification. If students are going to leave in the company of a parent/guardian other than their own, they must present written permission from their parent/guardian

and the parent/guardian with whom they will be leaving. Please note that phone calls to request early departure are not permitted.

## **Bullying and Harassment**

“Bullying/harassment is a specific type of behavior (physical, verbal, social/emotional and cyber aggression) that is repetitive and intended to harm, disturb, intimidate or humiliate and is often characterized by an imbalance of power between individuals or groups.”

Adopted by the Board of Trustees, May 2008

Based on the definition by Mexican educational authorities, bullying is:

- A violent or aggressive behavior that is repeated and takes place constantly.
- The aggression takes place over a period of time.
- Intentional. The aggressor’s intent is to cause harm.
- In cases of school bullying, there are three basic players: the victim(s), the aggressor(s) and the bystander(s) (students or faculty of the school who observe the aggression).

School bullying is not:

- Any form of mistreatment or violence from adults toward students in a school.
- An occasional physical fight among students.
- A joke or a game in which those involved interchange aggressions.
- The incidental use of foul language between students.

The above-mentioned situations are clearly aggressive or violent if they happen at school and require attention correction and discipline. However, they are not “school bullying.”

## **Dress Code**

Each individual’s appearance reflects the learning community to which he or she belongs. Students at ASF are given significant liberty regarding their appearance, but freedom also implies responsibility. The appropriateness of a student’s clothing for the school environment should dictate both clothing and grooming practices. The following points outline ASF’s requirements:

- Students are to come to school clean and ready to learn.
- Clothing needs to be laundered and in good repair. Torn clothing, whether accidental or intentional as fashion, is not acceptable.
- All students are expected to adhere to common practices of modesty, cleanliness and neatness and to dress in a respectful manner within the established standards of the community. Specifically:
  - i. Clothing covers students from shoulder to mid-thigh, including the midriff.
  - ii. Hats are worn only outside of buildings.
  - iii. Undergarments are covered by outerwear.
  - iv. PE uniforms shall be worn to participate in PE.
  - v. Certain courses, for example chemistry or art, may also require specific clothing such as closed-toe shoes, lab coats, etc., for reasons of safety.
  - vi. Any garment that expresses a questionable message related to drugs, alcohol, the avocation of violence, or vulgarity are not permitted. Students are not restricted in expressing opinions on their apparel but must realize that others may choose to respectfully challenge those opinions.

If any doubts remain, clarification regarding apparel should be obtained from the school administration prior to wearing it to school. Students who are out of dress code will spend the day in the library unless and until suitable clothing is brought to them.

## **Required Counseling for High-Risk Behavior**

As part of the ASF mission, the school strives to ensure academic success, including the overall well-being of students. Therefore, the School, through its psychological and counseling services, continuously reviews the developmental needs of our students.

As part of this goal, we recognize that young people face issues from time to time, and it is widely acknowledged that some of these challenges can affect learning and behavior. For most children and adolescents, the presence of difficulties is transitory. With the proper support, youngsters are able to make positive changes

and improvement. By the same token, the early detection and effective intervention of cognitive, social and emotional concerns is of crucial importance as it is well documented that when not attended, these difficulties often become more complex and serious.

When a student is identified as having an emotional/mental health need, the School will implement a process of collaboration with the family and, when necessary, with outside support practitioners to develop the most effective intervention possible. We recognize the family as the primary and most influential system to which a child/adolescent belongs. As such, effective solutions for our students require the active involvement of the family with the school and outside practitioners in developing mutually agreed upon goals, sharing responsibilities in planning and decision-making. It is only by working as a collaborative team, based on respect that we can share the risks, resources and responsibilities necessary to construct solutions and best serve the needs of our young people. High-risk cases are those in which a student's condition may indicate a clear and imminent risk to his or her health or well-being or to that of fellow students. In these cases, the School will take the following measures to ensure the safety of the student(s) involved:

- A. A meeting will be called with parents as soon as possible to begin exploring intervention alternatives.
- B. If deemed necessary, the School will insist upon specialized outside support for the student.
- C. Parents or guardians will be expected to collaborate in follow-up procedures with outside practitioners.

If these requirements are not met, the School will consider the possibility of the suspension or permanent separation of a student from the institution.

With regards to outside practitioners or support, the School will require the following information:

- A. The name and phone number of the outside practitioner(s).
- B. A release form signed by the parent or legal

guardian authorizing an ASF to communicate with the outside practitioner(s) in adherence to the ethical standards established by the American School Counselor Association.

- C. A report compiled by the outside practitioner upon completion of the initial evaluation summarizing his or her observations and recommendations for treatment that should be provided by the parents.
- D. Follow-up progress forms filled out by the outside practitioner(s) after 30, 60 and 90 days, when treatment is recommended. In some cases, there may be a need for more rapid follow-up. It is the parents' responsibility to communicate these periodic results to the school, meeting the agreed-upon deadlines.
- E. Prompt notification in the case that services are terminated, indicating the reasons for the decision. Failure to notify the School may again lead to a suspension from school.

In the case that a student needs support to be reintegrated into school, the school counselor and administration team will have a meeting with the outside specialist who performed the full psychiatric evaluation. This meeting will involve the parents. The decision to reintegrate the student lies in the hands of the head of school upon detailed evaluation of all interventions as outlined by the school and the outside specialist.

The reentry plan will be gradual during the first week upon return. During this week the student will be closely monitored by the dean of students and the counselor. Parents are required to provide verification of the student's readiness to return to school as well as follow up recommendations. Parents need to provide information regarding medication to the infirmary. Counseling staff and parents will assist the student by developing a plan for re-entry into school. This plan must address the academic, emotional, behavioral and social needs of the student. The counselor will inform the necessary information to the corresponding teachers without breaching privacy/confidentiality.

Follow up communication between outside professionals and school counselor/nurse is a requirement; the counselor will be the contact person.

If upon the return, the student is involved in any

risk behavior with himself or another student, parents will be immediately notified and the student needs to be removed from campus. A follow-up meeting between administration and counseling will determine the student's permanency at school.

### **Student Use of Alcohol, Drugs and Illegal Substances**

The use of alcohol and the illegal use of any other drugs which adversely affect a student's ability to achieve academic success, are physically and/or emotionally harmful and have serious social and legal consequences are strictly prohibited. The Board of Trustees of The American School Foundation is committed to providing a drug-free environment for the school community. The following policy and procedures have been developed for the purposes of protecting student health and promoting maximum academic achievement.

ASF works closely with Mexican and international organizations dedicated to helping young people understand the health and security risks related to alcohol and drug use. ASF also works with a U.S.-based organization called Freedom from Chemical Dependency. With the help of these organizations, ASF holds assemblies, provides data and keeps its policies up to date.

### **Voluntary Recognition of Substance Abuse Problem**

Any student who voluntarily admits to and expresses a willingness to seek help for a substance abuse problem will be counseled to enter a legally recognized rehabilitation program in Mexico or the United States, at the individual's expense. ASF will provide a referral system to orient individuals who wish to take advantage of this service and will maintain this information as medically privileged and confidential. No disciplinary action will be taken against an individual who volunteers the need for help under this sanctuary clause. This will not apply to any individual who admits to a substance

abuse problem after having been found to be in possession of, distributing or using alcohol, drugs or illegal substances. However, if the individual wishes to remain at ASF, a treatment contract will be required.

The designated treatment contract will include:

- A contract in which the individual accepts that The American School Foundation will adhere to a zero-tolerance policy in regard to possession, distribution and/or use of alcohol, drugs or any illegal substance.
- Acceptance of unannounced drug testing at the request of ASF authorities, at the expense of the student, throughout the probationary period.
- Provisions for proper behavior as outlined in the Family Handbook.
- Provisions for acceptable academic performance.
- Provisions for regular school attendance.
- Continual follow-up reports from the authorized treatment center and/or therapist working with the student.

