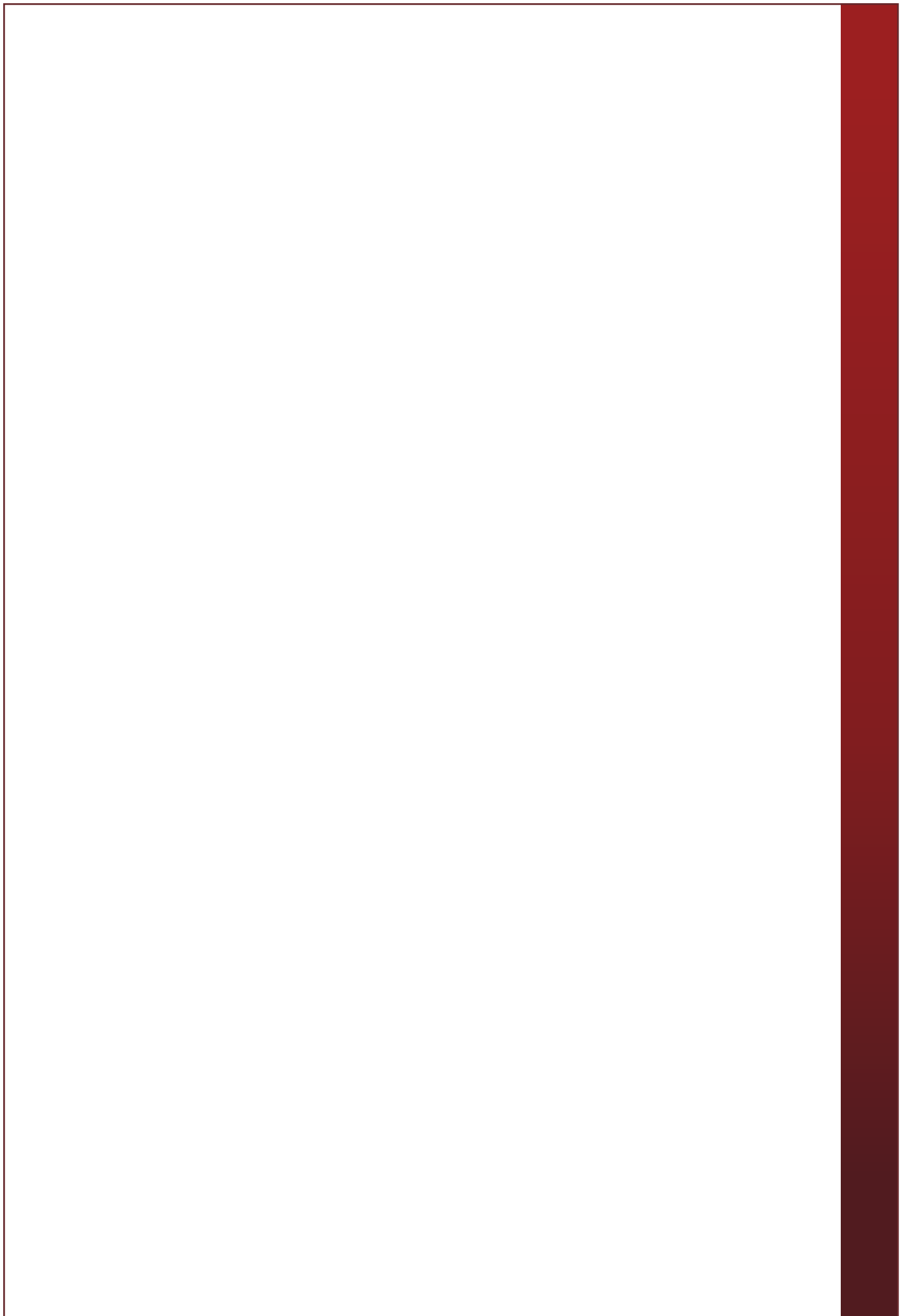


# American School of Quito



## STUDENTS' AND PARENTS' HANDBOOK

2007-2008



# STUDENTS' AND PARENTS' HANDBOOK

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**SEPTEMBER 2007**

DEAR PARENTS AND STUDENTS,

FOR THIS SCHOOL YEAR, 2007-2008, WE HAVE PREPARED A REVISED STUDENT MANUAL, WHICH REFLECTS THE ACADEMIC AND BEHAVIORAL EXPECTATIONS OF THE SCHOOL.

WE ENCOURAGE OUR PARENTS TO READ THIS DOCUMENT WITH THEIR CHILDREN IN ORDER TO ENSURE THAT BOTH THE SCHOOL AND THE FAMILY FALL WITHIN THE SAME PARAMETERS. THE IMPORTANCE OF ALWAYS SENDING THE SAME MESSAGE AS FAR AS ACADEMIC AND DISCIPLINARY EXPECTATIONS IS VITAL IN ENSURING OUR STUDENTS' FUTURE SUCCESS.

DUE TO THE FACT THAT THE SCHOOL HAS INCREASED AND IMPROVED MANY OF OUR PROGRAMS, SUCH AS THE MYP AND DIPLOMA I.B. PROGRAMMES, EXTRACURRICULAR AND CO CURRICULAR ACTIVITIES, YOU WILL FIND CHANGES IN THE GENERAL STRUCTURE OF THE SCHOOL AS WELL. AND, WE HAVE INCLUDED A "FREQUENTLY ASKED QUESTIONS" SECTION TO ADDRESS SOME OF YOUR UNCERTAINTIES.

RESEARCH HAS SHOWN THAT PARENT INVOLVEMENT IN EDUCATION IS ONE OF THE MAIN FACTORS THAT INFLUENCES STUDENT SUCCESS. AND, IT IS WITH THIS IN MIND, WE SHARE WITH YOU THE INFORMATION IN THIS MANUAL. AND, INVITE YOU TO PARTICIPATE ACTIVELY IN THE EDUCATIONAL DEVELOPMENT OF YOUR CHILD.

SINCERELY,

SUSAN A. BARBA  
DIRECTOR GENERAL

# AMERICAN SCHOOL OF QUITO MISSION

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*“TO EDUCATE STUDENTS IN AN ENVIRONMENT OF LIBERTY SO THAT THEY MAY BECOME PERSONS OF INTEGRITY WHO ARE CAPABLE OF CRITICAL REASONING, WHO HAVE DEMOCRATIC VALUES, WHO ARE BILINGUAL, WHO ARE AWARE OF THEIR COUNTRY’S PROBLEMS, AND WHO ARE ABLE TO FACE AND CHANGE REALITIES WITH A MULTICULTURAL AND UNIVERSAL PERSPECTIVE OF THE WORLD”.*

**ENVIRONMENT OF LIBERTY:**

AN ENVIRONMENT IN WHICH SELF-DISCIPLINED STUDENTS ASSUME RESPONSIBILITY FOR THEIR ACTIONS AND ACCEPT THE CONSEQUENCES.

