

AMERICAN SCHOOL FOUNDATION OF MONTERREY, A.C.

HOME OF THE EAGLES



ASFM DIRECTORY

Superintendent
George Stewart

Lower Elementary Principal & Elementary Head
Veronica Kaypaghian

Director for Preschool
Verónica Morales
N & PK

Lower Elementary Dean of Students
Karina Cesar
Grades K-2

Upper Elementary Principal
Patricia Sánchez
Grades 3-5

Upper Elementary Dean of Academics
Renee Norona

Psychologists
Estela Manrique
Maria Virginia Rodríguez
Rosy Saucedo

Counselors, Grades K to 5
Misty Moore
Stephanie Graupmann
Victoria Potter

Avenida Ignacio Morones Prieto 1500, Santa Catarina, Nuevo León
Main Office Telephone: 5000-4400
Office hours: 7:15 a.m. – 3:45 p.m. (Monday – Thursday)
Office hours: 7:15 a.m. – 3:15 p.m. (Friday)
<http://www.asfm.edu.mx>

Table of Contents

ASFM Directory	1	Physical Education Uniforms	15
Mission	3		
Vision	3	IV. ATTENDANCE POLICY	15
Identity Statement	3	Procedures Following an Absence from School	16
Objectives for ASFM	3	Excused Prearranged Absences	16
History of ASFM	3	Unexcused Absences	16
Safe and Caring School Philosophy	4	Homework Requests	16
Teacher and Parent Expectations	4	Participation in School Related Activities	16
Student Expectations	4	Athletic Department & Tournaments	16
ASFM Elementary Framework for Learning	5	Tardiness	17
		Early Dismissals	17
I. ACADEMICS	6	Withdrawal from School	17
Philosophy	6		
Daily Schedule	6	V. COMMUNICATION	17
ASFM Report Card Philosophy Statement	6	ASFM Communications Flowchart	17
Grading Periods & Procedures	6	Calendar	17
Grading Code for Progress Report (N-5)	6	Parental Concerns	17
Grading Code for Report Card (N-5)	6	Appointments with Teachers	18
Grading Code for Non-Academic Areas (N-5)	6	Friday Folder	18
Comment Timeline for Progress Reports	6		
Comment Timeline for Report Cards	7	VI. FACILITIES	18
Response to Intervention	7	Library and Media Center	18
Retention Policy in Nursery to Grade 2	7	Science Lab	18
Retention Policy Grades 3-5	7	Cafeteria	18
Procedure for Failed Subjects Grades 1-5	7	Lost and Found	18
Limits of Repeating Grade Levels	7		
Accommodations and Modifications	8	VII. HEALTH SERVICES	18
Academic Rigor	8	Illness & Injury	18
Learning Alternatives	8	Injuries and Insurance	18
Academic Probation	8	Emergencies	19
Homework	8		
Tutoring	8	VIII. TRANSPORTATION	19
Spanish Instruction at ASFM	8	Arrival	19
Standardized Testing	9	Dismissal	19
		Changes to Carpools and Buses	19
II. COMPLEMENTS TO ACADEMIC PROGRAM	9	Third Party Transportation and Group Events	19
Character Education & Values Programs	9		
Values and HOPE	9	IX. PARENTS	19
Social-Emotional Learning	9	Room Mothers	19
Life Skills	9	Parent Volunteers	20
Multicultural Education	10	Parent or Student Gifts to ASFM Staff Members	20
Sustainability: Reduce, Reuse, Recycle	10	Parents Entering School	20
Student Awards	10	Student Belongings	20
		Personal Invitations for Private Events	20
III. DISCIPLINE AT ASFM	11	Third Party Transportation and Group Events	20
Expectations (Extra-Curricular or Off-Campus)	11	Field Trips	20
Rules of the School	11	Emergency Evacuations and Student Alert Drills	20
School Wide Rules & Expectations	11	Emergency Closings & Making Up Days	20
Logical Consequences	11	Smoking and Vaping	20
Cafeteria Guidelines	11	Purpose of Agenda	20
Hallway Guidelines	11	School Rules and The Eagle Way Pledge	21
Playground Guidelines	12	Technology at ASFM	22
Dismissal Guidelines	12	How to Use the Student Agenda Effectively	23
Assertive Discipline Plan	12	Alma Mater and Pep Song	24
Detentions Assigned by Teachers	12	American National Anthem	24
Severe Clause Referrals	12	Himno Nacional Mexicano	24
Suspension	12	Pledge of Allegiance	24
Behavior Contracts	13	Juramento a la Bandera	24
Disciplinary Probation	13	Values Program and Student Agreements	25
Compliance with SEP Regulations	13		
School Transfer	14		
ASFM - A Safe & Caring School	14		
Academic Dishonesty and Plagiarism	15		
Cell Phone and Other Digital Devices	15		
Dress Code	15		

American School Foundation of Monterrey, A. C.

Mission

The American School Foundation of Monterrey (ASFM) fosters open minds, caring hearts, and global leadership within the entire school community. ASFM serves a diverse population and prepares all students through an innovative, inclusive, and intensive program focused on engaging and enabling students to achieve their individual potential in citizenship, academics, athletics, and the arts.

Vision

We believe in open minds, caring hearts and global leadership as essentials for a healthy and successful life.

Identity Statement

ASFM is a private, secular, non-profit, Nursery through 12th grade, college-preparatory, U.S.-accredited, co-educational institution, which offers both a Mexican and U.S. High School Diploma that serves the local and international population.

Objectives for ASFM

The Philosophy of the American School Foundation of Monterrey makes it imperative to implement the following objectives:

1. To develop in each student the ability to learn, think, and communicate with others in English and Spanish by incorporating widely accepted effective practices and programs.
2. To teach the skills that are necessary for a life-long process of growth, development, and refinement through exposure to a well-articulated and sequential course of study. This course of study includes traditional academic disciplines, as well as provide opportunities for participation in athletics and the fine arts.
3. To use teaching methodologies that promote higher order thinking skills.
4. To stimulate each student's creativity and problem solving ability.
5. To foster the ability and initiative of the student to pursue self-directed projects.
6. To encourage students in their search of personal meaning as they learn to respect the attitudes, values, and culture of others as well as their own.
7. To provide students with the experiences and interactions that promote the development of social problem-solving skills and conflict resolution strategies.
8. To develop a positive self-image in students by providing them with individual acceptance, encouragement, and recognition when appropriate.
9. To prepare flexible, autonomous, and reflective individuals who are ready to confront the challenges of a changing world.
10. To promote in students a sense of responsibility toward society and a commitment to conduct themselves in a highly ethical manner in future personal and professional endeavors.
11. To instill a sense of world citizenship in our students which will be reflected in their attitude and actions concerning the major social problems of our time as well as a feeling of stewardship toward our environment.

History of ASFM

The decision to create an American type education in Monterrey began at a meeting of parents at the Monterrey Foreign Club, on the night of June 28, 1928. The school opened on September 3, 1928, at 724 Hidalgo Street, with a principal/teacher and two other teachers caring for the educational needs of 57 pupils ranging from primary to tenth grade. The school was organized under Mexican law as a private civil society and received its charter on October 13, 1928.

During the 1936-37 school year, the location of the American School moved to an address on Bolivar (now Padre Mier) between Pino Suárez and Rayón. After June 1938, it moved again to the site of the Old Country Club in Obispado.

In April 1944, the school was re-established under the name of The American School Foundation of Monterrey as a non-profit society, founded by four individuals. Some months later, they were joined by one more individual and thirteen companies who became the original founders.

By the 1957-58 school year, enrollment had exceeded 450. A large-scale fundraising drive was launched that permitted the foundation to build and occupy the Rio Missouri campus in September 1958.

In 1984, the school became an accredited member of the Southern Association of Colleges and Schools, now part of AdvancED and Cognia. There are currently 2,400 students enrolled at ASFM.

The American School Foundation of Monterrey proudly operates in two separate buildings on one campus now. The Middle School and High School opened their doors in Huasteca in August 1996. August 2010 is a landmark year in the history of the institution with the inauguration of the state-of-the-art elementary school facility on the Huasteca Campus in the beautiful setting of the Huasteca Canyon.

Safe and Caring School Philosophy

As part of its educational philosophy ASFM strives to provide all students with a safe and caring school environment. The best education takes place in a community where there is trust and respect so that everyone feels free to take risks. A caring school community places a priority on fostering meaningful student to student and student to adult relationships, and on recognizing and celebrating each individual's abilities and differences.

A safe and caring culture can only be achieved by educating students on the value of equity and diversity and the detrimental effects of any form of discrimination, be it racial, gender, nationality, religious, physical characteristics, differences in abilities or talents, socioeconomic status, culture or language.

ASFM is committed to being a community void of discrimination by any member (student, teacher, parent or visitor on the premises). Because children and adolescents learn to behave appropriately by watching the positive behavior of adults, the objectives of a safe and caring school target adults as well as students. The emphasis rests with teachers and parents engaging in the following expectations:

Teacher and Parent Expectations

1. Model, support and reinforce positive social behaviors at home, in school and in the community.
2. Integrate school values into all activities.
3. Empower children to take responsibility for controlling their own behavior.
4. Give children the opportunity to resolve problems caused by their own behavior.
5. Encourage students through example to show self-discipline, care and understanding of others.
6. View incidents of misbehavior as opportunities to teach social skills
7. Apply and support logical consequences.
8. Respond to instances of inappropriate behavior immediately and in a way that maintains the rights and dignity of all concerned. Take adequate measures according to the nature of the situation.