### **Reasonable Suspicion**

Reasonable suspicion is defined as a case in which a student is exhibiting behavior consistent with the use of alcohol or drugs and that said behavior is such as to create a belief that the individual has in fact used alcohol or drugs or been involved in their possession, distribution, providing and/or selling.

Any case of a student of this institution suspected of possessing, distributing, fostering the use of or being under the influence of alcohol, drugs or illegal substances, except for those which are being taken for a medical reason, under prescription and treatment by a medical doctor, on the ASF campus and its immediate environs, on school transportation, on field trips or at school-sponsored functions, will be reported in writing to the Executive Director.

The case will immediately be reviewed by a committee designated by the Executive Director, which may include but is not limited to the division head, deans, a teacher representative, a counselor and a representative of the administration.

In incidents involving a student, the parent or guardian will be notified. In all cases of reasonable doubt, the individual being accused will have due process and may respond to the allegation in written form.

If in the opinion of the committee, the allegation can be substantiated, the individual will be removed from campus in the custody of a parent or guardian, and will be required to submit to a drug test, at the individual's expense, within 24 hours of the reported incident. Additionally, the student's belongings, locker, or person may be searched as part of reasonable suspicion.

The committee will determine appropriate disciplinary action. If proof is found that an individual is in possession, distributing, fostering the use or being under the influence of alcohol, drugs or other illegal substances, the disciplinary action will result in student separation from the school. He or she may be remanded to the appropriate Mexican authorities responsible for compliance with health-related laws.

### **Possession, Distribution and Use**

The possession, distribution (providing or selling) and/or use of alcohol, drugs and illegal substances on the ASF campus and its natural extensions by students are prohibited, except in cases where administration of said substances is under a doctor's prescription and medical supervision. Any student of this institution found to possess, distribute, foster the use of or be under the influence of alcohol, illegal narcotic or psychotropic substances prohibited under Mexico's Ley General de Salud – unless the substance and quantity is prescribed for medical treatment by a licensed physician for the individual who possesses it – on the ASF campus and its immediate environs, on school transportation, on field trips or at school-sponsored functions will be separated from the school. No provision for readmission would be considered.

In the case of possession, distribution or use,

notification will be made in writing to the executive director. He and his designee(s) will take all necessary action to remove a student or evict a visitor from the campus. All incidents will become part of the offender's permanent file.

ASF, together with health authorities, will implement necessary preventive health programs, including an agreement by families for students to submit to medical examinations as well as a regular review of their personal belongings, as long as these practices do not violate constitutional or human rights.

### **Implementation**

It shall be the responsibility of the Executive Director and/or his designee(s) to monitor the implementation and effectiveness of this policy through the establishment of necessary and proper procedures to ensure that the intention of this policy is carried out.

The School administration has procedures to implement its random drug testing. Any student in grades 7-12, in addition to times where there is reasonable suspicion (as defined above), may be called for this random testing at any given time and required to submit a non-intrusive sample. Parents of students randomly tested will be given the results. Random is defined as selecting blindly from a pre-established database with a school employee present as a witness in addition to the administrator.

### **Smoking**

ASF is a smoke-free campus. Smoking and the use of tobacco products are prohibited on campus, at off-campus ASF events and in ASF vehicles. Parents or guardians are notified immediately of violations of this rule and students will receive an appropriate consequence. Smoking is also prohibited in areas designated in front of the School. The painted yellow lines indicate the non-smoking area. We require that everyone refrain from smoking in this area. Mexican law prohibits anyone under age 18 from smoking. ASF staff members will monitor compliance with

this law.

## STUDENT HEALTH

### Working Hours

Full access to the Infirmary is available during the following hours throughout the school week:

Monday- Thursday      7:00 a.m. – 5:00 p.m.  
Friday                      7:00 a.m. – 4:00 p.m.

Phone: +55 52 27 49 33 ext 4133  
Email: [infirmary@asf.edu.mx](mailto:infirmary@asf.edu.mx)

### Accident Insurance

Each student is insured for a maximum of MXP \$125,000 through a student insurance policy contracted through the school. The policy operates through reimbursement of expenses.

The policy covers:

- Accidents that occur during school hours and while participating in school activities.
- Students coming directly to school and going directly home on school transportation.
- Students enrolled in Athletics and Extended Learning activities sponsored by the School.
- Students attending and participating in an event organized, approved and supervised by faculty members of The American School Foundation.
- Students traveling in a group within Mexico in an event organized, approved and supervised by faculty members of The American School Foundation. International trips often carry extra insurance which is coordinated between ASF insurance, ASF sponsors and travel groups.
- Non-ASF students who are participating in ASF events, as long as event sponsors have notified the Insurance Office at least two business days in advance.

The policy excludes:

- Pre-existing medical conditions.
- Any student who is on school grounds who is not engaged in a school activity or enrolled in any other school program.
- Personal belongings lost at the time of the accident.
- Eyeglasses, contact lenses and hearing aids.

- Medical expenses that are the result of the ingestion of food or medicine.
- Parents, volunteers or any other persons who accompany the students on field trips who are not school employees.
- Any accident not reported within three months of its occurrence.

There is a deductible of \$1,000 pesos per claim that must be paid at the Cashier's Office before the claim can be processed.

The Reimbursement Process:

- A. The ASF Infirmary issues official insurance forms and fills out an injury report.
- B. Parents and doctors complete forms, indicating the name to which the reimbursement check(s) should be made.
- C. Forms such as the hospital bill, official receipts for physician's fees and prescriptions or other medicines are returned to the ASF Insurance Office.
- D. The ASF Insurance Office informs parents when the check is ready to be picked up.

For more information or for any questions, call the Insurance Office in the Human Capital Office at +52 55 5227 4931.

### Medical Records

When a child is registered for school, an electronic information card must be filled out. This information is accessed by the infirmary for the protection and safety of the child while on campus. Parents should update records and contact the Infirmary if any changes occur, as it is vital to maintain accurate medical records in case of emergency.

When parents are out of town the school must be notified in writing of the dates, as well as the name and contact phone number of an adult responsible for the child during the absence. A copy of this information must be sent to the infirmary.

### Medication

Nurses are prohibited from giving injections and can only administer medication for minor

headaches, pain, cuts and bruises. If students are required to take prescribed medication during the school day, parents must fill out an authorization form in the Infirmary and provide the prescribed medication in unopened, original packaging along with a prescription from the doctor. The Infirmary will keep a record of all students with chronic illnesses and their medications. Teachers should also be advised in writing of any medical needs of a student. It is the parents' responsibility to keep this information updated as well as information on the child's health.

### **Illness or Injury at School**

Parents should not send a child to school if he or she has had a fever in the past 24 hours, has a continuous cough, diarrhea, vomiting or if he/she presents any signs of an infectious disease. Please contact the Infirmary for information on the ASF influenza protocol. When a child is sick, he or she cannot learn and can make classmates sick. If a student feels ill in class, the teacher will issue a pass to go to the Infirmary. If the student is too ill to stay at school, the nurse will call home and parents need to make arrangements for transportation. In the case of a life-threatening accident, Infirmary personnel will notify the parents or emergency designee and take the student to the ABC Hospital emergency room, located directly across the street from ASF. Parents or an emergency designee must meet school personnel at the hospital.

The Infirmary will notify parents when a student in their child's class has been reported to have an infectious condition, such as common childhood viral infections, head lice, etc. It is the responsibility of parents to check their children for any signs and symptoms and to communicate with their pediatrician for specific instructions. Parents should not attempt to diagnose or medicate their children. If a child is diagnosed with a contagious condition, parents should report it to the corresponding division office and the Infirmary, and not send the child to school until he or she has been medically cleared to return to activities. ASF may require this documentation.