**PERSONS OF INTEGRITY:**

STUDENTS OF BOTH GENDERS WITHOUT DISCRIMINATION BECAUSE OF RACE, COLOR, OR RELIGION, WHO HAVE INTELLECTUAL AND HUMANISTIC VALUES AND WHO ARE CAPABLE OF HARMONIOUSLY INTERACTING WITH SOCIETY.

**CRITICAL REASONING:**

STUDENTS WHO, BECAUSE OF HAVING BEEN EXPOSED TO AVANT-GARDE EDUCATIONAL METHODOLOGIES, PROCESSES, AND PHILOSOPHIES, CAN ASK PERTINENT QUESTIONS, INCLUDING THOSE RELATED TO THEIR OWN PERSONAL INTEREST, AND WHO CAN DEFEND THEIR POSITIONS WITH FIRMNESS AND CONFIDENCE.

**DEMOCRATIC VALUES:**

STUDENTS WITH VALUES WHICH CONTRIBUTE TO A PARTICIPATORY, RESPECTFUL, FREE, AND JUST COEXISTENCE.

**BILINGUAL:**

STUDENTS WHO ARE FLUENT IN ORAL AND WRITTEN SPANISH AND ENGLISH.

**AWARE OF THE COUNTRY'S PROBLEMS:**

PERSONS WHO ARE AWARE OF THEIR OBLIGATIONS AND THEIR RIGHTS IN REGARD TO THEMSELVES, THEIR FAMILIES, THEIR COMMUNITY, AND THEIR COUNTRY.

**MULTICULTURAL AND UNIVERSAL PERSPECTIVE OF THE WORLD:**

PERSONS WHO ARE RESPECTFUL OF THE DIFFERENT CULTURES OF THE WORLD AND ESPECIALLY THOSE OF THEIR OWN COUNTRY AND OF THE UNITED STATES

## EDUCATIONAL PHILOSOPHY

### WE BELIEVE:

- › IN OFFERING A U.S.-TYPE EDUCATION WITHOUT RELIGIOUS AFFILIATION WHEREBY STUDENTS WILL PRACTICE THEIR RIGHTS AND RESPONSIBILITIES AND BE PREPARED TO PARTICIPATE FULLY IN A DEMOCRATIC SOCIETY, WITH THE CONVICTION AND CAPACITY TO DEFEND THEIR PRINCIPLES PROACTIVELY.
  
- › THAT A SUCCESSFUL EDUCATIONAL COMMUNITY IS CHARACTERIZED BY ONGOING COMMUNICATION AND IS ENHANCED BY A PARTNERSHIP DEVELOPED AMONG STUDENTS, FAMILIES, EDUCATORS, ADMINISTRATORS, EMPLOYEES, AND ALUMNI.
  
- › IN CULTIVATING SOCIAL SENSITIVITY AND RECOGNIZING OUR RESPONSIBILITY TOWARDS THE GREATER COMMUNITY.
  
- › IN NURTURING CURIOSITY, IN ENCOURAGING INQUIRY, AND IN PROMOTING LIFE-LONG LEARNING BY MAKING EDUCATION AN ENJOYABLE AND EXCITING EXPERIENCE.
  
- › THAT OUR STUDENTS CAN ACHIEVE SUCCESS IN A GLOBAL SOCIETY, GUIDED BY A FIRM TECHNOLOGICAL BACKGROUND, COMMUNICATION SKILLS, CRITICAL THINKING ABILITIES, PROBLEM-SOLVING TALENTS, TEAM WORK, BILINGUALISM, INVESTIGATION AND RESEARCH SKILLS, AND THE APPLICATION OF INTELLIGENT BEHAVIORS SUCH AS META-COGNITION, PERSISTENCE, AND MANAGEMENT OF IMPULSIVITY.
  
- › THAT A CURRICULUM MUST HAVE HIGH EXPECTATIONS AND STANDARDS, CLEAR GOALS, COHERENCE ACROSS THE VARIOUS GRADE LEVELS, BE RELEVANT, AND DEVELOPMENTALLY APPROPRIATE.

- IN RESPECTING THE INDIVIDUALITY OF STUDENTS BY BEING AWARE OF MULTIPLE INTELLIGENCES, INDIVIDUAL LEARNING STYLES, AND CULTURAL DIFFERENCES.
  
- THAT AN INTEGRATED APPROACH PROVIDES CHOICES IN LEARNING THAT WILL MAXIMIZE OUR STUDENTS' ABILITY TO APPLY WHAT THEY HAVE LEARNED THROUGHOUT THEIR LIVES.
  
- IN ENCOURAGING STUDENTS TO REGARD THEIR NATURAL ENVIRONMENT AS THEIR INHERITANCE AND THEIR RESPONSIBILITY.
  
- THAT THE SCHOOL MUST PROVIDE A SAFE, CARING, REFLECTIVE AND STIMULATING ENVIRONMENT WHERE LEARNING FLOURISHES.
  
- IN A CONTEXT WHERE THE SCHOOL COMMUNITY IS CONVINCED THAT ALL STUDENTS HAVE THE CAPACITY TO DO WELL, EXPECT STUDENTS TO DO WELL, AND ACCEPT RESPONSIBILITY FOR STUDENT ACHIEVEMENT.
  
- IN A COMMITMENT TO BUILDING CHARACTER THROUGH THE FORMATION OF CORE VIRTUES, HONESTY, RESPECT, RESPONSIBILITY, SELF-DISCIPLINE, PERSEVERANCE, AND SELF-COMMITMENT, WHICH MUST PERMEATE ALL ASPECTS OF SCHOOL LIFE.

# VALUES AT THE AMERICAN SCHOOL OF QUITO

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- 1. RESPECT:** *TO RECOGNIZE THE RIGHTS OF OTHERS AND ACCEPT DIFFERENCES.*
- 2. HONESTY:** *TO THINK, SPEAK AND ACT COHERENTLY BASED ON UNIVERSAL PRINCIPLES AND VALUES.*
- 3. RESPONSIBILITY:** *TO RECEIVE DUTIES AND RIGHTS AND ASSUME THE CONSEQUENCES OF ONE'S ACTIONS.*
- 4. SOLIDARITY:** *TO SHOW EMPATHY IN SITUATIONS ON AN INDIVIDUAL AND SOCIAL LEVEL.*

# AMERICAN SCHOOL OF QUITO

## STUDENT PROFILE

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AMERICAN SCHOOL STUDENTS SHOULD MAINTAIN THE FOLLOWING ATTITUDES IN THEIR EVERYDAY LIFE AND SHOULD :