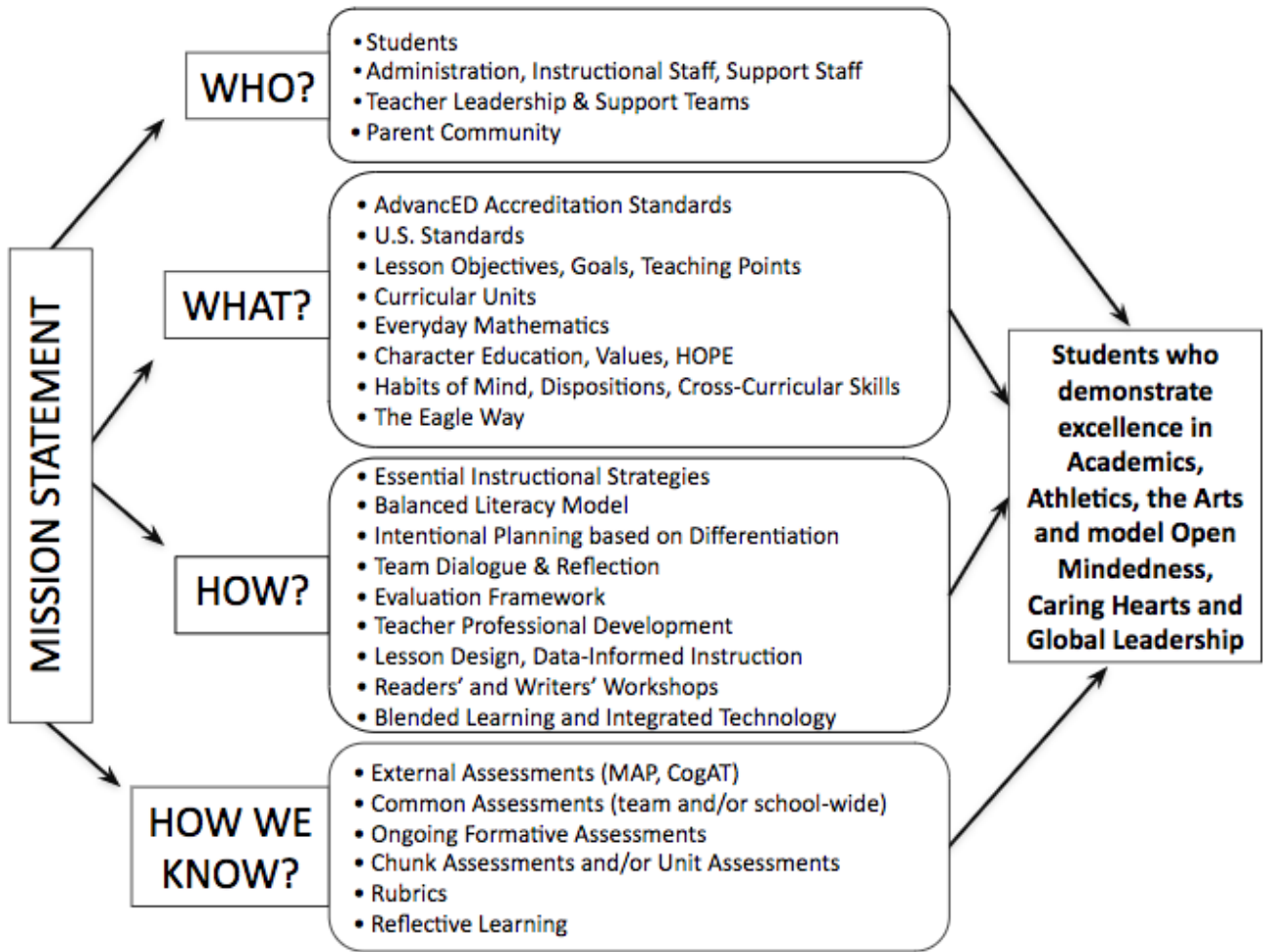
Student Expectations

In order to have a school that is safe and inviting place for everyone, students must take responsibility for building and maintaining a positive school climate. The following profile of an ideal ASFM student is intended to guide students toward behaviors that would enhance our school community. The ideal ASFM student is one who:

1. Respects everyone.
2. Demonstrates honesty.
3. Uses courteous and polite language.
4. Takes responsibility for the way she or he looks.
5. Accepts consequences and learns from mistakes.
6. Is absent only when necessary.
7. Is on time and prepared for class.
8. Focuses on class work and uses class time efficiently.
9. Strives to challenge her/himself and strives to improve.
10. Completes homework and assignments on time, reviews work and corrects errors, seeks help to improve understanding.
11. Demonstrates creativity and depth of thought by thinking of different solutions to a problem.
12. Knows the expectations of the school, lives them, understands their importance, and communicates them to others.
13. Provides positive contributions to the class, the school, the community and the world.
14. Demonstrates concern for the environment by using resources efficiently and conservatively, and by recycling, reusing and reducing to keep our school environment clean.
15. Respects individual and cultural diversity.
16. Seeks to improve the lives of others.
17. Demonstrates appreciation for the work of others by keeping the school clean, respecting school property and promotional displays.
18. Uses information ethically by respecting the work of the author.
19. Gets involved in her or his own learning.
20. Models the ASFM values in the community.
21. Adheres to the guidelines of this student agenda.



ASFM Framework for Learning



I. ACADEMICS

Philosophy

As part of its mission, ASFM "...prepares all students through an innovative, inclusive, and intensive program focused on engaging and enabling students to achieve their individual potential..." The general policy of the American School Foundation is to encourage and assist each student to progress in a continuous growth pattern or academic achievement in harmony with her or his physical, social and emotional development. As educators we realize that a challenging academic environment in an additional language setting may not be the best fit for students who have significant learning differences or language problems that limit their ability to successfully acquire a second language.

Daily Schedule

The first bell rings at 7:50 signaling students to line up or walk into their classroom. The second bell rings at 8:00 and classes begin promptly at this time. Check the school's policy for tardiness. Dismissal is as follows:

- Nursery & Pre-kindergarten: 1:00 daily
- Kindergarten to Grade 5:
 - 3:10 on Mondays, Wednesdays and Thursdays
 - 2:45 on Tuesdays
 - 2:15 on Fridays

Daily Schedule for Distance Learning

Classes begin at 8:30 with the morning block with homeroom teachers. Each schedule is unique during the rest of the blocks with Spanish and Specialist classes.

The end of day concludes with Closing Circle in K-5. This begins at 2:15.

Check the school's policy for tardiness. Dismissal is as follows:

- Nursery & Pre-kindergarten: 1:00 daily
- Kindergarten to Grade 5:
 - 3:10 on Mondays, Wednesdays and Thursdays
 - 2:45 on Tuesdays
 - 2:15 on Fridays

ASFM Report Card Philosophy Statement

ASFM's instructional program is based on sets of standards that clearly articulate targeted knowledge and skills. In an effort to provide a holistic view of each individual, the reporting process is designed to provide information on student achievement against the standards as well as non-academic factors.

The reporting system will provide precise feedback on a student's progress toward meeting the grade level expectations, will give information on individual growth, and will indicate special needs and/or enrichment. It will also assist students in setting goals for improvement.

Grading Periods and Procedures

ASFM's Elementary School year is divided into trimesters. A combination of three progress reports and three report cards are sent home in the middle and at the end of each trimester. These reports go in a reporting folder that needs to be signed and returned to school. Codes for grading are here to support understanding. Tables describe the process for teacher comments.

Grading Code for Progress Report (N-5)

- 1 = Not progressing as expected
- 2 = Progressing toward the expectation
- 3 = Progressing as expected
- 4 = Progressing beyond expectation

Grading Code for Report Card (N-5)

ASFM's reporting system in grades N-5 is based on the student's progress relative to the grade level standards. Individual progress in all subject areas is reported using the following four categories:

- N** = not meeting expectations (failing grade)
- A** = approaching expectations (minimum passing grade)
- M** = meeting expectations
- E** = exceeding expectations

Grading Code for Non-Academic Areas (N-5)

Student performance with school rules and specific life skills will be reported in N-5 and are assessed with a rating scale of 1-4 as follows:

- 1 = Seldom
- 2 = Sometimes
- 3 = Most of the time
- 4 = Consistently

Comment Timeline for Progress Reports

	Trimester 1	Trimester 2	Trimester 3
Homeroom Teachers	All	Students receiving 1 or 2 in any area	Students receiving 1 or 2 in any area
Specialist and Spanish	Students receiving 1 or 2 in any area	All	Students receiving 1 or 2 in any area
Support Services	As Needed	As Needed	As Needed

Comment Timeline for Report Cards

	Trimester 1	Trimester 2	Trimester 3
Homeroom Teachers	Students receiving N or 1	Students receiving N or 1	All
Specialist and Spanish	Students receiving N	Students receiving N	Students receiving N
Support Services	As Needed	As Needed	All

Response to Intervention

ASFM has adopted a Response to Intervention (RTI) Model that provides for a three-tiered system of support. Tier 1 is reflected in best teaching practices and occurs in the classroom. Tier 2 offers an additional layer of supplemental intervention. In Tier 3 support increases in intensity once again. The tiers change as the needs of the child change.

In the event that a student continues to struggle academically, the school will approach the parents to develop either a Student Action Plan (SAP) or an Individual Education Plan (IEP). Both are tailored to the learning needs of the child and establish achievable goals and next steps for personal success. The expectations of the IEP are not the same as grade level expectations and may impact future course choices and graduation outcomes. The SAP is designed to give a temporary increase in the intensity of learning support through supplemental intervention.