### **Medical Leave**

Students may be granted medical leave when their medical condition requires absences from school for an extended period of time. This should be requested through individual school offices to ensure continued enrollment and proper crediting for work that must be completed.

If a student is suspected to have contracted a contagious virus such as influenza A or B, parents must keep the student at home, and if the virus is confirmed, report the case to the infirmary by sending a copy of the lab result or a doctor's note. The following procedures apply in confirmed cases of influenza:

- Students diagnosed with influenza must stay home for at least five days after diagnosis.
- In order to return to school, students must bring a discharge note from their doctor stating that they are able to return to regular activities.
- During a contingency period, if someone from a student's household is diagnosed with influenza, that student must stay home for five days and return only if they do not exhibit any symptoms of a respiratory illness over that time.
- Any student who shows a temperature of 38 degrees C or above, or exhibits clear symptoms of a respiratory illness, will be sent home and asked to return only after being evaluated by their physician and cleared to return to regular activities.

### **Air Quality**

ASF monitors air pollution three times a day with official monitoring sources, and reports to those who have responsibilities for students any change from the green-yellow-red status which have a series of protocols regarding what activities are permitted if the status is not "green."

## **STUDENT TRIPS**

### **Camps and Field Trips**

The safety of ASF students is of utmost importance on and off our campus. If at any time before or during a school-sponsored trip, school leaders



feel that students could be in danger, plans to postpone activities will be communicated to parents through normal school channels. During the planning stages and throughout the actual expeditionary camps and field trips, several steps are in place to provide the safest possible experience:

- Safety reports are compiled from local, state and, if possible, federal authorities one month before scheduled travel. Two weeks before the excursion, the school, together with the camp service provider, is given updates as to any changes regarding possible threats to student safety and security.
- The Regional Security Office of the U.S. Embassy is consulted for reports of any possible risk for the trips. Its advice includes suggestions for road travel and precautions to be taken. The office also provides a GPS tracking device that allows for constant monitoring of the group's location. Once activated, the device sends immediate notification to embassy personnel, who can request assistance from Mexican state and federal authorities.
- Faculty members in charge of groups are instructed on how to detect possible dangers as well as how to activate the tracking device. Teachers are also provided with cellphones and can be contacted during the trip.

ASF reserves the right to cancel or postpone a student trip at any time.

### **Non-Refundable Down Payments for Student Trips**

Most trips require families to make an initial deposit of between 10% and 25% of the trip cost months before the departure date. The fee allows the school to secure airline tickets and/or make reservations for accommodations. Down payments are non-refundable, and under no circumstances can families be reimbursed for the fees. Parents will be informed of said policy in writing. Students on probation (behavior, academic, or attendance) at the time of registration will not be allowed to make a down payment for a trip. In the case that a student becomes ineligible for a trip after a down payment is made, that payment will not be refunded. Additionally, a student's eligibility to miss class for a trip or activity will be determined

at the time of registration or selection. See Chapter 12.4 for more information on eligibility.

## **TECHNOLOGY**

### **Vision of Technology at ASF**

- The American School Foundation uses educational technology seamlessly for teaching and learning by engaging students through a strengthened curriculum in a safe digital environment with access to modern technology.
- ASF students skillfully curate knowledge and create innovative solutions for challenges, as responsible global citizens.
- ASF teachers are empowered learning guides who model and foster transformational learning through differentiation for students in all aspects of their classes.
- ASF parents access the platforms and programs designed for increasing their involvement through enhanced communication of student life.
- ASF administration performs in a controlled and reliable environment that effectively supports daily operations and decision making to improve the core business of teaching and learning.

Students receive computer instruction to develop learning skills and age-appropriate computer programs. Additionally, integration of technology is encouraged in all classrooms to help in this process, using it as a tool in all areas of the curriculum. There are computers and computer laboratories available for all grade levels.

ASF is a connected learning community. Students in grades 4-12 are encouraged to bring a fully functioning, charged learning device\* of their own each day to be used for educational purposes (Standardized Bring Your Own Device or SBYOD) for use on ASF's wireless network. In grades 4-8, the decision will be the parents' as to the maturity level of the student for responsibility for a device brought from home. In grades 9-12, students who do not have a device (not including a cellphone) that can be connected to ASF's network may, at times, be at a disadvantage for learning. At times, teachers may require students to bring a device to class that enables them to type, research, print and create work in a proficient manner, permitting them to engage in all areas of their academic work as outlined by

their teachers. Devices are intended to serve as an aid to learning, not a distraction, so students must use them accordingly.

Devices used in classrooms will have to fall into one of the following two categories:

Laptop computers: portable computers or netbooks with the following system requirements:

- A. Apple: Updated to at least High Sierra OS.
- B. Windows based: Updated to at least Windows 10.

Tablets: iPad or Android tablets with the following system requirements and a functioning keyboard:

- A. Minimum screen size of 7.9 inches and 32 GB free storage capacity.
- B. Apple: Updated to at least iOS 11.
- C. Android based: Updated to at least Android 8.
- D. Windows based: Updated to at least Windows 10.

By ASF definition, cellphones will not be accepted in classrooms as a “learning” device.

- If students do not have a device, they will need to check one out a device from their division’s Learning Center each morning and return the device at the end of the day. For some classroom activities, Apple devices may be required, therefore students with PC or Android devices will have to check out an Apple device from the Learning Centers on those days.
- All student devices will need to have a keyboard. In the case of tablets, students will have to have a case with a keyboard.
- The school requires that the devices are functional and have a suitable amount of space for ASF supported apps and programs, to be pushed for classroom usage.

Students are required to follow ASF’s Responsible Use Policy for Technology and ASF’s Responsible Use Policy for Entering ASF’s Network on a Non-ASF Owned Device. The school computers are for educational purposes and, therefore, their use for non-academic purposes is prohibited. Examples of improper use include: online chat for personal amusement, changing desktops or screen savers, streaming media for non-academic purposes, posting obscene or threatening messages and installing or using games on workstations. Students may lose computer privileges for

not following technology rules. Students are accountable for taking care of any ASF owned device that may be lend to them and refrain from damaging it, leave it unattended or misuse it.

## Responsible Use of Technology

The American School provides powerful communications tools and almost universal access to a virtually unlimited supply of information. ASF maintains the network for academic purposes as well as for school-related and personal communication. As with any powerful resource, there is a need for special attention to personal responsibility. Use of technology must reflect integrity, honesty and compliance with ASF’s standards of conduct. If in doubt about what is illegal or improper, contact a faculty member or Information Technology Office (OIT) personnel.

The following responsible use of technology statement provides guidelines for faculty, staff, parents and students to ensure the ethical use of technology at ASF. This statement applies to all data exchange applications, telephone, voicemail, email and data network use. In addition to these guidelines, Mexican and international laws apply to the user’s activity on the network.

The use of ASF technology resources is a privilege, not a right. A user’s access to technological tools may be revoked or suspended for violating any of the following conditions:

- All faculty, staff, parents and students are responsible for all material, both public and private, made available to them on the ASF network or sent via any data exchange application, email or telephone connection. Users may not allow others to use their passwords or accounts. No anonymous messages may be sent. Users should be careful not to give out personal information over the Internet and are encouraged to bring any questions to faculty members or OIT personnel.
- Accessing the accounts and files of others is prohibited. All users will respect the privacy of other users. This includes keeping passwords secret and not attempting to obtain other people’s passwords or circumvent the security of computer systems both inside and outside of school. Taking

advantage of another user who inadvertently leaves a computer without logging out will be treated as would any other invasion of privacy, such as entering an unlocked room without an invitation.