### A. SOCIAL AND EMOTIONAL ASPECTS

1. PUT THE PRINCIPLES OF DEMOCRACY INTO PRACTICE, BY ESTABLISHING A BALANCE BETWEEN FREEDOM AND ACCOUNTABILITY.
2. RECOGNIZE AND APPROPRIATELY HANDLE THEIR EMOTIONS AND RELATE TO OTHERS MAINTAINING A SELF-DISCIPLINED AND RESPECTFUL APPROACH.
3. RESPECT THE BELIEFS, VALUES AND DIFFERENCES OF OTHER, IRRESPECTIVE OF GENDER, RACE OR RELIGION.
4. ANALYZE AND RESPECT THE CULTURAL VALUES OF ECUADOR, THE UNITED STATES, AND OTHER COUNTRIES.
5. DUTIFULLY ASSUME THEIR CIVIL RESPONSIBILITIES.
6. PRACTICE MORAL AND ETHICAL VALUES.
7. SEEK AND ACCEPT LEADERSHIP ROLES.
8. POSSESS A SOLID EDUCATIONAL BACKGROUND IN ORDER TO ACHIEVE SUCCESS IN THE FACE OF FUTURE CHALLENGES AND DEMANDS.
9. PARTICIPATE IN THE SOCIAL AND CULTURAL DEVELOPMENT OF THE SCHOOL, AS WELL AS IN SPORTS.
10. CONTRIBUTE POSITIVELY TOWARD PROJECTING A GOOD IMAGE OF THE SCHOOL WITHIN THE COMMUNITY AT LARGE.

## **B. ACADEMIC ACHIEVEMENT**

1. DEVELOP CRITICAL THOUGHT, ASSERTIVENESS IN DEALING WITH PROBLEMS AND APPLY THE KNOWLEDGE AND SKILLS ACQUIRED.
2. BE FULLY BILINGUAL (SPANISH AND ENGLISH).
3. ASSUME THEIR ACADEMIC DUTIES.
4. ACQUIRE STUDY AND RESEARCH SKILLS.
5. HAVE A GLOBAL PERSPECTIVE OF WORLD EVENTS AND OF THE INTER-RELATIONSHIP THAT EXISTS BETWEEN NATIONS AND PEOPLE.
6. BE READY TO SUCCESSFULLY PURSUE A COLLEGE EDUCATION, WHETHER WITHIN THE COUNTRY OR ABROAD.
7. DEVELOP CREATIVITY AND MAINTAIN A HIGH LEVEL OF INTELLECTUAL CURIOSITY.
8. WORK AT DEVELOPING SPECIAL TALENTS AND INTERESTS BEYOND THE REQUIRED ACADEMIC ACTIVITIES.

# SCHOOL POLICIES, RULES AND REGULATIONS

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# POLICY ON PARENTAL AND/OR LEGAL GUARDIANS' RESPONSIBILITIES

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## BACKGROUND

THE AMERICAN SCHOOL OF QUITO, IN ITS AIM TO OFFER EDUCATIONAL EXCELLENCE TO ITS STUDENTS, CONSIDERS THAT PARENTAL AND/OR LEGAL GUARDIANS' COOPERATION AND SUPPORT IS NECESSARY TO REACH ITS OBJECTIVES, THEREFORE STATES THE FOLLOWING POLICY:

## POLICY

1. PARENTS AND/OR LEGAL GUARDIANS OF STUDENTS REGISTERED AT THE SCHOOL MUST MANDATORILY COMPLY WITH POLICIES ESTABLISHED AND/OR RECOMMENDATIONS MADE BY THE SCHOOL THROUGH ANY OF ITS DIFFERENT DEPARTMENTS AND/OR AREAS.

PARENTS OR LEGAL GUARDIANS MUST MANDATORILY COMPLY WITH THE SCHOOL, IN OBSERVANCE OF ITS REGULATIONS AND PREVIOUSLY PREVAILING POLICIES OF ZERO TOLERANCE WITH REGARD TO DRUG, ALCOHOL AND VIOLENCE USE AND ABUSE, WHICH INCLUDES TOTAL PROHIBITION TO HAVE OR CONSUME DRUGS AND ALCOHOL AND TO CARRY ANY TYPE OF WEAPONS OR OBJECTS, THAT MAY BE USED TO CAUSE PHYSICAL DAMAGE TO OTHERS. THE SCHOOL RATIFIES, THROUGH THIS POLICY, THE INSTITUTION'S RIGHT TO DECIDE ON IMMEDIATE OR FUTURE WITHDRAWAL OF A STUDENT(S) INVOLVED IN ANY OF THE ABOVE ACTS ON THE SCHOOL GROUNDS, ADJOINING AREAS WITHIN A RADIUS OF ONE HUNDRED METERS, ON SCHOOL TRANSPORT, OR AT SOCIAL, ACADEMIC OR SPORTS ACTIVITIES ORGANIZED OR SPONSORED BY THE SCHOOL, OR IN WHICH THE SCHOOL IS PARTICIPATING.

2. IGNORANCE OF THE RULES, REGULATIONS AND PROCEDURES ESTABLISHED IN THIS POLICY AND/OR OTHER POLICIES AND INTERNAL REGULATIONS, DOES NOT EXEMPT PARENTS AND/OR LEGAL GUARDIANS OF THEIR RESPONSIBILITY.
3. PARENTS AND/OR LEGAL GUARDIANS OF UNDER AGE STUDENTS ARE CIVILLY RESPONSIBLE FOR ALL ACTIONS THAT MAY RESULT IN DAMAGE TO PERSON OR PROPERTY.
4. THE SCHOOL REQUIRES THE PRESENCE OF PARENTS AND/OR LEGAL GUARDIANS IN ALL PLANNED AND ANNOUNCED ACTIVITIES.

IF A STUDENT HAS INCURRED IN FAULTS THAT GO AGAINST HIS OR HER PHYSICAL OR MENTAL INTEGRITY OR THAT OF OTHER PERSONS, OR AGAINST THE PROPERTY OR IMAGE OF THE SCHOOL, THE LATTER MAY DECIDE IF THE SAID STUDENT AND HIS/HER FAMILY SHOULD RECEIVE PSYCHOLOGICAL TREATMENT AND THERAPY FOR THE BENEFIT OF THE MINOR. THE SCHOOL RESERVES THE RIGHT TO REQUEST THE IMMEDIATE WITHDRAWAL OF THE STUDENT AND/OR DENIAL OF REGISTRATION FOR THE FOLLOWING SCHOOL YEAR, AS LONG AS IT CONSIDERS THAT DUE TO THE INOBSERVANCE OF ESTABLISHED POLICIES AND/OR RECOMMENDATIONS MADE BY THE SCHOOL, THE STUDENT'S BEHAVIOR CONSTITUTES A RISK TO HIM/HERSELF, TO OTHER PERSONS OR TO THE SCHOOL AS SUCH.