Retention Policy in Nursery, PreKinder, Kindergarten, Grade 1 and Grade 2

Retention may be considered when a child does not demonstrate academic and/or social-emotional readiness for the next grade level. The decision for retention is made by a school team composed of the Homeroom Teacher, Administrator(s) and a Psychologist, in conjunction with the student’s parents. When recommending retention, these factors will be considered:

- The student’s academic achievement is below expectations
- The student demonstrates significant struggles making progress in important areas of her/his development
- The student appears to be immature and young for her/his age

If the decision is agreed upon by both the parents and the school, a letter of agreement will be required to comply with Secretaría de Educación regulations. This includes the signatures of parents and the school administration.

Retention Policy Grades 3, 4 and 5

Recent research indicates that there are tangible benefits to keeping struggling students with their age peers. In the event that a student does not meet the criteria for promotion, ASFM will liaise with the Secretaria de Educacion and the policies for student promotion or retention. Any of these following factors can be considered for a decision with promotion or retention.

1. A student must attend school for a minimum of 80% of the school year.
2. A student must earn an average of six or higher to pass the grade level within the system developed by the Secretaria de Educacion. This includes all classes on the report card.

Because the ASFM grading system does not exactly align to the SEP grading system, the translation of ASFM is the following:

- Exceeding Expectations = 10
- Meeting Expectations = 9
- Approaching Expectations = 7
- Not Meeting Expectations = 5

The decision for retention is made by a school team composed of the Homeroom Teacher, Administrator(s) and a Psychologist, in conjunction with the student’s parents. If the decision is agreed upon by both the parents and the school, a letter of agreement will be required to comply with Secretaría de Educación regulations. This includes the signatures of parents and the school administration. Policies are subject to change based on possible amendments to the SEP guidelines.

Procedure for Failed Subjects Grades 1-5

- Students who do not fall into category 1 or 2 (above), will be allowed to remediate the failing grade through the satisfactory completion of a specifically designed course and/or set of projects approved by the school administration before the start of the following academic year.

- Timelines for specific work will be determined by the school administration.
- In certain areas, students must also pass an "Extraordinary Exam" in order to be promoted. The Extraordinary Exam reflects content, concepts and skills covered during the academic year.
- Depending on the area(s) failed, students may be asked to show their summer work in other ways to be determined by the school administration.
- This policy covers all of the strands that are reported through the Report Card, including Technology, Art, Music, and Physical Education; however, Views Self as Author, Views Self as Reader and Optimal Match are excluded from this policy.

Limits for Repeating Grade Levels

Students may repeat one school year during the time they are enrolled in grades Nursery through Kindergarten and one school year during the time they are enrolled in First through Fifth. If there is a need for retention beyond Kindergarten, the School reserves the right to evaluate the student's overall progress and ability to succeed within ASFM's highly academic setting. Depending on the child's individual progress, their age in relation to the grade level and special circumstances, the School may require that parents seek a more appropriate educational setting for their child, rather than allow the student to be retained a second time.

Accommodations and Modifications

The instruction and assessment of students with unique challenges such as learning difficulties, specific exceptionalities and/or limited English proficiency, may be supported through accommodations and modifications tailored to their learning. Decisions to create a student SAP or IEP reflecting these adaptations are made only in consultation with the parents, principal, teacher and Support Services personnel. If a student is graded on modified expectations at a lower grade level this will be indicated on the report card with the code IEP.

Academic Rigor

The rigor of the academic program at ASFM requires an ongoing commitment and level of performance on the part of all students, and the support of all parents. Greater student success is ensured when expectations are consistently high and instruction is rigorous, systematic and intentional. ASFM will continue to work with students and families that demonstrate this commitment to learning and success.

Learning Alternatives

Despite every effort as we move forward with Inclusion, it may prove that ASFM is not the best learning environment to support the personal growth and development of some students. In this event, parents will immediately be brought into the discussion and ASFM will utilize its contacts in the community to aid in the search for an alternative learning pathway.

Academic Probation

The introduction of an additional language and the complex reasoning skills that are part of the ASFM methodology may pose a serious challenge to students with low effort, learning differences, learning exceptionalities and/or language processing problems. Due to the fact that the school uses a standards based system for grading, academic achievement is measured against grade level benchmarks. Students who do not meet with success in ASFM's academic setting, and who are consistently operating below grade level standards, particularly in language, will be placed on academic probation. In spite of all interventions, if the student continues to show low academic performance, poor effort and/or other behaviors that are indicative of a lack of success in this system, a recommendation for withdrawal will be made to the Board of Directors. Students who receive a grade of N in trimester three of the academic school year in the strands of Reading, Writing, Mathematics, Science or Spanish for two consecutive years, will be placed on this probationary status.

Homework

Educational research has shown that completion of homework can influence student learning in a positive manner with older learners though this is not the case with younger learners. The school does support extensions of learning and meaningful homework that are based on curiosity, passion and interest. Homework assignments that may be given include:

1. Reading at least 20 minutes per day as follows:
 - a. Monday and Wednesday, English
 - b. Tuesday and Thursday, Spanish
2. Incomplete required work due to absences, tardiness, behavioral issues that result in lost learning time, inefficient use of time, or student choice.
3. Assignments linked to the collection of materials, resources or other information that will impact student learning in the relative near future.

Logical consequences will be applied when a student demonstrates reluctance or irresponsible actions regarding homework assignments.

Tutoring

It is ASFM's belief that the responsibility for the education of your children lies with the regular teaching staff. All teachers are available for extra help after school once a week for reinforcement. We believe students should be capable of meeting academic expectations without additional outside assistance. We do, however, recognize that some students may need extra help on a short-term basis. If the classroom teacher or parent feels that outside tutoring is needed, a tutoring referral form should be completed in the appropriate office. A Child Study Team will review the case and suggest possible tutors. School policy does not allow teachers to tutor their own students and strictly prohibits any tutoring for pay on ASFM school grounds.

Learning Specialist Teachers may not tutor students in the grade level that they serve.

Parents who enroll their children in tutorial programs without this being recommended by the school should inform the teacher as a means of coordinating efforts on behalf of the child. The best outcomes are obtained when intervention results are strategic and systematic. This can only happen through coordination.

Spanish Instruction at ASFM

Our goal at ASFM is to enable our students to become proficient in both English and Spanish. Spanish Department staff have a great challenge, and this is for students to become excellent readers and writers in Spanish through only one daily period of instruction. Reading strategies are modeled in read-alouds, and students reinforce those strategies in shared reading sessions. Independent reading is promoted at all levels, and teachers use modeled and interactive writing to encourage students to express their ideas in writing. The Social Studies program is designed to strengthen Mexican heritage and themes include Mexican geography, history, festivities and traditions. The Civics program strengthens core and national values.

One of our main objectives at ASFM is to encourage students to read everyday. Reading is not only an academic requirement. As students practice reading skills and strategies, they become independent readers and reading becomes a rewarding activity. The Summer Reading Program designed by the Spanish Department has one important purpose in mind: creating opportunities that foster children's enjoyment of reading.

The Spanish Department staff at ASFM ask parents for their support in promoting Spanish reading throughout the year. As we work together, we can help students understand the importance of mastering two languages, and we will make a significant difference in our students' lives.

Standardized Testing

Standardized tests are administered to students in grades 1-5 on a bi-annual basis: fall & spring. One is the MAP, Measures of Academic Progress (grades 1-5) and the other is a state or national exam required by the Secretaría de Educación. The CogAT, Cognitive Abilities Test, is applied with students in grades 2 and 5 to help identify specific learning profiles and school programming. Results are shared with parents following the completion of any exams.

II. COMPLIMENTS TO THE ACADEMIC PROGRAM

Character Education And Values Programs

The character education program is committed to the development of universal values in ASFM students. Its primary function is to instill within our students the characteristics described in the mission statement of the school.

We believe a quality character education program does the following:

1. Unites school, home, and community.
2. Integrates values into daily school activities and curriculum.
3. Allows for modeling and practice throughout the whole school community.
4. Involves lesson time that specifically focuses on development of character.
5. Relates all values back to the Eagle Way: Responsibility, Respect, Caring, Honesty, Being a Thinker.
6. Relates to the values specific to each month.
 - a. August - Responsibility
 - b. September - Respect
 - c. October - Cooperation
 - d. November - Gratitude
 - e. December - Empathy
 - f. January - Perseverance
 - g. February - Caring and Kindness
 - h. March - Honesty
 - i. April - Integrity
 - j. May - Citizenship

Values and HOPE

Helping Other People in our Environment is a community outreach program linked to our Values Committee that creates opportunities for ASFM students to raise its awareness and levels of social consciousness. Parent volunteers visit classrooms on a weekly basis to promote the value for each month and support specific grade level events.

Social-Emotional Learning

ASFM has adopted a Social-Emotional Learning Framework to support students in their individual growth.

1. **Statement of Purpose:** When social-emotional competencies are intentionally developed and implemented, students self-regulate, identify emotions, relate to others, make responsible decisions, build healthy relationships, own their learning and contribute positively to our community.
2. **Belief Statement:** We believe that global leaders with open minds and caring hearts are fostered by a challenging and innovative academic environment that is paired with the explicit instruction of social-emotional competencies.
3. The competencies include:
 - a. **Self-Awareness:** The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well

grounded sense of confidence, optimism, and a “growth mindset.” Accurately assessing one’s feelings, interests, values, and strengths. Maintaining a well grounded sense of self confidence.