- Attempting to subvert network security, to impair function of the network, or to bypass a restriction set by OIT personnel is prohibited. Assisting others in violating these rules by either sharing information or passwords is also prohibited.
- Improper use or distribution of information is prohibited. Any action that violates a school rule under normal circumstances will also be considered a violation when the activity involves the use of the network. This includes copyright infringements, piracy and plagiarism.
- Any activity such as hazing, harassment or posting of inappropriate material (such as pornography, graphic images, obscenities, racial slurs or other inappropriate content) is prohibited. Users of the network both on and off campus are accountable for material or content posted by their account. This includes teacher sites.
- Use of the ASF network and email for illegal activities or unauthorized commercial purposes is prohibited. Email accounts provided to parents by ASF shall be used for school business only.
- Faculty, staff, parents and students accessing the network are representatives of ASF and are expected to conduct themselves accordingly. Behavior that brings the name of the school into disrepute will be considered a violation of school rules. This applies to the school network, email, web services and the Internet.

Students and their parents should be aware that some of the material on the Internet is pornographic or otherwise objectionable. Although there are safeguards in place, ASF cannot assume responsibility for limiting any student's access to such material.

The American School's network resources, including all telephone and data lines, are the property of ASF and the school, to the extent possible, respects the privacy of all account holders on the network. ASF is responsible for enforcing all of its school rules governing the network and investigating possible violations. Network users should recognize that ASF reserves the right to access any information stored on or transmitted over the network.

In order to keep a safe virtual environment for all community members, please refer to this

document's Appendix to review our regulations for use of electronic devices within ASF network. It can also be found on the Parents section of the ASF website, under Forms and Regulations.

## **Responsible Use Policy for Entering ASF's Network**

To maintain an environment of open access to networked computing resources at ASF, those who use the facilities must comply with the written policies coercing their use as well as the "spirit and intent" of these policies. Appropriate use of the resources includes instruction, independent study, authorized research, and the official work of the offices, departments, recognized student organizations, and the agencies of ASF. Any activity that intentionally obstructs or hinders the authorized use of campus computing and network resources is prohibited.

Examples of inappropriate activities include (but are not limited to):

### **Interfering with System Security or Integrity by:**

- Breaking into a system and/or accessing data files and programs without authorization.
- Releasing a virus or other program that disables system performance or hinders other clients.
- Exploiting security gaps.
- Hindering supervisory or accounting functions of the systems.
- Tapping phone or network lines.

### **Obstructing Users from Authorized Services by:**

- Monopolizing computing resources or computer access.
- Obtaining, possessing, using, or attempting to use someone else's account or password without notification or permission.
- Accessing, or attempting to access, another user's data or information without proper authorization.

### **Harassment**

- Sending unsolicited email, junk mail, or propagating chain letters.
- Email "bombing," spamming, etc.
- Ethnic, racial, and sexual harassment.

### **Forging Electronic Information**

- Creating, altering, or deleting the attribution of origin (e.g., "from" in email, IP address in headers).
- Sending messages under someone else's address

(e.g., hoax messages, even if intended as a joke).

## Telephones and Electronic Devices

Unless expressly permitted for educational purposes, students are not permitted to use the office phones except in the case of an emergency and students are not called from classes to answer the telephone except in emergencies. If parents need to contact a student, they may leave a message with the division's administrative assistants, who will contact the student. Messages left after 2:00 p.m. may be undeliverable.

During the school day, cellphones and other electronic devices may not be used for personal use in hallways except during recess/brunch or lunch or when required by the classroom teacher. Students may use devices in grades 4-12 under ASF's Bring Your Own Device (BYOD) policy or according to teacher's instructions. Some teachers may require students to place their cellphone or other devices in a rack during the class or parts of the class as a way to control the use of electronic devices during their classes.

In an effort to utilize the power of emerging technology for improved learning, ASF highly recommends all students in grades 4-12 bring a fully functioning, charged learning device\*, each day to be used for educational purposes. Devices used in classrooms will have to fall into one of the following 2 categories:

- Laptop computers: portable computers or netbooks with the following system requirements:  
Apple: Updated to at least Sierra OS
- Windows based: Updated to at least Windows 10

Tablets: iPad or Android tablets with the following system requirements and a functioning keyboard:

- Minimum screen size of 7.9 inches and 32 GB free storage capacity.
- Apple: Updated to at least iOS 10
- Android based: Updated to at least Android 6  
Windows based: Updated to at least Windows 10

By ASF definition, cellphones will not be accepted in classrooms as a learning device.

The following basic requirements have been established for all students in grades 4-12:

All student-owned Apple devices will have to be enrolled in the ASF mobile device management system.

- If students do not have a device, they will need to check one out a device from their division's Learning Center each morning and return the device at the end of the day. For some classroom activities, Apple devices may be required, therefore students with PC or Android devices will have to check out an Apple device from the Learning Centers on those days.
- All student devices will need to have a keyboard. In the case of tablets students will have to have a case with a keyboard.
- The school requires that the devices are functional and have a suitable amount of space for ASF supported apps and programs, to be pushed for classroom usage.

## Using ASF Computers and Networking Resources for Personal or Private Commercial Purposes or Financial Gain

The dramatic increase in the use of computers and shared networks during the past few years has correspondingly increased the potential for abuse of the system. As a matter of policy and sound security practices, ASF routinely logs the use of its shared computing systems and monitors the traffic and performance of the campus network. So that the entire campus community can benefit from the shared systems as they are intended to be used, all users are expected to follow them as well. If you know someone who is willfully performing any of the inappropriate activities listed above and need assistance dealing with them, you are expected to report this to ASF's Technology Help Desk.

Student Privacy on ASF's computer systems and networks means that each account, and the contents of files associated with that account, belong to the designated user(s); they must not be used or intruded upon by anyone else without the explicit permission of the designated owner; however, pursuant to the Electronic Communications Privacy Act of 1989, Title 18, United States Code, Sections 2510 and

following, notice is hereby given that there are no facilities provided by ASF that guarantee the confidentiality of files. ASF reserves and intends to exercise the right to review, audit, intercept, access and disclose messages created, received, or sent over its computer and/or email systems for any purpose.

A user of ASF's computer systems has no right of privacy in email messages or other communications that are created, sent, received or stored on these systems. Users of ASF's computer systems and networks are advised that they should not assume the confidentiality on any message. Further, a personal password does not guarantee the confidentiality of email messages. Even when a message is deleted or erased, it is still possible to retrieve and read the message. However, it is not the routine policy of ASF administrator's or designees to view others' files, and the intention is to keep files private, even though such privacy cannot be guaranteed.

Again, the purpose of the network is for ASF academic work; we are a school. Personal information and interactions should take place on user's personal networks, not ASF's.

Computer access for users is for educational purposes only. In general, educational use is interpreted loosely; however, abuse for economic gain or uses of a computer or network that adversely affects others will not be tolerated. If a concern emerges or there is a complaint regarding the usage of networks or ASF computers, ASF or designated administrator (such as IT) has the right to review the contents of your computer memory and storage, trace information, backups, file server accounts and any multi-user computer account contents, to determine your involvement, even if you are the owner of the device and ASF is not the owner. Use of files or other software that is solely for the purpose of harassing other persons is considered just cause for administrative action. Possession of software solely intended to compromise system security or performance is also prohibited and will not be tolerated.

## **Descriptions of Sample Violations (Not Exclusive)**

### **Email**

You must not overload the communications servers; do not abuse your communication privileges. Email is a fast, convenient form of communication. That makes it easy to send mail to multiple recipients and puts a strain on shared systems. Note: If abuse is suspected, some email is saved and is subject to examination by proper authorities as evidence.