# POLICY FOR STUDENT DISCIPLINE

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## BACKGROUND

THE AMERICAN SCHOOL OF QUITO HAS BEEN KNOWN FOR MAINTAINING AN OPTIMAL LEARNING ENVIRONMENT BASED ON SELF-DISCIPLINE, FREEDOM OF EXPRESSION AND DEMOCRATIC VALUES. THROUGHOUT ITS HISTORY, THE SCHOOL HAS ESTABLISHED GUIDELINES AND RULES THAT PROMOTE RESPECT AND APPROPRIATE BEHAVIOUR. THIS HAS BEEN DONE IN ACCORDANCE WITH THE NEEDS AND REALITIES OF THE INSTITUTION, THE STUDENTS AND THEIR FAMILY ENVIRONMENT.

## POLICY DECLARATION

THE AMERICAN SCHOOL COMMUNITY ENCOURAGES AND SUPPORTS THE DISCIPLINARY NORMS THAT HAVE BEEN ESTABLISHED TO ASSURE A FAVOURABLE LEARNING ENVIRONMENT AND THE THOROUGH FORMATION OF STUDENTS. THE BOARD OF TRUSTEES GIVES SCHOOL AUTHORITIES THE AUTHORITY TO ESTABLISH AND FOLLOW PROCEDURES THAT MAKE FOR AN OPTIMAL LEVEL OF DISCIPLINE AMONGST STUDENTS.

## PHILOSOPHY

THE AMERICAN SCHOOL OF QUITO ENCOURAGES POSITIVE DISCIPLINARY ACTION WITHIN AN APPROACH OF SELF-DISCIPLINE, HONESTY AND RESPECT.

## GENERAL GUIDELINES

- 1.1 TO DEVELOP SELF-DISCIPLINE AND RESPECT.
- 1.2 TO ACT RESPONSIBLY TOWARDS THE WHOLE SCHOOL COMMUNITY, RESPECTING DIFFERENT BELIEFS AND OPINIONS.
- 1.3 TO LEARN TO EXERCISE FREEDOM RESPONSIBLY.

- 1.4 TO RESPECT OTHER PEOPLE'S PROPERTY.
- 1.5 TO DEVELOP UNIVERSAL AND CIVIC ETHICAL VALUES AND SOCIAL CONSCIENCE.
- 1.6 TO RESPECT YOUR OWN INTEGRITY AND THAT OF OTHERS.
- 1.7 TO PERIODICALLY LOOK OVER THE STUDENT HANDBOOK TO ATTAIN A CLEAR UNDERSTANDING OF THE LIMITS THAT MUST BE CONSISTENTLY RESPECTED AND SUSTAINED.
- 1.8 TO ESTABLISH REGULATIONS AND PROCEDURES FOR EACH SECTION WITH THE JOINT EFFORT OF STUDENTS, PARENTS AND SCHOOL STAFF.
- 1.9 IT IS THE RESPONSIBILITY OF STUDENTS, SCHOOL STAFF AND PARENTS TO MAINTAIN POSITIVE BEHAVIOUR.

## **GENERAL GUIDELINES FOR TEACHERS AND AUTHORITIES**

- 2.1 TO KNOW AND KEEP UP TO DATE WITH CURRENT SCHOOL POLICIES, RULES AND DECISIONS.
- 2.2 TO MAINTAIN RESPECT, DIGNITY AND AUTHORITY AND BE A MODEL FOR THE STUDENTS.
- 2.3 SANCTIONS SHOULD BE IN ACCORDANCE WITH THE SERIOUSNESS OF THE FAULT, TIMELY, WELL ANALYZED AND BE BACKED UP. THEY SHOULD TEACH AND CLEAR THE STUDENT AND AIM FOR A CHANGE IN BEHAVIOUR. THE INDIVIDUAL STUDENT'S BACKGROUND WILL BE TAKEN INTO CONSIDERATION.
- 2.4 TO MONITOR THE WAY STUDENTS BEHAVE DURING ALL STUDENT ACTIVITIES, IN ORDER TO PROMOTE A GOOD ATTITUDE AND GOOD BEHAVIOUR.
- 2.5 TO MAINTAIN A MOTIVATING ATMOSPHERE THAT PROMOTES RESPECT TOWARDS AND THE ACCEPTANCE OF OTHERS.
- 2.6 TO KNOW YOUR STUDENTS AND BE ABLE TO MAKE RECOMMENDATIONS ABOUT THEIR PERSONAL AND ACADEMIC DEVELOPMENT.

- 2.7 TO PERIODICALLY LOOK OVER THE STUDENT HANDBOOK TO ATTAIN A CLEAR UNDERSTANDING OF THE LIMITS THAT MUST BE CONSISTENTLY RESPECTED AND SUSTAINED.
- 2.8 TO ESTABLISH REGULATIONS AND PROCEDURES FOR EACH SECTION WITH THE JOINT EFFORT OF STUDENTS, PARENTS AND SCHOOL STAFF.
- 2.9 TO PROMOTE THE DEVELOPMENT OF UNIVERSAL AND CIVIC ETHICAL VALUES AND SOCIAL CONSCIENCE.

## GENERAL GUIDELINES FOR STUDENTS

- 3.1 TO LEARN TO EXERCISE FREEDOM RESPONSIBLY AND CORRECTLY, SHOWING RESPECT AND ACCEPTANCE TOWARDS OTHERS, INCLUDING THOSE WITH DIFFERENT BELIEFS AND OPINIONS.
- 3.2 TO MAINTAIN A POSITIVE ATTITUDE BOTH INSIDE AND OUTSIDE THE INSTITUTION, INCLUDING, BUT NOT CONFINED TO, BUSES AND PUBLIC PLACES, WHERE YOUR BEHAVIOUR COULD COMPROMISE THE IMAGE OF THE SCHOOL.
- 3.3 TO RESPECT OTHER PEOPLE'S PROPERTY.
- 3.4 TO DEVELOP UNIVERSAL AND CIVIC ETHICAL VALUES AND SOCIAL CONSCIENCE.
- 3.5 TO DEVELOP RESPONSIBLE WORK HABITS.
- 3.6 TO RESPECT YOUR OWN INTEGRITY AND THAT OF OTHERS.
- 3.7 TO ATTEND ALL SCHOOL ACTIVITIES REGULARLY AND PUNCTUALLY.
- 3.8 TO KNOW AND FOLLOW SCHOOL RULES, POLICIES AND DECISIONS.
- 3.9 TO BEHAVE RESPECTFULLY AND RESPONSIBLY WITH ALL SCHOOL PERSONNEL.
- 3.10 TO PROMOTE AN ATMOSPHERE OF DEMOCRACY, PARTICIPATION, INTERDEPENDENCE AND RESPECT TOWARDS OTHER STUDENTS AND SCHOOL TEACHING AND ADMINISTRATIVE STAFF.