- b. **Social Awareness:** The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior. Demonstrate respect and understanding for human dignity and differences. Recognizing and appreciating individual and group similarities and differences. Recognizing and making best use of family, school, and community resources.
 - c. **Relationship Skills:** Establishing and maintaining healthy and rewarding relationships based on cooperation. Resisting inappropriate social pressure. Preventing, managing, and resolving interpersonal conflict. Seeking help when needed. This includes: Communication is defined as the ability to express oneself clearly and to understand the messages from others and respond appropriately (verbal, non-verbal, digital); Social Engagement is defined as the ability to be actively involved with others in a positive manner; Relationship-building is defined as the ability to value the individuality of others and develop connections for growth; Teamwork is defined as the ability to work collaboratively with others to achieve a common goal)
 - d. **Responsible Decision-Making:** The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and situational context. The ability to realistically evaluate consequences of various actions, and consider the well-being of oneself, and the global community. Applying decision-making skills to academic and social situations. Contributing to the well-being of one’s school and community.
 - e. **Self-Management:** Regulating one’s emotions to handle stress, control impulses, and persevere in addressing challenges. Expressing emotions appropriately. Setting and monitoring progress toward personal and academic goals
- 4. School Leadership can accomplish this by:**
- a. Providing professional time for teachers to build their capacity around the CASEL competencies and the vocabulary linked to social-emotional learning.
 - b. Supporting teachers with the tools and resources needed to be successful
 - c. Modeling SEL practices and supporting teachers with conversations about SE
- 5. Teachers can accomplish this by:**
- a. Purposeful integration of SEL best practices. Best practices include:
 - b. Focusing on practices that continue to build quality relationships.
 - i. Student to Student
 - ii. Student to Adult
 - iii. Adult to Adult
 - c. Looking for opportunities to embed SEL goals, common language and competencies into units, planning and calendars.
 - d. Utilizing various strategies and tools to guide student growth within SEL.
 - i. Conversational feedback
 - ii. Student surveys
 - iii. Self-reflection and self-assessment through metacognition
- 6. Extra-Curricular Staff can accomplish this by:**
- a. Applying the aspects of positive coaching: leading through the mission, building trust through relationships, using effective communication tools and praising the effort
 - b. Focusing on human growth both individually and within a group
 - c. Applying future-fit domains within class structures
 - d. Promoting a growth mindset and achievement-driven mentality
 - e. Recognizing strengths in each participant



Life Skills

The School has singled out key behaviors that further support the development of traits that play an important role in a student’s overall success as a member of the ASFM learning community, and a future member of a global community. These behaviors include: ability to work in teams, systems thinking, innovation, problem solving and developing a can-do attitude. Some of these behaviors are displayed on the report card under:

- Speaks Articulately in English
- Listens Purposefully and Appropriately
- Attends to presentation and writes legibly
- Appropriately uses technology as a tool (1-5) & Appropriately uses school resources (K)
- Works Independently and Efficiently
- Works Collaboratively in Teams

Multicultural Education, Diversity and Inclusion

As part of its educational mission, ASFM strives to develop in its students a feeling of respect for persons of different creeds, races, cultures and socio/economic backgrounds. In our attempt to prepare students to be contributing members in a global community, we incorporate activities that address diversity as part of our instructional program and promote inclusive

ideals in every classroom.

Sustainability: Reducing, Reusing and Recycling

As a school that commits itself to the mission of developing students with social awareness and global responsibility, we are aiming to empower students with values and motivation to take action towards a sustainable world through initiatives incorporated in our school programs. These initiatives include Zero Waste Lifestyle, Recycling Program, Sustainability learning which is built into the Next Generation Science Standards among others. These programs are designed to activate and educate students and our school community on the importance of reducing, reusing, and recycling. ASFM's "Home Recycling Drop-Off Program" collects a greater variety of materials. Parents and students can bring these materials to the drop off center on a daily basis. ASFM collects tin, aluminum, PET 1 and 2 plastic, batteries, glass, paper and cardboard.

Student Awards

ASFM has many students who are deserving of special recognition. Awards are presented to students formally and informally. These are linked to academic and non-academic sections possibly including academic growth, perseverance, character education, values, school philosophy and the school mission. The school will contact families directly regarding any special events that recognize students for achievement and distinction.

III. DISCIPLINE AT ASFM

The goal of ASFM's Positive Discipline Program in the Elementary School is to create a system which ensures that all students are given the opportunity to study in an environment which is conducive to learning and which develops students who are respectful of others and responsible for their own behavior.

The staff and administration will address incidents that go against meaningful student to student and student to adult relationships, and disciplinary action will be applied according to the school discipline regulations of the State of Nuevo León. You can find this document on the school website.

Respect for others is the essence of ASFM's code of behavior. **The Eagle Way** supports this environment and encourages students to treat each other with kindness and respect at all times. This rule applies while on campus and during all school sponsored activities. The Eagle Way promotes the following behaviors in students:

- Be Responsible
- Be Respectful
- Be Caring
- Be Honest
- Be a Thinker

Expectations for Extra-Curricular Activities and Off-Campus Behavior

ASFM reserves the right to apply disciplinary consequences for off-campus behavior by an ASFM student(s) if that behavior jeopardizes any safe and caring school initiative and/or reflects negatively on the image of the School. This especially includes times when a student represents the school at events and when the school uniform is worn outside of the regular school hours and off school premises.

Please be aware that the school's disciplinary measures take precedence over extracurricular activities unless extenuating circumstances or medical reasons exist. In these cases a note from the parent is required. In addition, students participating in the ASFM sports program, on or off school grounds, are expected to follow the rules of the school, student expectations and our Safe and Caring Schools guidelines. The same in-school disciplinary actions may be applied for any inappropriate student actions during sports practices and games.

Rules of the School

The following rules have been developed in order to provide a safe and orderly learning environment. We expect that parents will support the implementation of necessary disciplinary action when students do not follow school rules. Guidelines for specific areas of the school are also included.

School Wide Rules & Expectations

1. Care for Self
2. Care for Others
3. Care for the Environment

Logical Consequences

ASFM staff members are trained in how to use school rules effectively in classrooms and common spaces. Responding to misbehavior is important. Students are made aware of the rules and the logical consequences when rules are not followed, bent or broken. These consequences follow certain characteristics including respectful, related and realistic. The three kinds of consequences are:

1. Break it, fix it.
2. Loss of privilege
3. Time-out

If a student makes a choice that far exceeds these consequences such as bullying or other severe offenses, other consequences may be used. This is determined by the school administration. Reference the severe clause section for details. Teachers may add to these rules based on classroom needs and individual preferences.

Guidelines for Cafeteria

1. Wait for your turn to purchase.
2. Remain seated while eating
3. Refrain from moving tables and chairs.
4. Buy food only for yourself and refrain from giving others money.
5. Return cafeteria supplies to designated area.
6. Pick up after yourself and push in your chair
7. Raise hand and wait to be dismissed by the cafeteria supervisor.
8. Recycle all materials in the appropriate bin.

Guidelines for the Hallway

1. Walk at all times.
2. Respect the quiet zones.
3. Do not eat in the hallways.
4. Students need a pass when walking in the hallways during class time.

Guidelines for Playground

1. Treat other people with respect.
2. Remain in designated areas, follow the schedule and observe the school rules for the use of playground equipment.
3. Aggressive play is not acceptable.
4. Clean up after eating your snacks.
5. Do not eat on the fields or hard surface without permission.

Guidelines for Dismissal

1. Walk directly to your designated area as soon as you are dismissed. Students have five minutes to arrive following the bell.
2. Refrain from excess talking.
3. Follow the directions of the teachers on duty.
4. Be mindful of carpool announcements.
5. Sit with your carpool.

Assertive Discipline Plan, Referral, and Detention Form Grades K-5

If attempts to correct behavior in the classroom are unsuccessful and a referral is made to the principal or assistant principal, the following consequences will be implemented:

- Step 1: Warning by the teacher.
- Step 2: Principal's detention.
- Step 3: Principal's detention. A warning that next visit to the office may result in a one-day suspension.
- Step 4: Suspension from class. Warning that next consequence may result in longer suspensions, a contract and/or probation.
- Step 5: Suspension from class for multiple days with possibility of a contract and/or probation status. External support may be necessary in these cases. Any student on Disciplinary Probation or a Behavioral Contract is subject to meeting with the Disciplinary Committee regarding future consequences.
- Step 6: Recommendation to a Disciplinary Committee, who will review the case. Possible consequences can include relocation of student to another school. Students on Step 6 may be suspended from class while the Disciplinary Committee reviews the case.

Detentions Assigned by Teachers

Detentions and loss of free time are assigned at the discretion of the teachers and school administration. These events could take place during recess, lunch or after school. In all cases, teachers are required to inform the appropriate administrator. If an after school detention is needed, parents are informed if the detention is scheduled for another day, or via telephone if it is necessary that the student stay on the same day. Failure to comply with a teacher detention will result in an immediate referral to the office (Severe Clause).

Severe Clause Referrals

Some offenses are of a serious enough nature that immediate detention or suspension may be necessary. If a student commits an offense that constitutes grounds for a suspension, the Principal will be advised and a recommendation may be made to the Director if further disciplinary measures seem warranted.

Consequences for Severe Clause referrals will be assessed according to the severity of the misbehavior. After 3 Principal's Detentions the student's next offense may result in a suspension from class. Subsequent suspensions may follow the Suspension Policy outlined under "Suspension".