#### **Do Not Help Propagate Chain Email Letters**

Forwarding chain email is a violation of ASF policy. Chain email can usually be identified by phrases in the subject line, such as "Forward - do not delete," "don't break the chain," etc. Some chain emails promise good luck, tell stories and ask for help, or warn of false email viruses. If there are a large number of addresses in the message, chances are very good that it is a chain email. Do not be fooled. Delete all chain email from your account. Contact the Help Desk with any questions.

#### **Do Not "Bomb" Email Accounts**

Sending numerous or large email messages to one person is considered "email bombing." This may or may not be done in an attempt to disrupt the recipient's network services. Sometimes email "bombs" are used as a method of retaliation. Even if no harm was intended or it was simply a "harmless prank," a single email "bomb" can cause service disruptions to thousands of users.

### **Forgery**

You must not alter any form of electronic communication (especially via forged electronic mail and news postings). Messages, sentiments, and declarations sent as electronic mail or sent as electronic postings should meet the same standards for distribution or display as if they were tangible documents or instruments. Forgery includes using another person's identity. Forgeries intended as pranks or jokes are still violations. Attempts to alter the attribution of origin (e.g., the "from" or "addressee" lines) in electronic mail, messages, or postings, will be considered transgression of ASF rules. You are free to publish your opinions, but they should

be clearly and accurately identified as from you, or, if you are acting as the authorized agent of a group recognized by ASF, as coming from the group authorized to represent. ASF expects all users, both adult and students to remember the IB learner profile. "Is what I am doing on-line representative of the IB learner profile?" When in doubt, the probable answer to the question is "no," and the action should not be taken.

### **Commercial use of ASF Resources**

The use of ASF resources, such as, but not limited to, email, newsgroups, or the world wide web in order to advertise or solicit sales is strictly prohibited. Any commercial use of ASF's systems (through an office, community site, or network connection, or stored on an email account) resulting in a financial gain to yourself or someone else is a violation of this policy.

### **Copyright Violations**

Copyright exists in any original work that exists or is fixed in any tangible medium of expression. Images displayable on computer screens, computer software, music, books, magazines, scientific and other journals, photographs, and articles are some of the things subject to copyright. A copyright notice is not required. Subject to exceptions, it is a violation of copyright law to copy, distribute, display, exhibit or perform copyrighted works without authority of the owner of the copyright (for information about copyright law and various exceptions, see the specifics on your division' library sites. Teachers and librarians can show you how to correctly give credit to others for their work. Would you want someone using your work and not crediting you for it. (Many of these policies are from Shippensburg University, the International Society for Technology in Education (ISTE) and John Hopkins.)

An electronic transmission includes both copying and distributing. Such things as downloading music or displaying photographs without authority of the copyright owner may be a violation. Civil penalties can be substantial. Under the Digital Millennium Copyright Act (DMCA), ASF is permitted to immediately take down any infringing site on the ASF network and block access to any infringing sites on other networks, upon proper notice from the copyright

owner or upon actual knowledge of infringement.

### **Harassment**

Any repeated or unwanted communication may constitute harassment. Any communication with the direct intention of harassing, threatening, implying, or otherwise causing harm to individuals, classes of individuals is a violation of ASF policy. If you should receive any harassing messages electronically, you may consider notifying the sender. Many times, the sender may not realize that their communication is unwanted or offensive unless you tell them. However, if the sender continues after being notified, you do not wish to contact the sender, or if the situation is serious, you should contact your dean if you are a student and your supervisor if you are an employee. Be sure to save copies of all harassing material.

### **Interfering with a User's Authorized Service**

Any activity that causes disruptions in service to other users is considered interference. In some cases, using more resources than you are entitled to can also be considered interference (e.g., using excessive storage space on shared systems, flooding chat channels or newsgroups.) More importantly, you must not monopolize computing resources for leisure activities such as game playing and other trivial applications locally or over an affiliated network; printing excessive copies of documents, files, images, or data. You should refrain from using unwarranted or excessive amounts of storage; printing documents or files numerous times because you have not checked thoroughly for all errors and corrections; or run grossly inefficient programs when efficient alternatives are known to be available. You should be sensitive to special needs for software and services available in only one location, and cede place to those whose work requires the special items. Know that ASF modulates bandwidth access to certain types of applications so do not assume "the system is slow;" applications like PowerSchool, PowerLearning, email, and Evernote have priority for bandwidth before other applications do. Bandwidth is also addressed further below.

### **Sharing Resource Accounts and**

## **Passwords**

Your network login and password are for your personal use. If you share your login and password with your family members, friends, then you are giving them access to services they are not authorized to use. They may embarrass you by sending an email, posting messages, or even chatting with people while posing as you. Do not share your account or password with anyone. If you suspect that someone may have obtained your password, change it immediately. If you suspect that someone has repeatedly accessed your login and password, notify your dean. Conversely, using someone else's password to access services or data is also a violation of policy, regardless of how the password was obtained. Do not use anyone else's password, account, or email.

## **Disruption of System Security or Integrity**

Tampering with the operation of any server or network resource is prohibited. Any such activity constitutes a threat to the normal operation of that resource and can potentially affect thousands of users. Any attempt will be regarded as malicious in intent and will be pursued in that perspective.

## **Tapping Phone or Network Lines**

Running a network "sniffer" program to examine or collect data from the network is considered tapping a network and may constitute a violation of State or Federal civil and criminal statutes. ASF will pursue any suspected cases of network "tapping" accordingly.

## **IP Addresses**

ASF users are dynamically assigned IP addresses for use with their computers or other networkable devices. The use of any ASF Computer Network IP addresses other than those that have been dynamically assigned by ASF is prohibited. Use of "hard-coded" or unassigned IP addresses can cause conflicts, possibly resulting in a disruption or temporary suspension of service.

## **Unauthorized Access**

Legitimate use of ASF's computer systems does not extend to what one is capable of doing on that system. In some cases, there may be security loopholes through which people can gain access to a system or to data on that system, a network, or data. This is unauthorized access. If a student accidentally permits access to his or her files through the network, you do not have the right to access those files unless you have been given explicit authorization to access the material. This is similar to accidentally leaving a car unlocked. You wouldn't expect your neighbor to use that as an excuse for entering your car.

## **Network Devices**

Any computer or other networkable device connected directly to the ASF computer network must be registered. The use of any unregistered device is prohibited. This includes, but is not limited to, game consoles, PDAs, printers, and any other networkable device. Users can still use these devices, but they must be properly registered. Use of network switching equipment such as hubs, switches, routers (wireless or otherwise), etc. is strictly prohibited. Only one Ethernet connection per user per data port is permitted. Use of network switching equipment for the purpose of network expansion, bridging, and/or multi-device access may result in your ASF computer network connection being suspended or terminated with or without prior notice. Use of network devices in a "server" capacity is strictly prohibited. Use of such devices may result in your ASF computer network connection being suspended or terminated with or without prior notice.

## **Bandwidth Utilization**

ASF sizes and acquires Internet bandwidth and network resources based on past usage statistics. While every effort is made to assure ample bandwidth is available to all campus network users, unexpected peak demand may cause degradation of services to all users until additional bandwidth is installed. To manage the impact at these times, traffic may be prioritized to assure critical communications are not adversely impacted.

## **Consequences of Misuse**

Infractions of this shared use policy may result in loss of system and network privileges. When your dean has reason to believe a user has violated the shared system policy, he/she may suspend the user's account pending the outcome of an inquiry into the matter. If, in addition to withdrawing privileges, your dean believes the violation warrants additional disciplinary action, the infraction may be referred to the division head and/or to your parents.

Certain violations may constitute criminal activity, which may be referred to local or federal law enforcement authorities. Members of ASF community are expected to respect any applicable local, state, or federal laws. Should further action be applicable, as in cases that violate local, state, or federal laws, the appropriate authorities may be notified.