## GENERAL GUIDELINES FOR PARENTS AND/OR LEGAL GUARDIANS

- 4.1 TO KNOW AND ADHERE TO SCHOOL RULES, POLICIES AND DECISIONS, AND ENSURE THAT YOUR CHILDREN AND/OR CHARGES ACT IN ACCORDANCE WITH THEM, INCLUDING THE STUDENT HANDBOOK.
- 4.2 TO MAINTAIN AN ATTITUDE OF RESPECT TOWARDS THE SCHOOL COMMUNITY.
- 4.3 TO FOMENT A POSITIVE ATTITUDE TOWARDS OTHERS AND TOWARDS LEARNING IN YOUR CHILDREN AND/OR CHARGES..
- 4.4 TO MAINTAIN DISCIPLINARY STRATEGIES IN ACCORDANCE WITH THOSE OF THE INSTITUTION.
- 4.5 TO ADHERE TO DECISIONS MADE BY THE SCHOOL WITH REGARD TO THE APPLICATION OF POLICIES, RULES AND DETERMINATIONS.
- 4.6 TO TEACH YOUR CHILDREN AND/OR CHARGES TO ASSUME RESPONSIBILITY FOR THEIR OWN ACTIONS.
- 4.7 TO PARTICIPATE ACTIVELY IN ALL ACTIVITIES PROMOTED BY THE SCHOOL.



# POLICY FOR PREVENTING THE USE OF ILLEGAL SUBSTANCES

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## BACKGROUND INFORMATION

COLEGIO AMERICANO DE QUITO IS AN EDUCATIONAL INSTITUTION THAT PROMOTES THE INTEGRATED DEVELOPMENT OF ITS STUDENTS, WHICH IT CONSIDERS TO BE A MORAL, ETHICAL, INTELLECTUAL, EMOTIONAL AND PHYSICAL GROWTH PROCESS WITHIN A FRAMEWORK OF FREEDOM, JUSTICE AND DIGNITY.

THE USE OF ILLEGAL SUBSTANCES IN THE OUTSIDE COMMUNITY POSES A THREAT TO THE INTEGRATED DEVELOPMENT OF YOUNG PEOPLE. THEREFORE, WE THE MEMBERS OF THE COLEGIO AMERICANO COMMUNITY MUST TAKE THE NECESSARY STEPS TO ENSURE AN AWARENESS OF THE DANGERS INVOLVED IN THE USE OF THESE SUBSTANCES.

## POLICY

THE POSSESSION, USE, CONSUMPTION, GIFT OR SALE OF ILLEGAL SUBSTANCES IN COLEGIO AMERICANO DE QUITO'S FACILITIES OR IN THE IMMEDIATE ADJACENT AREA, THIS IS ONE HUNDRED METERS AROUND, AS WELL AS IN THE BUSES, IN SOCIAL, ACADEMIC OR SPORTS ACTIVITIES COORDINATED, ORGANIZED OR SPONSORED BY THE SCHOOL, AS WELL AS IN THOSE ORGANIZED BY OTHERS IN WHICH THE SCHOOL PARTICIPATES, IS FORBIDDEN. HOWEVER, THE SCHOOL CAN PROVIDE ASSISTANCE TO ANY STUDENTS WHO, ALTHOUGH THEY ARE NOT USING ILLEGAL SUBSTANCES IN THESE PLACES, SEEK HELP FROM THE SCHOOL'S TEACHERS, GUIDANCE COUNSELORS OR AUTHORITIES TO SOLVE RELATED PROBLEMS.

## RULES

1. THE STUDENTS WHO FAIL TO COMPLY WITH THIS PROVISION WILL BE IMMEDIATELY SUSPENDED FROM THE SCHOOL. THE OFFICERS HAVE A FIVE-DAY TERM TO EVALUATE THE CASE AND ESTABLISH THE APPROPRIATE PENALTIES, EVEN INCLUDING SEPARATION.
2. SCHOOL AUTHORITIES ARE AUTHORIZED BY THE BOARD OF TRUSTEES TO INSPECT THE LOCKERS, KNAPSACKS AND PERSONAL BELONGINGS IN THE SCHOOL, WITHOUT PREVIOUS NOTIFICATION AND AT ANY TIME, PROVIDED HOWEVER THAT THIS IS DONE IN THE PRESENCE OF THE STUDENTS AND AUTHORITIES.
3. SCHOOL AUTHORITIES WILL ENDEAVOR TO TAKE SAFEGUARD AND SECURITY MEASURES SO THAT IN EVERY SOCIAL, ACADEMIC OR SPORTS EVENT HELD UNDER THE AUSPICES OR ORGANIZATION OF THE SCHOOL OR IN ANY IN WHICH THE SCHOOL PARTICIPATES, THE POLICY FOR PREVENTING THE USE OF ILLEGAL SUBSTANCES WILL BE IMPLEMENTED. FOR THE GRADUATION DANCE PARTY, PLEASE REFER TO THE EXISTING SPECIFIC POLICY.
4. SPECIAL PROGRAMS FOR PARENTS AND/OR STUDENTS AND THE SCHOOL CURRICULUM MUST ADDRESS THE DANGERS INVOLVED IN THE USE AND ABUSE OF ILLEGAL SUBSTANCES.
5. PARENTS MUST BE INFORMED THAT THEY SHARE RESPONSIBILITY WITH THE SCHOOL IN PREVENTING THE USE AND ABUSE OF ILLEGAL SUBSTANCES AND IN THE FORMATION OF THEIR CHILDREN OR REPRESENTED CHILDREN. THE SCHOOL REQUIRES THAT THE PARENTS BECOME ACTIVELY INVOLVED IN THIS ISSUE.
6. THE GUIDANCE DEPARTMENT CAN PROVIDE ASSISTANCE TO THE STUDENTS THAT VOLUNTARILY REPORT THEIR ILLEGAL SUBSTANCES USE PROBLEMS. THIS ASSISTANCE MAY BE DIRECT OR BY REFERRAL TO SPECIALISTS IN THIS AREA. IN THESE CASES, THE STUDENTS WILL NOT BE SANCTIONED, UNLESS THERE IS ANY INVOLVEMENT IN A CASE OF ILLEGAL SUBSTANCES USE IN THE PLACES FORBIDDEN BY THIS POLICY.

# PROTOCOL CONCERNING THE USE AND ABUSE OF DRUGS, ALCOHOL AND NARCOTICS

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THE BOARD OF ADMINISTRATION OF THE AMERICAN SCHOOL OF QUITO, AWARE OF THE RISKS INVOLVED IN THE ABUSE OF ALCOHOL, NARCOTICS AND OTHER DRUGS, HAS DEVELOPED THE FOLLOWING PROTOCOL TO REGULATE THE USE AND/OR POSSESSION OF ANY OF THESE SUBSTANCES.