Students cannot attend or participate in after school sports or events following an after school detention that is related to discipline. It is the responsibility of the parents to pick up their child at the end of after school detention. Students cannot represent the school in any games, tournaments or special events immediately following any severe clause infractions.

Suspension

The following offenses may lead to a suspension or school transfer depending on the severity of the situation. However, this does not preclude suspension for other offenses at the discretion of the Administration and/or Discipline Committee.

1. Possession or use of alcohol, drugs, or illegal substances.
2. Possession of any item that could endanger the welfare of others. This includes knives, any flammable substance such as aerosol, cans, lighters, etc.
3. Acts of vandalism, damage or destruction of school property or that of others.
4. Physical or verbal abuse and threats directed at a staff member or fellow student.
5. Theft.
6. Academic dishonesty (e.g. plagiarism, cheating)
7. Fighting.
8. Excessive number of detentions.
9. Inappropriate behavior during school sponsored activities, on or off campus.
10. Bullying or Cyberbullying.
11. Disrespect to a student or adult. This includes verbal, nonverbal and/or digital offenses.
12. Choking or biting.

After 2 detentions given by an administrator, the next incident will result in:

1. Student suspended from class. The amount of time will be determined by the administration team.
2. Parent Conference
3. Warning that the next consequence may be a suspension multiple days with the possibility of a Behavior Contract and Disciplinary Probation status.

After a one-day suspension, the next incident will result in:

1. Possibly multiple day suspension from class
2. Parent Conference
3. Behavior Contract & Disciplinary Probation

Any time a student is suspended the parents will be asked to come to school for a conference. Students on suspension are required to turn in all work missed to avoid having them get behind in their academic work. Once the decision to suspend a student has been made, the student may not represent the school in any way, nor participate in extracurricular activities.

If the student does not honor the terms of the Behavior Contract, a Disciplinary Committee will review the student's case and make a recommendation to the Superintendent and Board of Directors.

Behavior Contracts

After all possible steps have been taken to solve a discipline problem and these have failed, it then becomes necessary to draw up a behavior contract for the student. A conference will be scheduled with the student, her or his parents and teachers, and the department principal. The contract is discussed and signed by the team. The student's situation then becomes critical and consequences for subsequent infractions are more serious. Behavior contracts last a minimum of sixty school days.

Disciplinary Probation

Individual students who have been placed on a Behavior Contract due to their inability to respond to the school's disciplinary measures or who have committed a serious breach of the school's code of conduct may forfeit their right to attend regular classes. Being placed on a Disciplinary Probation or Behavior Contract may lead to a recommendation for a transfer to another school. The following guidelines are to be observed for students who are placed on Disciplinary Probation or Behavior Contract:

1. Any student placed on Disciplinary Probation during the school year will remain on that status for at least four months.
2. While on Disciplinary Probation the student must adhere to all school rules and regulations. Any infraction of these rules could result in a recommendation for a school transfer. Students who demonstrate good behavior during the probationary period may request they be returned to regular status. This request is submitted to the Principal and Discipline Committee who in turn will give a recommendation to the Superintendent. If a request on the part of the student has not been made at the end of the probationary period, the student's behavior will be reviewed by the Discipline Council, and a recommendation will be made to return the student to regular status or extend the probationary period.
3. Students on Disciplinary Probation may not participate in exchange programs, sports events, or any other school sponsored field trip or activity.

Compliance with Secretaría de Educación Regulaciones

ASFM complies with the state discipline code issued by the SEP and all applicable regulations. All cases will be analyzed and treated according to the language of these rules. The complete document is located on the school website. Specifics for the discipline code are listed here:

Disciplinary measures that can be applicable as a consequence to the diverse misconducts included in the State Discipline Code of the SEP.

- A. Dialogue between the student, parent(s) and teacher, regarding the misconduct and the solution strategy.
 - A-1. Verbal encouragement from the teacher to the parent(s) regarding the misconduct and the joint commitment to comply with it.
 - A-2. Written encouragement from the teacher to the parent(s) regarding the misconduct and the agreed commitment.

- A-3. Written encouragement from the admin team, in presence of the teacher, to the parent(s), regarding the misconduct and the joint solution strategy.
- B. Verbal encouragement from the admin team or support team to the parent(s) regarding the misconduct and the proposed strategy.
 - C. Written encouragement from the admin team or support team to the parent(s) regarding the misconduct, the implemented strategy and recurrence of misconduct.
 - D. Meeting between the student, teacher, admin or support team and parent(s) to come to an agreement about the joint strategy to solve the problem.
 - E. Letter of commitment regarding the strategies to solve the student's misconduct with the admin team and in presence of the parent(s).
 - F. Assignment of additional academic activities related to the misconduct, respecting at all times the psychological and social integrity of the student.
 - G. Assignment to the student of one day of additional academic activities by the school's principal, during school hours and in the school's facilities or damage repair, directed and supervised by responsible personnel, aimed to encourage an attitude change of the student.
 - H. Assignment to the student of one to three days of additional academic activities, during school hours and in the school's facilities; assignment of additional activities out of school hours or damage repair, directed and supervised by responsible personnel, aimed to encourage an attitude change of the student.
 - I. Assignment to the student of four to five days of additional academic activities, during school hours and in the school's facilities; assignment of additional activities out of school hours or damage repair, directed and supervised by responsible personnel, aimed to encourage an attitude change of the student.
 - J. Recommendation to the parent(s) to take their son/daughter to receive attention at a specialized institution or damage repair. The parent(s) must inform the school about all the student's improvements and proof of the specialized attention.
 - K. Assignment to the student of five to ten days of additional academic activities, during school hours and in the school's facilities; assignment of additional activities out of school hours or damage repair, directed and supervised by responsible personnel, aimed to encourage an attitude change of the student.
 - L. In applicable cases, in coordination with the student's parent(s), inform the proper authorities about the misconduct classified as severe or very severe.
 - M. School transfer, suggested by the Consejo Técnico Escolar, the SEP Inspector or Supervisor, with previous agreement from the parent(s). It is the school's director's responsibility, together with the SEP Inspector or Supervisor, to assure the student's integration to another school, in order to guarantee the educational service and wellbeing.

School Transfer

Sometimes a recommendation for school transfer may become necessary in the case of students who do not respond to the school's disciplinary measures or who have committed a severe infraction of the school's code of conduct. In these cases the Discipline Committee in conjunction with the Principal and Superintendent will review the case and decide whether a recommendation for school transfer needs to be presented to the Board of Directors and the Secretaria de Educacion. A student who is being recommended for a school transfer may withdraw voluntarily from the school.

ASFM - A Safe and Caring School

ASFM strives to create a caring community of learners that is based on mutual respect and tolerance for individual differences. In accordance with this mission, bullying is considered a very serious offense at our school. The staff and administration will address incidents regarding bullying and disciplinary action will be applied accordingly.

Any type of verbal, written or physical abuse against another student, which is repeated and purposeful is defined as bullying. The underlying purpose of this type of behavior consistently humiliates or hurts someone else. A victim (the bullied person) is one who is repeatedly exposed to negative actions by one or more persons on an ongoing basis.

All forms of bullying are considered very serious offenses at ASFM. The Board of Directors, School Administration and Staff enforce a zero tolerance policy for any behavior that falls under the definition of bullying. Bullying can include, but is not necessarily limited to the following categories and specific behaviors:

Verbal Bullying

- Name-calling, teasing.
- Making fun of or being disrespectful of another person's i) physical characteristics, ii) nationality, iii) religion, iv) color, v) size, vi) physical challenges, vii) family issues, viii) ability to learn, or ix) athletic ability.
- Using inappropriate language (eg. swearing).
- Spreading lies or rumors about a person.
- Laughing at another's misfortune.
- Inciting others to fight or bully someone in any way.
- Putting people down.
- Disrespectful messages in cyberspace such as those communicated via text messaging, e-mail or postings on a social networking sites. This can be considered cyberbullying.
- Using threatening or antagonistic language.

Social Exclusion

- Not allowing someone to play with or participate in your group.
- Forming a circle or group on the playground or in the hallways so that another person cannot join in.

- Speaking with a group so that one person is excluded either because of the language being used or the slang used by a group.
- Ignoring a person purposefully.
- Refusing to be someone's friend, groups pressuring others to isolate someone or exclude as a friend.
- Refusing to allow someone his or her place in a line or on a bus.

Physical Bullying

- Pushing or shoving someone, hitting someone, poking or jabbing someone with hands, fingers or objects such as pencils, sticks, etc.
- Grabbing someone's clothes i.e. taking off someone's hat and throwing it down or to someone else, grabbing a person's clothes with the intent to tear.
- Fighting.
- Damaging someone's books, pencils, pens or personal property.

Extortion or Theft

- Taking another person's money or food.
- Taking or hiding something that belongs to someone else.

The consequences for bullying include but are not limited to:

- Warnings
- Detentions
- Community service and/or suspensions
- Behavior contract (disciplinary probation)
- Recommendation for school transfer

The consequence will be based on the nature and frequency of the behavior and on the student's disciplinary record. ASFM expects parents to work collaboratively with the school in the solution of behavior issues.

Academic Dishonesty and Plagiarism

Cheating is defined as participation in any activity, including plagiarism, in which a student knowingly misrepresents or assists another student to misrepresent her or his actual achievement in any course. Intent to participate in the act of cheating will also be deemed as cheating. The classroom teacher will first handle cheating. If it is determined that cheating has taken place, the incident will be taken to the appropriate office. Parents will be notified. The student will be required to redo the assignment or assessment without credit in order to demonstrate learning. At the discretion of the school, consequences for incidents of cheating may include loss of credit for the test or assignment, a principal's detention, a suspension from class, a community service project, and/or a behavior/academic contract.