Deans of students are authorized to take physical possession of a non-ASF owned device (a personal device) for a temporary period (1st offense violation may involve a loss of privilege) up to indefinite possession until the authorized parent has come to retrieve the device (for gross misuse, for evidence gathering, or repeated offenses to the system). If a student or student's family do not agree to this, do not accept the agreement and he/she will not be permitted to be on ASF's network or use a device at school.

### **Change of Acceptable Use Policy**

This Acceptable Use Policy is subject to change without notice. ASF may also make improvements and/or changes in the services described in this agreement at any time without notice. The terms and conditions contained in this legal notice are subject to change without notice, and you should visit the ASF Technology Support website periodically to determine if any such changes have been made.

## **SAFETY AND SECURITY**

### **School Closure - Contingency**

In the event that the school is closed and/or classes canceled due to extenuating circumstances, parents will be informed by official ASF email directly from the Office of Communications and announcements on the school's website. School closure will occur when ordered by the Mexican Secretariat of Public Education (SEP) government officials.

In the event of closure, teachers are expected to provide remote learning through our PowerLearning portal. Students will be expected to keep up with classwork from home, as assigned by teachers. Students and parents should regularly check PowerLearning as well as the ASF website, as they will be held responsible for information, announcements and assignments posted.

### **Emergency Evacuation Procedures**

ASF has an emergency manual that contains detailed information about each person's responsibility in the case of an emergency. Each year the school carries out earthquake, lockdown and fire drills to ensure that faculty, staff and students practice evacuation procedures. If you are on campus as a visitor at the time of a drill or emergency, you are expected to comply with ASF emergency procedures and will be advised of instructions. If the campus is on lockdown no one is allowed in or out of campus until the emergency or drill is over. For more information, ask the appropriate division office to see the ASF Emergency Preparedness and Response Procedures Manual

### **Visitors to the ASF Campus**

ASF strives to maintain an environment that is healthy, safe and promotes learning at all times. Visitors who add to our learning environment are always welcome and are encouraged to arrange their visits in advance with school offices. This will enable offices to notify security and to facilitate entrance into the school as well as parking in school facilities. Parents and guardians are valuable partners in the learning process and we invite their active participation throughout the school year.



The Admission and Financial Aid Office, with the help of ASF Student Ambassadors, provides a tour of the campus every Thursday at 9:30 a.m. Please call the Admission and Financial Aid Office (5227-4900) to schedule your visit. Prospective students and their parents are welcome to visit the school for these tours.

All visitors are required to sign in at the point of entry (Main gate or parking lot) and leave official photo identification in order to obtain a visitor's badge, which should be worn and be visible. Visitors to the ECC, Lower, Middle or Upper Schools are required to check in at the division office as soon as they arrive. Visitors may not interrupt classes without prior consent of the office. Parents wishing a conference with teachers should contact the school office to make an appointment. In the case of Middle and Upper School where students could have up to eight teachers, parents should contact the Counseling Office.

Friends, former students and other family members are not permitted to visit the school during the day, as this represents a significant disruption to the learning environment. Drivers, maids and other family service personnel are not allowed on campus without permission.

### **Animals on Campus**

No animals are allowed on campus without prior approval from the appropriate division office with the assent of the Executive Director and may only be permitted as part of a program of study.

## **TRANSPORTATION**

### **Mandatory School Bus Service**

At the time a student is registered, they will also

be required to schedule bus service. With this statutorily required program, ASF is helping to improve air quality in Mexico City, reduce the congestion on the streets around the school and enhance student security. In the case of students whose homes are outside the bus routes or otherwise inaccessible, families will be charged an alternate route fee.

Students, bus supervisors, drivers and adult passengers are responsible for ensuring that high standards of health and safety are maintained on buses at all times.

The bus service is not a door-to-door service. Where it doesn't add time to the bus route we do our best to oblige, but sometimes, a central pick-up point must be established. One alternate address per student is permitted for pick-up or drop-off. All routes are designed according to logistics considering the wellbeing of students in all circumstances. It is mandatory to sign the Transportation Guidelines and Regulations, which will be hand delivered to all homes at the beginning of the school year and sent back to school with the bus supervisor. These Guidelines and Regulations will be available in the Parents section of the website Forms and Regulations.

ASF has a fleet of 78 buses. In the morning, the buses are scheduled to arrive on campus between 7:10 a.m. and 7:35 a.m. depending upon many factors including traffic. After that time, they are considered late. In the afternoons, buses run on the following schedule:

- Early Childhood Center  
Doors close 12:27 p.m.  
Bus departs 12:30 p.m.
- After Classes End  
Doors close 2:42 p.m.  
Bus departs 2:45 p.m.
- After School 1  
Doors close 4:12 p.m.  
Bus departs 4:15 p.m.
- After School 2  
Doors close 6:12 p.m.  
Bus departs 6:15 p.m.

As of the first day of classes until September

4, no permits will be given to ride other buses including alternate domiciles. One alternate address per family is authorized per year.

ECC permission to ride other buses should be dealt directly with the ECC Office, copying the Transportation Office. Neither the Transportation Office nor the bus supervisors will receive green notes.

Children are not permitted to leave the bus once the engine has started. For delays or contingencies, please stay informed through our institutional communications channels, as we are unable to personally call everyone. If there is an unscheduled early dismissal due to a contingency, all students should take their own bus, no special permits will be granted nor exceptions will be given, all students will be taken to their official addresses and someone should be there to receive them. If there is no one available, the student will be returned to school and remain in the Founders' Garden in front of the Main Police Shack until someone can pick him or her up. In contingencies when buses cannot leave school, students will be kept on the Middle School field and given water and a snack.

Students who display inappropriate behavior on the bus, as stated in the Transportation Guidelines and Regulations, will receive a bus report. Parents will be informed and a consequence will be given. If the misbehavior continues, the child will not be allowed to ride the bus for a specified period of time. A copy of the report will be shared with the corresponding division office for it is filing.

Students, bus supervisors, drivers and other bus passengers are all responsible for ensuring that high standards of health and safety are maintained on buses at all times. Specific guidelines for buses include the following:

### **Pick-up and Drop-off**

Students must be waiting for the bus five minutes before the designated pick up time. If the student is not at the stop, the bus will continue on its

route, even if an adult is waiting at the stop without the student. The bus driver will not honk the horn or ring the bell. Under no circumstances will the bus make stops outside the designated route. If a student misses his or her stop, he or she must go to the next established stop.

Students must show their ASF ID to get on the bus. Exceptions will be made the first days of school before IDs are issued.

The parent or parent designee responsible for picking up the student must be at the bus stop 10 minutes before the designated time. If the responsible adult is not at the stop to pick up the student, the student will be returned to school and remain at the Founders' Garden until someone can pick him or her up. Upper School students may leave the bus without written authorization from their parents.

Parents may authorize their child from grade 2 through 8 to cross the street or to be dropped off without an adult by advising the Transportation Office in writing. Under no circumstances can the supervisor cross the street with the student.

Bus supervisors are required to get off the bus to help younger students get on and off the bus.

Parents must advise the Cashier's and Transportation Office at least two weeks before any address change to allow time for the bus company to make the changes. The change in service is subject to space and route availability.

Parents and parent-designees will not be allowed to get on the buses nor stop a bus in movement.

Under no circumstance may cakes, food or snack for the class, suitcases, recycling material, pets or any kind of animals be transported on the school bus.

The supervisors and the bus drivers are not authorized to modify times and/or routes. All comments, suggestions, route changes, etc., should be directed to the Transportation Office via email at [transportationoffice@asf.edu.mx](mailto:transportationoffice@asf.edu.mx).

Neither the bus company nor the school is responsible for any objects left on the bus.

No chase cars are permitted to follow the buses. This also applies for any ASF authorized field trip.