WE UNDERSTAND THAT ILLEGAL SUBSTANCES ARE:

- A) *ALL THE SUBSTANCES DETAILED ON THE LISTS ATTACHED TO THE LAW OF STUPEFACIENT AND PSYCHOTROPIC SUBSTANCES.*
- B) *ANY SUBSTANCE, CONTROLLED OR DANGEROUS, ACCORDING TO THE LAWS OF ECUADOR AND THE UNITED STATES OF AMERICA, INCLUDING BUT NOT LIMITED TO TOBACCO, MARIHUANA, NARCOTICS, HALLUCINATING, STIMULANTS, BARBITURICS, AMPHETAMINES, DEPRESSIVE SUBSTANCES.*
- C) *ANY SUBSTANCES THAT COULD BE INHALED, EXCEPT THE ONES UNDER MEDICAL PRESCRIPTION.*
- D) *ANY SUBSTANCE THAT MIGHT BE DISCOVERED IN THE FUTURE THAT CAN PRODUCE HARMFUL EFFECTS ON MENTAL AND PHYSICAL HEALTH.*
- E) *ALL DRINKS CONTAINING ALCOHOL.*

## SCHOOL RESPONSIBILITIES:

- 1 THE SCHOOL CURRICULUM, FROM PRE-KINDERGARTEN TO TWELFTH GRADE, WILL ENDEAVOR TO PROVIDE STUDENTS INFORMATION CONCERNING SUBSTANCES THAT ARE HARMFUL TO THEIR HEALTH, SUCH AS: TOBACCO, ILLEGAL AND PRESCRIPTION DRUGS, AND ALCOHOL, AMONG OTHERS.
2. THE SCHOOL WILL ENDEAVOR TO GUIDE THE STUDENTS BY PREPARING THEM TO MAKE THE RIGHT DECISIONS, AVOID PEER PRESSURE, AND TO THINK WHEN FACING DIFFICULT SITUATIONS.

## STEPS TO BE TAKEN BY THE SCHOOL:

IF A STUDENT VIOLATES THE POLICY OR THE PROTOCOL ON THE USE OF ILLEGAL SUBSTANCES, THE SCHOOL WILL TAKE THE FOLLOWING STEPS:

1. INFORM THE PARENTS ABOUT THE SITUATION IN A MEETING AT SCHOOL.
2. SUSPEND THE STUDENT FROM THE SCHOOL IMMEDIATELY FOR A MAXIMUM PERIOD OF FIVE DAYS WHILE THE AUTHORITIES ANALYZE THE SITUATION.
3. THE HIGH SCHOOL DISCIPLINARY COUNCIL IN THE SECONDARY SECTION, OR THE TECHNICAL COUNCIL IN THE ELEMENTARY SECTION, WILL DISCUSS THE CASE OF THAT STUDENT, AS THESE INSTANCES ARE INTEGRATED BY SCHOOL OFFICIALS AND TEACHERS.
4. AFTER ANALYZING THE CASE, THE HIGH SCHOOL DISCIPLINARY COUNCIL IN THE SECONDARY, AND THE TECHNICAL COUNCIL IN THE ELEMENTARY SECTION, MAY DECIDE TO SEPARATE THE STUDENT IF IT DEEMS THAT HIS OR HER ATTENDANCE WOULD BREACH THE ESTABLISHED RULES OR COULD BE A BAD INFLUENCE ON OTHER STUDENTS.

**IMPORTANT NOTE:** THE BOARD OF TRUSTEES AND THE OFFICIALS OF THE AMERICAN SCHOOL OF QUITO UNDERTAKE TO ENFORCE THIS PROTOCOL IN A CONSISTENT AND FAIR MANNER AND TO ENSURE THE COMMON GOOD FOR ALL THE STUDENTS AT THE SCHOOL.

# POLICY FOR COPYRIGHT

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## CHAPTER I - COPYRIGHT

### BACKGROUND:

THE COPYRIGHT LAW # 83 WAS PUBLISHED ON MAY 19, 1998 AND THROUGH THIS LAW THE COPYRIGHT FOR NATURAL AND LEGAL PERSONS IS PROTECTED. COPYRIGHT IS FOR LITERARY, ARTISTIC OR SCIENTIFIC (INCLUDING COMPUTER PROGRAMS OR SOFTWARE) WORKS; IN ADDITION, RESOLUTION # 351 OF THE ANDEAN COMMUNITY PROTECTS COPYRIGHT UNDER A COMMUNITY SYSTEM. BOTH OF THESE LAWS ESTABLISH ADMINISTRATIVE SANCTIONS, CIVIL AND PENAL, FOR THOSE WHO BREAK THE LAW. EVEN THOUGH THESE LAWS ARE QUITE EXTENSIVE THEY CAN BE RESUMED AS FOLLOWS: "TO USE THE COPYRIGHT (SOFTWARE) WITHOUT AUTHORIZATION (LICENSE) IS A CRIME.

### POLICY

THE AMERICAN SCHOOL OF QUITO IS AN INSTITUTION OF LEARNING, WHICH PROMOTES THE FORMATION OF VALUES AND RESPECT FOR THE LAWS.

### RULES

1. UNDER NO CIRCUMSTANCE IN THE SCHOOL'S COMPUTERS IT WILL BE ALLOWED TO REPRODUCE OR USE COPIES OF UNAUTHORIZED SOFTWARE.
2. THE SCHOOL WILL STRICTLY COMPLY WITH WHAT IS STIPULATED IN THE LICENSES AND WITH THE TERMS OF PURCHASE THAT REGULATE THE USE OF THE ACQUIRED PROGRAMS IN LABORATORIES, CLASSROOMS, LIBRARIES AND OFFICES.

3. THE SCHOOL WILL ACQUIRE ORIGINAL SOFTWARE TO SATISFY THE NEEDS OF THE SCHOOL'S USERS, WHEN ITS USE IS ADEQUATELY JUSTIFIED IN THE AMOUNT NEEDED AND ITS APPROPRIATE TIME OF USE.
4. IT IS FORBIDDEN TO PARTIALLY OR TOTALLY COPY ANY WORK FOR USE WITH THE STUDENTS WITHOUT THE CORRESPONDING AUTHORIZATION. THIS PROTECTION COVERS THE LIFETIME OF THE AUTHOR AND FIFTY ADDITIONAL YEARS.
5. IT IS PERMITTED TO CITE A WORK BUT THE CORRESPONDING BIBLIOGRAPHY SHOULD BE INCLUDED.

## CHAPTER II:

### REPRODUCTION OF COPYRIGHTED MATERIALS

1. REPRODUCTION MUST BE FOR TEACHING, EDUCATIONAL OR RESEARCH PURPOSES.
1. NAME OF THE AUTHOR AND TITLE OF THE WORK COPIED IS MENTIONED.
2. THE INFORMATION COPIED IS STRICTLY THE AMOUNT NEEDED FOR TEACHING OR RESEARCH.
3. INFORMATION COPIED IS NOT MADE FOR SALE OR OTHER ECONOMIC GAINS; HOWEVER, STUDENTS WILL PAY THE COST OF PHOTOCOPIES. THE COST WILL DEPEND ON THE NUMBER OF PAGES REPRODUCED. THIS INFORMATION CAN BE SOLD ONLY TO STUDENTS AND NOT OPEN TO THE PUBLIC.