It is expected that all work handed in be completed by the student. In the case of projects involving research, all information gathered should be rewritten in the student's own words. To put your name on a piece of work any part of which is not yours is plagiarism, unless that piece is clearly marked and the work from which you have borrowed is fully identified. Students may not receive credit for any work that contains plagiarized content.

Cell Phones and other Digital Tools

Digital devices such as cameras, smart watches, cellular phones, tablets, etc., that have an educational purpose are subject to teacher approval. We discourage students from bringing digital devices to school as they may be distracting to the instructional process, distracting to others/themselves, and can also become a target for theft or loss. We also discourage parents from allowing students to bring phones to school. At ASFM, all students are responsible for their belongings.

Cellular phones are allowed on campus, with parent permission as long as students keep them stored in backpacks. They are only to be used with the permission of an adult. The use of photography incorporated in digital devices is not permitted without school permission. Use of the personal phones is not permitted on campus as we have enough technology and communication within school facilities.

The school reserves the right to ban any object that becomes a disruption to learning and the school environment. Devices are confiscated when infractions occur. Future offenses will require an adult to pick-up the device from school.

Dress Code

We expect our students to dress in good taste, in keeping with the occasion, the weather and community standards. Students will not be permitted to remain in class or at school sponsored functions in attire that draws such attention to themselves, that disrupts general decorum, interferes with the intended function of the school or school activity, or creates potential health or safety hazards. Neatness and cleanliness of personal attire and hygiene is required at all times. Guidelines for students to help them avoid attire that interferes with the learning environments include, but are not limited to the following:

1. Hats, caps, hoods or other headwear may not be worn inside the building unless under special circumstances. Sunglasses and dark glasses are considered inappropriate attire for the classroom.
2. Other inappropriate school attire includes clothing with vulgar, profane, or suggestive messages or pictures (symbols/depictions) of illegal substances and beverages.
3. Inappropriate and fashionable trends such as make-up, high platform shoes, excessive jewelry and accessories, and excessively short skirts or shorts are not considered appropriate dress for school. If there is a doubt concerning appropriate dress, building administrators will determine the outcome, and possible consequences may be assigned accordingly.

Physical Education Uniforms

ASFM P.E. uniforms for summer and winter are obligatory for physical education classes. A service provider is available on campus for purchasing uniforms. When cooler weather arrives pants and leggings become permissible. Students may wear red, white or black leggings under their PE shorts, but no other colors. On PE days, students need to wear the uniform the entire day. Changing clothes during the day is not permitted until the end of the school day for athletics or ballet.

Enforcing the uniform policy is a partnership between parents and school. There are consequences for students who do not follow the policy. The first time a student does not come prepared to participate in PE with a uniform she or he will receive a verbal reminder yet she or he can still participate. A second warning will result in sitting out of the PE activity. A third warning will require communication with parents and possible meeting.

IV. ATTENDANCE POLICY

Regular attendance is a prerequisite to student success at ASFM. We believe presence matters. Requirements for successful completion of a grade level or course includes both academic performance as well as attendance. Students are guided to only be absent up to NINE (9) absences in a school year. A student is recorded "absent" if she or he is not physically present in the classroom. Exceptions include school-sponsored field trips and other school-related activities. Except in the case of extenuating circumstances, students who accumulate more than NINE (9) absences will be notified and academic recommendations will be made. If absences clearly impact student growth, a meeting will be arranged to discuss how to support the child to restore academic standing. In our student management system, full day absence equals 1 point, a half day absence equals .5. Points are accumulated throughout the year.

Procedures Following an Absence from School

A message from the parent or guardian must be sent to the school during or following a student's absence. Failure to communicate an absence will result in an unexcused absence.

Following an excused absence, the usual time allowance for taking tests or turning in assignments shall be two (2) school days. A teacher may extend or limit the two-day allowance for making up the work missed if the specific circumstances of the situation merit such action. The responsibility for initiating make-up work and turning in assignments rests with the student. Teachers are not expected to reteach lessons for students who are absent.

Excused Prearranged Absences

An excused prearranged absence is a student's absence from school for one or more days for educational or other activities authorized by the principal. An excused prearranged absence may be granted for the following reasons: educational or other activities authorized by the principal, extenuating, religious or special family events. A student must be passing all subjects in order to qualify for an approved excused pre-arranged absence. The absence should be pre-arranged in writing by the parent, giving the full details of the absence and at least five days prior to the dates on which the absence is to occur. The student is responsible for making up and handing in any work missed within the time frame specified by the teacher. Teachers are not expected to reteach lessons for students who are absent. The school administration makes the final decision whether absences are excused or unexcused. Prearranged absence forms are available in the Elementary and Preschool Offices. Excused absences may be granted for the following reasons:

1. Student illness (frequent absences may require a physician's certificate)
2. Serious illness in the immediate family
3. Death in the immediate family or a close friend
4. Legal business
5. Observance of a religious holiday
6. Health treatment attested by a physician's certificate
7. Approved pre arranged absence

Unexcused Absences

An unexcused absence from school or class is an absence:

1. When the parent has no knowledge.
2. When the parental note of explanation was not provided.
3. When the pre arranged absence request has been disapproved

An unexcused absence is loss of valuable instruction. Grades could be affected if lessons, major assessments, projects or assignments are missed.

Homework Requests

Requests for homework on the day that a student will be absent should be made to the office before 8:30 a.m. Homework information can also be obtained through the teacher's webpage.

Participation in School Related Activities

As an institution we encourage students to participate in extracurricular sports and cultural activities, such as ASOMEX, Speech Contest, Escolta Competition, etc. Eligibility to participate in these activities is dependent upon standards of academic performance and acceptability. Students must comply with the academic standard set by the school and be approaching or meeting grade level expectations. If a student does not meet this standard he/she will be denied permission to be absent from school to participate in these types of activities. Students who have a discipline record will also be denied participation. Each case will be dealt with on an individual basis.

Students are responsible for making up and handing in any work missed within three days upon their return. Teachers are not expected to reteach lessons for students who are absent.

Athletic Department Procedures for Tournaments

The School encourages students to participate in athletics. At times, ASFM will participate in special tournaments to showcase the talents of teams and individual student athletes. In doing so, a procedure is followed to best prepare for team selection and travel.

1. The Administrative Team will review the list of students selected for the Athletic event to establish eligibility based on grades and behavior.
2. The Business Department will Review the list of students selected for the Athletic event to establish eligibility based on family's financial good standing.
3. The selection list will be published for the Athletic event.
4. All participating families will meet to go over the general information for ASOMEX and ASFM policies regarding the Athletic event and decide on team registration.
5. School administrators and students selected for the Athletic event will meet to review the ASOMEX and ASFM policies and guidelines for the trip.
6. The Athletic Department and families will establish accommodations and transportation for ASFM staff and students.
7. The Athletic Department will send the list of participants to the ASOMEX organizing school and fill out the official documentation required for participation in the event.
8. Coaches and ASFM staff assigned will meet to review ASOMEX and ASFM policies, guidelines and regulations related to the event.

Tardiness

In N-5, students arriving to class after 8:00 a.m. are considered tardy. All students arriving after these times will have to check in the office before proceeding to their classrooms. Preschool tardiness is not tabulated. During the day, students who arrive late to any class are tardy. Students should recognize that a written explanation from a parent does not automatically cause the tardy to be excused. Reasons such as car trouble, personal business, heavy traffic, etc., while understandable, are not acceptable excuses. The school does allow for students to be tardy if it receives information about accidents or when there is excessive weather causing traffic delays. A fifteen or thirty minute grace period is given during approved circumstances. Frequent tardiness may result in the need to meet with parents or guardians. Student consequences may result based on history of tardiness. Students in grades 1-5 are allowed three (3) tardies per trimester. A consequence may be assigned at the 4th unexcused tardy.

Early Dismissals

Early dismissals, like tardies and absences, interrupt the educational process. Students may be permitted to leave early for emergency situations only at the request of parents. The administration reserves the right to determine if the dismissals will be excused or unexcused. For this reason, it is important to keep the school schedule and/or calendar in mind when making travel arrangements. Medical and dental appointments should not be made during school hours. Parents that need to pick up their child(ren) before scheduled dismissal need to call the office at least 45 minutes before the dismissal bell. Children will be sent to the office as soon as parent arrives.

Parents who need to retrieve their child(ren) due to an emergency, must contact the Elementary office so that the child(ren) receive written approval to leave the campus. Elementary students must be picked up by the parent or legal guardian and/or a domestic staff member with the corresponding authorization. Students going home due to illness, injury or other health issues need to be cleared by the clinic or by a school administrator.

On-Campus Learning: If a student leaves before 11:00 (Nursery and Pre-Kinder) or 1:00 (K-5) for any purpose, the student will be marked as a half-day absence.

Distance Learning: Attendance taken at 11:00. A student is considered absent if not attending between 8:30-10:30 **or** if leaving the live session at any time without a (parent) excuse.

Withdrawal From School

Notice for early withdrawal from school should be made at least two weeks prior to departure. This is first done through the admissions office, then the process is continued in the office by filling out a withdrawal form. All books must be turned in and financial clearance must be made in the school office before records can be released. If withdrawal is expected a few days or weeks prior to the end of the semester, parents are asked to notify the offices as soon as possible so that the administration can work with the teachers in getting the student's work completed. This ensures that a final grade may be entered on the records. Please allow at least three (3) working days after your request before receiving final records and transcripts. When students depart prior to the completion of a grading period, teachers are asked to weigh the work already completed in deciding the final grade. If the teacher decides that a special exam is required, one may be given prior to departure. If the early departure is considerably before the end of a grading period, the administration will determine if a grade is withdrawal passing or withdrawal failing.