### **Discipline for Misbehavior on Buses**

There is a supervisor on each bus entrusted to monitor that all rules are followed. Any misbehavior by students is reported to the Transportation Office and to the corresponding school division for disciplinary action and could result in suspension of service. A copy of all reports in extreme cases will be shared with the corresponding division office.

- Students should remain seated with their seat belts fastened during the entire route.
- Parents and students must treat the driver and supervisor courteously at all times.
- Students must respect other students and their belongings. They must use proper language as well as monitor the content of their comments.
- Students must accept responsibility for their belongings at all times. Items left behind on the bus will be collected by the bus supervisors and turned in to the Transportation Office, where a Lost and Found area will be maintained. All unclaimed/unidentified items in the Lost and Found will be donated to charity periodically.
- Backpacks, suitcases, etc. must be placed on the floor under the seat.
- Students who do not go home on their bus routes may not send their belongings home with others.
- Students assume the responsibility of maintaining the bus and seats in good condition. Students will be held accountable for any damage caused, including payment for repair or replacement.
- No animals are allowed on the bus.
- No eating, drinking or chewing gum is permitted on the bus. The supervisor, under extenuating circumstances, can use discretion and students should follow those instructions.
- The following is prohibited on the bus:
  - Distracting the driver.
  - Bothering or bullying other students.
  - Using any kind of spray.
  - Taking photos or video.
  - Smoking or using a lighter.
  - Littering inside or outside the bus.
  - Showing disrespect for pedestrians or drivers and passengers of other vehicles.

- Getting off the bus to buy items or to purchase products through the windows.
- Carrying sharp objects.
- Drawing on walls or seats.
- Using objects that could cause harm if the bus were to make a sudden stop.

The Transportation Office Disciplinary Policy ensures due process to each student in the face of disciplinary action. Therefore, we follow a policy that includes student reflection, parent notification and clear behavior guidelines. Students who have not followed the standards of conduct and responsibilities or any other guidelines laid out by ASF may be subject to the following:

- Student reflection, warning, parent notification.
- Short term suspension, parent/school dean notification.
- Permanent suspension from the bus, parent/school dean notification.

### **Using a Different Bus Route**

As our routes are at capacity, invitations made to classmates to take the bus at the end of the day will be considered a route change and are subject to space availability. Therefore, all requests must be made in writing (a form is available online) and given to the bus supervisor or turned in to the Transportation Office with 24 hours' notice. The families of both children must deliver a note. A maximum of three guests per family will be considered. There will be no requests accepted via email or by phone.

If no space is available, the Transportation Office will contact the family that has extended the invitation for them to make alternate arrangements.

No late changes or invitations are accepted on early dismissal days or during a contingency.

If an emergency arises and a change in plan is needed involving the bus, authorization from the Transportation Office should be requested and the administrative assistant in the child's division must be advised with enough time to inform all parties involved.

## After School Buses

Late bus services, departing ASF at 4:15 p.m. and 6:15 p.m. from Monday to Thursday and 5:30 p.m. on Fridays, are provided for students who remain on campus to participate in Athletics and Extended Learning activities, student clubs, tutoring, study halls or to work in the Learning Centers. Arrangements for this service are to be made in person by a parent in the Transportation Office. Without proper registration, service will not be provided. These routes provide a “satellite” service; parents need to arrange for pickup at designated stops. All regular bus rules apply. There will be no after school bus service unless there are more than five students using the bus regularly (students should be registered in an extra-curricular activity). If on any day there are less than five students in any bus, the route might be combined with another route and meeting points changed.

## Procedures in case of Breakdowns or Accidents

All bus transportation is covered through an accident insurance policy. All students should follow the Transportation Guidelines and Regulations. All buses have a radio system to communicate between the bus company and the Transportation Office. In case of a breakdown, route changes due to traffic jams or demonstrations, and/or accidents, the bus driver will report the situation to the Transportation and Security Office, which will inform the parents and the bus company. A new bus will be sent immediately, depending on the situation, to continue with the route.

## Traffic Regulations

All buses are required to follow all traffic laws as stipulated in the Traffic Regulation in force in Mexico City.

## Payments

A student may be suspended from the bus service if any school fees are in arrears for more than two months. The school will notify the family in writing 15 days before suspension. The service will be reinstated once payment has been received.

An alternate route fee may be applied to specific cases based on distance from school, logistical issues and other factors. The Transportation Office can provide information concerning the possible exemptions.

Questions regarding bus fees should be directed to the Cashier’s Office.

## Parking

Parents and visitors are provided the opportunity to use the school’s parking facility while on official school business. The upper level of the parking lot is for the exclusive use of Board Members and employees. The second level of the parking lot will be open for visitor use. Once parked, all visitors must exit their vehicle and leave the parking lot. No loitering will be permitted. Vehicles must leave before 8:30 p.m. unless a special waiver is granted. Under no circumstances will students be allowed to park on campus. All students are expected to ride the school bus each day.

To enter the parking lot, pick-up and drop-off areas at any time during the day, you must comply with the following security measures:

- Respect the maximum speed of 10 km/hr. Use a seatbelt at all times.
- Do not use cell phones or other electronic equipment when driving inside the school, this can distract you and cause accidents. Turn on your headlights.
- Use your turn signals.
- Follow the established routes.
- Do not get distracted while driving inside the school. Lock your car.
- Do not damage vehicles beside you. Open doors carefully. Alcoholic beverages are prohibited on the campus.

- Any failure to comply with these guidelines will be grounds for asking you to leave school.

## Access To Campus

When arriving at ASF in a vehicle, please respect the traffic flow. No stopping near the main pedestrian entrance on Bondojito Street is permitted at any time. Bondojito Street has five lanes, which are to be used as follows:

- The left lane is for buses dropping off and picking up ECC students. It must be kept clear at all times.
- The second and third lanes from the left are for moving traffic.
- The fourth lane from the left is for entering the drop-off and pick-up area through the gate located immediately beyond the main parking lot entrance. Drivers must show a valid ASF ID. Inside the gate, cars will turn left and enter the drop-off and pick-up area, where they may stop for a few seconds to allow children to exit their vehicle. Students should have their backpacks and supplies ready to immediately exit the car and ensure a smoother traffic flow.
- All employees, teachers, students and members of the ASF community must show their ASF ID upon access, swipe at the card reader and wear it at all times.
- The far-right lane (inside the barriers) is exclusively for entering the parking lot in the mornings and to access the drop-off and pick-up area in the afternoon.
- Alumni are not allowed to enter the school without a written notice from the person who invited them, who will be responsible for them during their entire visit. Alumni are not allowed to enter restricted areas without authorization and are not allowed to walk around the campus unaccompanied.

To ensure a safe campus environment, the following guidelines are in place for all community members and visitors:

- Parents and caregivers are not permitted to enter through the pedestrian entrance on Bondojito Street to pick up children.
- Once students are issued an ID at the beginning of the year, they must show it before getting on the bus or entering campus. Once they show their ID, they may store it in their backpacks. Students will be provided one ID free of charge, but any replacement IDs will cost \$250 pesos.
- Parents must carry their ASF ID in a visible place at all times while on campus. One ID will be free of charge, but any replacement will cost \$250 pesos.