### COURSEPACKS

1. SELECTIONS INCLUDED ARE NOT SUFFICIENTLY LONG TO JUSTIFY BUYING THE WHOLE BOOK.
2. MUST BE SELECTED FOR A SPECIFIC COURSE.

3. TEACHERS MUST SELECT THE MATERIAL INCLUDED, WHICH SHOULD BE APPROVED BY THE CORRESPONDENT PRINCIPAL.

IT IS IMPORTANT TO KNOW THAT THERE ARE SOME ARTICLES THAT CANNOT BE COPIED UNDER ANY CIRCUMSTANCES. THIS IS USUALLY NOTED ON THE ARTICLE OR INSIDE THE BOOK.

## CHAPTER III :

### OF PLAGIARISM

#### DEFINITION OF PLAGIARISM

PLAGIARISM MEANS PRESENTING OTHERS' IDEAS OR ANY WRITTEN OR SPOKEN WORDS (TOTALLY OR PARTIALLY) AS ONE'S OWN. DUE TO THE FACT THAT PLAGIARISM INVOLVES A FALSE ALLEGATION OF COPYRIGHT OR PROPERTY, IT IS CONSIDERED AN ACT OF DISHONESTY. AS SUCH, PLAGIARISM IS CONSIDERED A SEVERE OFFENSE OR MISBEHAVIOR AT THE AMERICAN SCHOOL OF QUITO.

PLAGIARISM CAN TAKE MANY FORMS, WHICH INCLUDE, BUT ARE NOT LIMITED TO THE FOLLOWING:

0. COPY TEXT SELECTIONS (PARAGRAPHS, SENTENCES, PHRASES) OR IDEAS FROM A SOURCE WITHOUT USING ADEQUATE METHODS OF QUOTATION (QUOTATION MARKS, CONCLUSIONS, FOOTNOTES AND BIBLIOGRAPHIC INFORMATION).
1. HAND OVER SOMEONE ELSE'S WORK AS HIS/HER OWN. PLAGIARISM CAN COME FROM A KNOWN SOURCE (HAND OVER A WORK DONE BY SOMEONE KNOWN BY THE PLAGIARIST (FOR EXAMPLE: CAN INCLUDE BUT IS NOT LIMITED TO: FRIENDS, RELATIVES, CLASSMATES, PERSONS INTERVIEWED) OR FROM UNKNOWN SOURCES (FOR EXAMPLE: INFORMATION OBTAINED FROM A WEBPAGE, EBSCO OR ANY OTHER INTERNET SEARCH PAGES, SERVICES OF DOCUMENT RESEARCH, ANY WRITTEN

DOCUMENT THAT CAN INCLUDE BUT IS NOT LIMITED TO BOOKS, MAGAZINES, BOOKLETS).

3. USE DIRECT QUOTATIONS OR SELECTIONS OF PARAPHRASED MATERIAL WITHOUT QUOTING THE SOURCE.

### **CONSEQUENCES OF PLAGIARISM AT FCAQ:**

ALL THE WORKS THAT ARE DETERMINED TO BE PARTIAL OR TOTAL PLAGIARISM WILL RECEIVE A MARK OF 01/100. ANY WORK THAT COULD HAVE BEEN BORROWED FOR PLAGIARISM WILL ALSO BE MARKED WITH 01/100. ALSO, EACH STUDENT WHO IS INVOLVED (FOR EXAMPLE THE STUDENTS WHO HAND ON PLAGIARIZED WORK AS HIS/HER OWN OR STUDENTS WHO ALLOW THAT THEIR WORK BE COPIED OR PLAGIARIZED) WILL FACE THE DISCIPLINARY CONSEQUENCES DETAILED ON THE STUDENTS HANDBOOK.

### **GUIDELINES TO AVOID PLAGIARISM**

1. THE STUDENT MUST ALWAYS IDENTIFY THE SOURCES, IDEAS, WORDS AND PHRASES FROM OTHER PERSONS. IT IS BETTER TO OVER QUOTE A SOURCE THAN TO UNDER QUOTE IT.
2. STUDENTS MUST QUOTE ALL SOURCES USED IN THE BIBLIOGRAPHY IN ORDER TO AVOID PLAGIARISM.
3. PARAPHRASING INVOLVES SUBSTANTIALLY REPRODUCING A COMBINATION OF IDEAS FROM ANY OTHER SOURCE (EVEN THOUGH THE EXPRESSED WORDS ARE NOT REPEATED IN AN EXACT WAY). ALL THE PARAPHRASED AND QUOTED MATERIAL MUST BE QUOTED IN CONCLUSIONS, FOOTNOTES AND BIBLIOGRAPHY. ALL QUOTED MATERIAL (DIRECTLY TAKEN – VERBAL OR WRITTEN) MUST BE QUOTED WITH QUOTATION MARKS, CONCLUSIONS, FOOTNOTES AND BIBLIOGRAPHY.

# ACADEMIC HONESTY

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## BACKGROUND:

SINCE THE AMERICAN SCHOOL OF QUITO BELIEVES THAT ACADEMIC HONESTY IS NECESSARY TO INSTILL INTEGRITY IN THE STUDENT POPULATION AND TO ACHIEVE ACADEMIC EXCELLENCE, IT HAS DEVELOPED A COMPREHENSIVE POLICY REGARDING THIS ISSUE. THE SCHOOL BELIEVES THAT THIS MATTER IS THE RESPONSIBILITY OF ALL THE MEMBERS OF OUR COMMUNITY.

## POLICY STATEMENT:

THE AMERICAN SCHOOL OF QUITO IS COMMITTED TO ACADEMIC HONESTY AND WILL ENSURE THAT ALL ITS STUDENTS ARE AWARE OF THE POLICY AND OF THE CONSEQUENCES OF ACADEMIC DISHONESTY.

## GUIDELINES:

### DEFINITION OF ACADEMIC DISHONESTY:

ACADEMIC DISHONESTY IS THE PRESENTATION OF SOMEONE ELSE'S IDEAS, WRITTEN OR SPOKEN WORDS (IN WHOLE OR IN PART) AS IF THEY WERE YOUR OWN. ACADEMIC DISHONESTY INVOLVES MISREPRESENTING AUTHORSHIP OR OWNERSHIP. AS SUCH, ACADEMIC DISHONESTY IS CONSIDERED A SERIOUS ACT OF MISBEHAVIOR AT THE AMERICAN SCHOOL.

ACADEMIC DISHONEST CAN ASSUME MANY FORMS. IT INCLUDES, BUT IS NOT LIMITED TO THE FOLLOWING:

- **PLAGIARISM:** TAKING (IN WHOLE OR IN PART) WORK, WORDS, IDEAS, PICTURES, INFORMATION OR ANYTHING THAT HAS BEEN PRODUCED BY SOMEONE ELSE AND SUBMITTING IT FOR ASSESSMENT AS ONE'S OWN WORK.