V. COMMUNICATION

ASFM believes that effective communication between School and Home is fundamental to supporting student success. Furthermore, we believe that honest and direct communication with the person most directly involved with the situation, is usually the best way to solve a problem. Thus, we encourage parents to address concerns that pertain to the classroom and

their child's progress in school, directly with the teacher. We ask that this channel be used before requesting a meeting with a member of the Administrative Team.

Besides conferring with teachers, the school uses other means as a way of communicating important information, and sharing events in the life of the School. These include The Weekly Eagle, bulletins from the Principal and other members of the administration, monthly calendars that highlight upcoming themes, email, social media and the student agenda. The School webpage (<http://www.asfm.edu.mx>) is updated on an ongoing basis, and is the best way to access information about the school.

Calendar

All the dates for holidays, special events and early dismissals are located on the school website.

ASFM Communications Flowchart

Please reference the ASFM Communications Flowchart within the Parent section of the school website to address any concerns you may have. This chart will guide you through different areas of the school. <http://www.asfm.edu.mx/flowchart>

Parental Concerns

All parental concerns should be initially addressed directly with the person(s) involved. The parent is requested to make an appointment with the child's teacher before seeing the corresponding administrator. Most concerns can be resolved more effectively when handled through proper channels. Spanish translators will be provided when necessary. Some families may have to bring their own personal translators.

Appointments with Teachers

Formal parent-teacher conference days are scheduled at the end of the first and second trimesters, however, parents are welcome to set up appointments with teachers at other times during the school year, based on individual need. Parent/teacher conferences are encouraged so that student achievement and/or problem areas can be discussed and appropriate courses of action may be planned cooperatively between the parent and teacher. Parents requesting a conference must do so through the elementary or preschool offices. Parents may not arrange such a conference during the teacher's class time. Parents will be notified in advance when the teacher calls a conference.

Friday Folder

At the end of the week, students in some grade levels take home in their Friday folder samples of the work that has been accomplished during the week. As well, this folder may contain other information such as newsletters, bulletins, forms that parents need to fill out, teacher suggestions and recommendations, etc. It is important that parents review the contents of the folder on Fridays.

VI. FACILITIES

Library & Media Center

The Elementary library is open from 7:35 a.m. to 3:45 p.m. on Mondays, Tuesdays, Wednesdays, and Thursdays; and from 7:35 to 3:00 on Fridays. Students need a library pass to be able to visit the library during recess, lunch, or class hours. Students can pick up morning passes in the front office starting at 7:35 a.m. Students are not allowed to visit the library after school unless accompanied by an adult, since all students should report to either after school dismissal or sports practices. Students come with their classes for story time, book exchanges, instruction and research. We also encourage all students to come to the library on their own to select books, to read, or to conduct research.

The library has a collection of over 30,000 items. The catalog is automated, and all the computers are networked with the rest of the school. Books circulate for a two-week period and may be renewed once. Students are responsible for materials checked out under their name. In order to determine the condition of the books being circulated, library staff look through the books page by page when patrons check out, and again when books are returned. Lost and damaged (wet, dirty, torn) books will need to be replaced by the student. Books need to be returned in a timely manner, and a fine system is in place to help students learn to be responsible. No food or drinks are allowed on the premises. Under the Acceptable Use Policy, students are not to use the computers for chatting, e-mailing, or playing games. Please check the Elementary Library website, accessible under the Academics tab on the main ASFM page.

Science Lab

Teachers can take their class to the Science Lab to perform experiments that support the content knowledge that has taken place in the classroom. The lab is equipped with the essential instruments and materials needed for the experiments required by our Science program.

Students are required to comply with the following rules when conducting Science experiments:

1. Students should wait to be assigned into a group before sitting at the stations.
2. Students should not touch, smell or taste any of the materials set out for them at the stations until they are given instructions to do so.
3. After experiments are completed, all workstations should be cleaned at the end of class.

Cafeteria

ASFM offers a lunch program in the cafeteria for students in grades K-5 who wish to purchase their lunch. Students may bring a box lunch if they choose. Younger students (N-PK) must bring a box lunch from home.

Students in grades 2-5 may purchase food during recess and lunchtime. Kinder students who receive a pre-paid lunch

get it delivered to their classroom. First grade students may purchase food only during lunchtime. Students who stay for after school sports may also purchase food before their practice begins. Etiquette and cleanliness are encouraged in the cafeteria at all times. The expectation is that students will clean up after themselves in all areas. Our cafeteria provides reusable food containers for our students to use. Students are expected to return these plastic containers to the designated areas in the cafeteria.

Lost and Found

Lost and found items will be kept in a designated room. When expensive items (wallets, pocketbooks, and special identification cards) are lost or misplaced, the student and or teacher should notify the principal's offices. The lost and found will be open to parents Tuesday and Thursday from 7:45-8:30 a.m. We encourage parents to label all their children's belongings, jackets, and P.E. uniforms.

VII. HEALTH SERVICES

The Health Clinic operates on campus with a full time doctor and nurse on duty. Each student has an accurate health card on file in the Health Clinic. It is the responsibility of parents to keep this card up to date. If a student needs medication, parents must leave the prescribed medication and accompanying dosage schedule for its administration during school hours in the Health Clinic. It is a school requirement that a doctor's prescription accompany this request. The nurse will then be responsible for administering the medication as prescribed by the doctor. The nurse will not receive or administer any medication that does not have a doctor's prescription. Students may not self-medicate.

Illness and Injury

Any student who is sick or injured shall be sent to the school doctor with appropriate permission. A pass should be used when available. If the illness or injury warrants that the student is sent home, the clinic will notify the appropriate office and the teacher and then contact the parents. The necessary pass for the student to give the guard at the gate will be issued at the office. No student may contact parents on their own (email, text or phone) to be picked up from school. It is the role of the clinic staff and/or administration to make these decisions.

Injuries and Insurance

All injuries will be reported to the teacher, coach, athletic director and/or the office. Accident insurance is provided for each student. This insurance covers the student during normal school hours and during school-sponsored activities. Contact the business office for claim forms.

Emergencies

If an accident or sudden serious illness occurs, the school doctor will make every effort to contact parents. Please keep the office informed of any change in home, business or emergency phone numbers.

VIII. TRANSPORTATION

Students can arrive and depart from school in many ways and in many locations. Students arrive via personal carpools or via bus. We encourage all families to designate enough time to arrive in a timely manner.

Arrival

There are two locations where students can be dropped off at school. The ASFM security staff will direct you to the appropriate location upon arrival. All drivers must adhere to the rules of the road and practice safe driving when dropping off children. It is imperative that you avoid using cell phones when driving.

1. Main Entrance: Reserved for carpools with Nursery or Pre-Kinder students carpool only.
2. Underground Entrance: For all other carpools and all buses

Dismissal

There are three locations where students depart from school in cars:

1. Main Entrance: Reserved for carpools of 5 or more
2. Underground Parking: (carpools and bus)
3. Bridge: Reserved for families who have students at the Elementary School and MS/HS.

Each family is required to have a carpool placard in order to pick up students. There is a system for organizing carpools. This is communicated with all families at the end of a school year. Carpool placards are distributed throughout the summer and at the beginning of the school year.

Changes to Carpool and Buses

The dismissal system is complex and we recommend that families avoid changes to carpools due to personal convenience. All changes in carpools for emergencies, special events or invitations should be notified to the office using this schedule. Parents must contact the school before 11:00 a.m. through our systems.

In the event of an emergency, contact the appropriate grade level office to make changes.

- These changes ARE permitted:
 - Students going from a bus to another bus. Parents must contact the bus company personnel directly.
 - Students going from a bus to their own carpool. Parents must contact the bus company personnel directly to

- cancel. If the student is going to another carpool, parents must inform the office.
- Students going from one carpool to another carpool. In this case, parents must inform the office as well.
- **These changes ARE NOT permitted:**
 - Students who are not enrolled in the bus program going from a carpool to a bus. This is a service paid by individual families.

Third Party Transportation Service and Independent Large Group Events

ASFM does not allow third party transportation services on campus. This includes ride sharing, limousines, buses and any other pre-arranged modes of transportation for special independent events (birthdays, holidays, etc...). Students must meet outside of the school grounds for private events that include private transportation services.

In addition, all special events that require more than one carpool need to take place outside of the campus. Transportation safety and exclusivity are the main reasons for this decision.

IX. PARENTS

Room Mothers

There are room mothers for all grades, Nursery through 5th. These parents help the teacher arrange class parties, trips, and special events throughout the year. Room mothers volunteer through the PTA (Parent-Teacher Association). If other parents are interested in participating, please contact the PTA's Head Room Mother.

Parent Volunteers

Parents who wish to volunteer are encouraged to do so. We seek volunteers for Values, HOPE, PTA and Green Team. Specific roles for volunteers on planning committees are selected through a transparent information process. The leads for these committees and the school administration make decisions about these personnel. During Open House, teachers will request parental involvement for events.

Parent or Student Gifts to ASFM Staff Members

To avoid the appearance of a conflict of interest, the Board of Directors has passed a policy, which prohibits ASFM staff members from accepting gifts from parents or students except for items of nominal value, not to exceed \$15.00 US dollars.