- Visitors to campus who are not parents are asked to sign in and leave a valid, official identification (INE, driver's license, passport or immigration document) upon entry to the school. Police Officers will contact the person they are visiting, and must wait at the door to be picked up by this person. They will be issued with a visitor ID, which must be visibly worn around the neck at all times.
- Authorized adults, such as family service personnel, drivers and bodyguards may only enter the drop-off and pick-up area or parking lot with an ASF ID between 7:00 and 8:00 a.m. or after 2:30 p.m. and may not enter any other part of the campus, nor remain in their vehicle.
- In order to avoid generating traffic on Bondojito Street, at 2:00 p.m. vehicles are admitted to the pick-up / drop-off area, allowing parking at both ends. Access is exclusively for those who present a valid ASF ID. Once inside the campus, drivers are not allowed to get off their vehicle.
- Friends, former students and other family members should refrain from visiting classrooms unless invited by the teacher before 2:30 p.m. as this represents a significant disruption to the learning environment.
- All persons visiting campus after hours, on weekends or during holidays must follow indications from security personnel.
- Visitors using facilities such as the athletic fields, pool, tennis courts, weight room, etc. must go directly to those facilities and avoid visiting other areas. All visitors must show their ID at the entrance and they will be provided with a visitor badge. They must also be registered in the control log without exceptions.
- Parking is only authorized in designated spaces.

The safety of ASF employees, students, parents and other community members is a top priority for and the school has made great progress in improving campus access security.

ASF has installed metal detectors and has implemented procedures to register people, as well as checking belongings at all campus access points. Anyone who wants to access the facilities must go through bag check. This measure may function at all times, with no need of a specific cause. Not allowing security personnel to do a bag check may be a reason for denying campus access.

The ID card is personal and non-transferable. Any person who misuses the ID will be sanctioned. Sanctions can range from a warning to the

cancellation of the ID. Anyone who does not have an ID must follow the visitor registration procedure with the security personnel.

Access points feature an anti-passback system that prevents the cardholder from handing his/her card to another person to use. Anyone not carrying an ID must be registered with the security personnel at the corresponding access point.

According to current policies, no ECC, LS and MS students may leave campus without an accompanying parent, guardian or authorized adult. This measure excludes students leaving campus by bus. It is mandatory for the authorized adult to present his/her ID and to pass through the turnstiles first, followed by the student(s), who will also present their ID to activate the turnstile. US students are allowed to leave campus after 2:30 p.m. using their ID.

ASF has a mandatory bus system. As students board the buses, general attendance will be taken. The supervisors will scan the student IDs through a reader connected to a centralized system, so it is important that the students carry their ID at all times. A small number of students who do not have bus access must enter or leave campus through the pick-up and drop-off area, where students must use their ID to access or leave the campus.

Students who park in areas near ASF, as well as students who arrive on foot, should request special permission for pedestrian access through gate 2. For these cases, it is necessary to contact the Operations Manager to enable corresponding entrance rights.

In addition to their ID, ECC students will carry an electronic tag that allows them to register their entrance without the need to present their ID, providing greater safety for our youngest children in the use of this equipment. These tags do not open a barrier. In case the minors access from the main campus, it will be necessary to show their ID at the parking lot and gate 2 access points.

Use of the parking lot elevator is exclusive to individuals who have a personal and/or health condition that requires it. In these cases, the individual must contact the Operations Manager so that the user's ID is enabled with the needed permission. Elevator access will also be available to people who occasionally need to move large and/or heavy objects. In these cases, security personnel will allow access.

Security personnel should be present to assist the entire community in the aforementioned activities; any physical or verbal aggression to them will carry sanctions ranging from a warning to the removal from campus.

### **Dropping off Students in the Morning by Car**

Those who are unable to use the bus service must deliver students using our drop-off and pick-up area outside the Wellness Center in the mornings between 7:00 a.m. and 7:45 a.m. Access will be granted only to those presenting a valid ASF parent, relative, employee or authorized adult identification. Only parents, students and employees are permitted to exit their vehicles in the drop-off and pick-up area. Drivers and other personnel must remain in their vehicle. Students should arrive with their backpacks and other materials with them ready to disembark.

Before 7:00 a.m. or after 7:45 a.m. parents dropping off students must use the parking lot. The far-right lane of Bondojito Street is for the exclusive use of those entering the parking lot, and those using the drop-off lane should use the second-to-right lane. Students may not exit vehicles on Bondojito Street and enter through the pedestrian gate.

Students who do not arrive on a bus will not be allowed campus access through gate 2 (main gate) before 8:30 a.m. They must be dropped off in the drop off area. After this time, security personnel will notify the appropriate division for authorization to allow access to students who are arriving late.

## Exit at End of School Day

After classes end at 2:30 p.m.:

Upon dismissal, students make their way to their bus. At this time, parents and drivers may enter the drop-off and pick-up area or the parking building to pick up students. Drivers must show a valid ASF ID that includes the names of the students they are authorized to pick up, and may not access other parts of campus. The drop-off and pick-up area will remain open until 3:30 p.m. It will reopen from 4:00 p.m.-4:30 p.m. and from 6:00 p.m.-6:30 p.m. from Monday to Thursday. On Friday, it will reopen from 5:00 p.m.-5:30 p.m.

Only US students with a valid ASF ID may leave campus through the pedestrian entrance. If an Upper School student does not have a valid ASF ID, he/she may only leave campus in the company of a parent or guardian. ASF offices do not provide passes for students who do not have official school ID.

Later exit after Athletics and Extended Learning classes:

- ECC and Lower School students who participate in A&EL activities after school must select bus or car on the registration form when registering for the activities. Additionally, parents must contact the Transportation Office for further registration requirements. Day-to-day changes in transportation for ECC students must be received in writing using the "24 Hour Notice of Change of Plans" green note, no less than one day in advance. This form is available in the school division offices and online. The Extended Learning Coordinator must approve extenuating circumstances. Upon dismissal at 3:55 p.m. students are required to make their way to the 4:30 p.m. bus area or the pick-up/drop-off area near the Wellness Center.
- Middle and Upper School students who participate in A&EL activities after school and use the bus service must register in the Transportation Office. Students may take the 6:15 p.m. bus only if they are in a practice or another adult supervised activity until that hour. Younger siblings may not wait for older siblings to finish practice to take the 6:15 p.m. bus.
- Upper School students who leave the campus after 2:30 p.m. will not be allowed to reenter the campus until 4:45 p.m.

For more information about afternoon buses and exit procedures, see chapter 12.7.

## Student Passes and Leaving Campus

Students must have written permission to leave campus at any time other than the end of the day. Passes that permit students to leave campus are issued in each school office and should be requested at the beginning of the day. Students are expected to have passes from teachers when they are out of class during class time. During the day, students should remain in their respective school areas unless permission is otherwise granted.

The main pedestrian entrance on Bondojito Street is open all day, with the exception of mornings from 7:00 a.m.-7:45 a.m. During this time, people may only enter on foot through the alternate pedestrian entrance. Conversely, during this time, pedestrians may only leave campus through the main pedestrian entrance.

## Unauthorized Trips and Parties

No student or student group may organize, publicize, collect payment or be in possession of one or more tickets for an unauthorized trip or party on school property or in the immediate surrounding areas. Such events may not be publicized on school bulletin boards or using school media. Any student who breaks this rule will be dismissed. The ASF name, logo and stationery may not be used. These events usually occur without adult supervision and may involve the consumption of alcohol by minors. They are not supported by ASF.

Ordinarily, the School does not control students for acts of misbehavior outside of school and school hours, but such acts may result in consequences for a student when they are detrimental to good order and the best interest of the school or when they adversely affect school discipline. The Upper School section of the Family Handbook has further information pertinent to only that division.

## **Security Guidelines**

Parents who are using the pick-up / drop-off area to transport students to private parties, need to inform the division office (ECC; LS; MS; US) and copy to the Safety and Security area, at least 24 hours in advance.

## **Required information**

Type of vehicle; brand; driver's name; entry time. You can enter between 1:45 p.m. and 2:00 p.m. through door 5. There is no need for you to line up. The driver must remain inside the vehicle, and a family member can enter the school to pick up the students.

At 2:30 p.m., students will be able to leave after checking the authorization lists.