Parents Entering School

Parents are encouraged to remain in close communication with teachers regarding academic progress and conduct. We need support in protecting the instructional program from unnecessary interruptions. Parents entering the school building during class hours must follow these procedures:

1. Make arrangements through the office to meet with the teacher during her or his conference period or after school.
2. Check in at the elementary or preschool office when arriving at school. A visitor's badge will be given to the parent.
3. Classrooms are off limits to both parent and student access after hours.
4. During Quality Time, parents are asked to pick up a QT badge.
5. At no time should the parent proceed directly to the classroom.

Accepting and Delivering Student Belongings

In order to avoid interrupting classroom instruction, we refrain from accepting forgotten items after 8:00 a.m. A few exceptions may apply: teacher request, food, warm clothing to accommodate changes in weather pattern.

Personal Invitations for Private Events

Invitations to birthday parties, first communions or other special private events that include all children or all girls/boys in the classroom may be distributed in school. Parents cannot send invitations for only some girls/boys in the classroom for distribution in school. Invitations should be distributed after school hours. Teachers are not responsible for delivering invitations in school.

Third Party Transportation Service and Independent Large Group Events

ASFM does not allow third party transportation services on campus. This includes ride sharing, limousines, buses and any other pre-arranged modes of transportation for special independent events (birthdays, holidays, etc...). Students must meet outside of the school grounds for private events that include private transportation services.

In addition, all special events that require more than one carpool need to take place outside of the campus. Transportation safety and exclusivity are the main reasons for this decision.

Field Trips

Field trips are an integral part of a child's education. A permission slip for all field trips is signed by parents when they register children. Parents will be informed about trips as they are planned. Students are expected to follow the school rules during trips. Failure to do so will result in consequences by the school administration. Safety is always a concern when students are off campus. The use of seat belts is mandatory during rides to field trips. Parents helping with the transportation must only take as many children as seat belts available in the car. Students are required to wear the school P.E. uniform.

Emergency Evacuations and Student Alert Drills

Providing a safe environment is one of ASFM's priorities. The school has three emergency plans ready to put in place when the need arises to secure the building. Brigades made up of administrative members and other support staff have been created to provide guidance and check building during an emergency evacuation. Phone trees have also been developed to

be used in case of an emergency outside of school hours.

Emergency Closings and Making Up Closing Days

School days lost due to emergency closings may be required to be made up either through extended school days, Saturday classes, shortening of vacation periods or extending the year. The required annual number of teaching days will be reduced only in extraordinary circumstances, and only with Board approval. If students in grades 2-5 can access the internet independently with permission from parents, teachers may provide work to continue learning during emergency closings.

Smoking and Vaping

ASFM strives to provide its students with a smoke free and hazardous vaper free environment. Students are not permitted to smoke, use vaping sticks or be in possession of tobacco or vaping products on school grounds or at school sponsored functions. Adults who work or visit the campus are expected to refrain from smoking or vaping while on school grounds.

Purpose of our handbook

This handbook is meant to be a guide for students and parents. It is not possible to include every rule, regulation, activity, and procedure that is followed in school on a day-to-day basis. Students and parents may receive other information as the year progresses. This handbook is to be reviewed with students on the first days of school.

School Rules and The Eagle Way Pledge

Elementary School Rules

1. Care for Self
2. Care for Others
3. Care for the Environment

The Eagle Way

Be Responsible

- I pick up after myself.
- I eat food in designated areas.
- I use the dismissal gate assigned to my carpool or bus.
- I help take care of our planet by practicing the 3 R's: Reuse, Reduce, Recycle.

Be Respectful

- I respect the rights of others.
- I accept others as individuals and celebrate differences.
- I use a quiet voice when there is a roof above my head.
- I walk on all hard surface areas of the school.

Be Caring

- I am aware of the feelings of others and respond appropriately.
- I show kindness by helping and sharing.

Be Honest

- I tell the truth even when it is difficult.
- I share my thoughts and feelings in a respectful way.

Be a Thinker

- I think about my actions and how they can affect me, my school, and the world in which I live.
- I offer a variety of solutions to problems with other students and in the school.



Technology at ASFM

ASFM believes technology is a vital tool for student learning. As a user of technology, I understand that it is my responsibility to honor the Acceptable Use Policy and uphold ASFM values online, offline, at school and at home. I understand that my actions can affect others and that I will be accountable for my behavior.

ASFM Technology Values & Responsibilities	
Values	Responsibilities
We value respect for school and personal property, therefore I will...	<ul style="list-style-type: none"> take proper care of devices. report misuse and/or inappropriate content to my teachers or an adult.
We value respect for self and others, therefore, I will...	<ul style="list-style-type: none"> not upload or post personal information, private communications or photos of other people without permission. respond thoughtfully to the opinions, ideas and values of others. not send or share mean or inappropriate emails or messages.
We value honesty and safety, therefore I will...	<ul style="list-style-type: none"> not engage in behavior that puts myself or others at risk. represent myself honestly. seek help if I feel unsafe, bullied or witness unkind behavior. communicate only with people I know.
We value privacy and integrity, therefore I will...	<ul style="list-style-type: none"> understand that anything I do online or electronically is not private and can be monitored. not share personal information about myself, family, friends, or teachers.
We value learning, therefore, I will...	<ul style="list-style-type: none"> apply existing knowledge to generate ideas, products, or processes. evaluate the validity of information presented online. ask questions and seek help when using school technology. have a positive attitude and be willing to explore different or new technologies.
We value kindness, therefore I will...	<ul style="list-style-type: none"> use language that is appropriate when submitting academic work. use thoughtful and appropriate language for social postings. be mindful of how my words are interpreted by others.

General Laptop Use and Care:

- No food or drink** is allowed next to a laptop while it is in use.
- Cords, cables, and removable storage devices must be inserted **carefully** into the laptop to avoid damage.
- Laptops must not be carried with the screen open.
- Laptops must **never be held by the screen**.
- Laptops must be closed while transporting.
- Laptops must remain free of writing, stickers, drawings, and labels.
- Laptops must **not be left unsupervised**.
- Laptops must be on a **safe surface** like a desk, flat surface or lap while working (not on the floor).
- Software or apps must not be downloaded, unless instructed by a teacher.
- Laptop **settings** (wallpaper, screensaver, etc.) **must not be changed**.
- Do not download** Chrome Themes or Extensions.
- Laptops must be logged out of when not in use.
- Clearing browser history or the use of incognito windows is **not allowed**.
- Music/videos must not be streamed**, unless instructed by your teacher (Spotify, YouTube, etc.).
- Creating other accounts or subscriptions using the school provided email is not allowed.
- School accounts are used for learning purposes only.
- Only share documents with your teacher and collaborative group/partner (do not share with former teachers or friends).



open minds



caring hearts



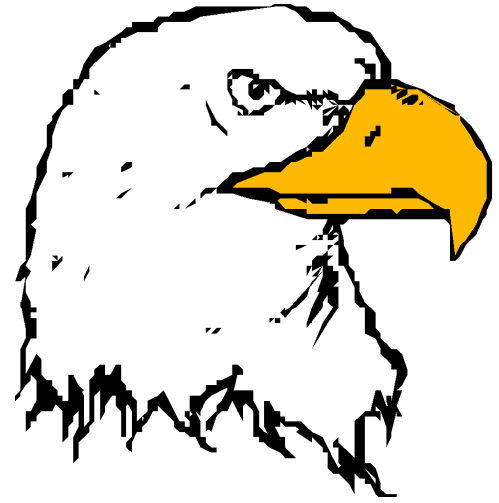
global leaders

Alma Mater

Tune every heart and every voice
 And every care out rule;
 Let all with one accord rejoice
 In praise of our school.

Chorus

The American School that we hold dear
 Hurrah, Hurrah, Hurrah!
 Her grads will give while they shall live,
 Their praise with voices clear.
 When we are young, when we are old,
 Wherever we may be;
 Our hearts and minds will always hold
 A loyal thought of thee.
 Chorus

**American National Anthem**

O say can you see by the dawn's early light
 What so proudly we hailed at the twilight's last gleaming?
 Whose broad stripes and bright stars
 Through the perilous fight
 O'er the ramparts we watched
 Were so gallantly streaming
 And the rockets' red glare
 The bombs bursting in air
 Gave proof through the night
 That our flag was still there.
 O say does that Star-Spangled Banner yet wave
 O'er the land of the free and the home of the brave?

Pledge of Allegiance

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.

Pep Song

Here's to the school that we honor,
 Here's to the school that we love.
 May she forever be remembered
 For courage, faith, and truth,
 Rah, Rah, Rah!
 Sing to her glory you students,
 In the future years to come,
 We will always fight for the red and white
 As we cheer for the American School.
 Hurrah!

Himno Nacional Mexicano

Mexicanos al grito de Guerra
 El acero aprestad y el bridón,
 Y retiemble en sus centros la tierra
 Al sonoro rugir del cañón.

Ciña, oh Patria! Tus sienas de oliva
 De la paz el arcángel divino,
 Que en el cielo tu eterno destino,
 Por el dedo de Dios se escribió.
 Coro

Mas si osare un extraño enemigo
 Profanar con su planta tu suelo,
 Piensa oh Patria! Querida que el cielo
 Un soldado en cada hijo te dio.
 Coro

Juramento a la bandera

Bandera, bandera de México, legado de nuestros héroes, símbolo de la unidad de nuestros padres y nuestros hermanos, te prometemos ser siempre fieles a los principios de libertad y de justicia, que hacen de nuestra Patria, una nación independiente, humana y generosa, a la que entregamos nuestra existencia.