- **COPYING:** TAKING WORK OF ANOTHER STUDENT, WITH OR WITHOUT HIS OR HER KNOWLEDGE AND SUBMITTING IT AS ONE'S OWN WORK.
- **EXAM CHEATING:** COMMUNICATING WITH OTHER STUDENT IN AN EXAM, BRINGING UNAUTHORIZED MATERIAL INTO AN EXAM ROOM, OR CONSULTING SUCH MATERIAL DURING AN EXAM, IN ORDER TO GAIN AN UNFAIR ADVANTAGE.
- **DUPLICATION:** SUBMITTING WORK THAT IS SUBSTANTIALLY THE SAME FOR ASSESSMENT IN DIFFERENT COURSES WITHOUT THE CONSENT OF ALL TEACHERS INVOLVED.
- **FALSIFYING DATA:** CREATING OR ALTERING DATA, WHICH HAS NOT BEEN COLLECTED IN AN APPROPRIATE WAY.
- **COLLUSION:** HELPING ANOTHER STUDENT TO BE ACADEMICALLY DISHONEST.
- **PARAPHRASING:** SUBSTANTIALLY REPRODUCING A COMBINATION OF IDEAS FROM ANOTHER SOURCE (EVEN THOUGH THE EXACT WORDING AS ORIGINALLY EXPRESSED IS NOT REPEATED). ALL PARAPHRASED AND QUOTED MATERIALS MUST BE CITED IN ENDNOTES, FOOTNOTES, AND THE BIBLIOGRAPHY. ALL QUOTED MATERIALS (TAKEN DIRECTLY AS STATED OR WRITTEN) MUST BE ENCLOSED IN QUOTATION MARKS AND CITED IN ENDNOTES, FOOTNOTES AND THE BIBLIOGRAPHY.

## PROMOTING ACADEMIC HONESTY:

1. 0. A STUDENT MUST ALWAYS IDENTIFY THE SOURCE OF IDEAS, WORDS AND PHRASES THAT ARE NOT HIS. IT IS BETTER TO OVER-CITE THE SOURCE THAN TO UNDER-CITE THE SOURCE.
2. IN ORDER TO AVOID PLAGIARISM, STUDENTS SHOULD LIST ALL SOURCES CONSULTED IN A BIBLIOGRAPHY.

3. THE AMERICAN SCHOOL OF QUITO MAY SUBMIT RANDOM OR SELECTED PIECES OF WORK TO EXTERNAL BODIES FOR VERIFICATION AND EVALUATION OF SOURCES. STUDENTS MUST BE ABLE TO SUBMIT ELECTRONIC COPIES OF ANY WORK TO THE TEACHER FOR SUCH VERIFICATION AT ANY TIME AS REQUESTED. STUDENTS MUST PROVIDE ALL DRAFT MATERIAL THEY PRODUCE IN PREPARING WORK FOR SUBMISSION TO TEACHERS UPON THEIR REQUEST.

### **CONSEQUENCES OF ACADEMIC DISHONESTY AT FCAQ:**

ALL STUDENT WORK FOUND TO CONTAIN ACADEMIC DISHONESTY, IN PARTS OR IN ITS ENTIRETY, WILL BE GIVEN A GRADE OF 01/100. ANY WORK LENT TO BE COPIED, WILL ALSO RECEIVE A GRADE OF 01/100. ADDITIONALLY, ALL STUDENTS INVOLVED (I.E. BOTH STUDENTS WHO SUBMIT COPIED WORK AS THEIR OWN AND/OR STUDENTS WHO ALLOW THEIR WORK TO BE COPIED OR PLAGIARIZED) WILL FACE THE CORRESPONDING DISCIPLINARY CONSEQUENCES AS OUTLINED IN THE STUDENT GUIDE.

### **RESPONSIBILITY OF STAFF, STUDENTS AND PARENTS:**

ALL AMERICAN SCHOOL OF QUITO STAFF, STUDENTS AND PARENTS SHOULD REVIEW THE CONTENTS OF THIS DOCUMENT AND UNDERSTAND ACADEMIC HONESTY. THEY SHOULD ALSO UNDERSTAND THE CONSEQUENCES OF ACADEMIC DISHONESTY.

**PARENTS** SHOULD SPEAK TO THEIR CHILDREN ABOUT THE NEED TO BE HONEST AND WHY IT IS IMPORTANT TO BE SO IN TERMS OF THEIR ACADEMIC SUCCESS.

**TEACHERS** SHOULD EXPLAIN WHAT THE POLICY MEANS TO STUDENTS IN RELATION TO THE WORK THAT THE STUDENTS PRODUCE. THEY SHOULD ALSO SPEAK TO STUDENTS REGULARLY DURING THE DRAFTING OF THE WORK, AND THROUGHOUT THE YEAR REGARDING ACADEMIC HONESTY.

**STUDENTS** SHOULD RECOGNIZE THAT THEY ARE ULTIMATELY RESPONSIBLE FOR THEIR OWN WORK. THEY SHOULD BE IN CONSTANT CONTACT WITH THEIR TEACHERS REGARDING THE WRITING PROCESS AND CONSULT IF THERE ARE ANY QUESTIONS ABOUT USING PROPER REFERENCES.

**REFERENCING SOURCES: EXAMPLES TAKEN FROM MLA HANDBOOK.**

# POLICY FOR INTERNET USE

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THE AMERICAN SCHOOL OF QUITO PROVIDES USE OF THE INTERNET AS PART OF ITS EDUCATIONAL PROGRAM THROUGH A LOCAL SERVICE PROVIDER. THROUGH THIS SERVICE THE SCHOOL OFFERS A VARIETY OF EDUCATIONAL RESOURCES.

WHILE MANY OPPORTUNITIES OFFERED BY THE INTERNET ARE FOR THE APPROPRIATE LEARNING OF TEACHERS AND STUDENTS, OTHERS ARE UNSUITABLE FOR SCHOOL USE. THE AMERICAN SCHOOL OFFERS THESE GUIDELINES SO THOSE USERS MAY HAVE A RESPONSIBLE, REWARDING EXPERIENCE. STUDENTS USING THE INTERNET OR OTHER COMPUTER HARDWARE MUST ABIDE BY THE FOLLOWING GUIDELINES:

1. THE USE OF THE NETWORK IS A PRIVILEGE, NOT A RIGHT, AND MAY BE REVOKED IF ABUSED.
2. THE STUDENTS ARE ADVISED NEVER TO ACCESS, KEEP, OR SEND INFORMATION RELATED TO PORNOGRAPHY, TERRORISM, VIOLENCE, RACISM, INTIMIDATION, HARASSMENT, OR ANY OTHER INFORMATION THAT CAN BE CENSURED BY THE SCHOOL'S AUTHORITIES OR THAT CAN INJURE THEMSELVES OR OTHERS.
3. STUDENTS SHOULD NOT COPY OTHER PEOPLE'S WORK OR INTRUDE INTO OTHER PEOPLE'S FILES, OR OTHERWISE TRESPASS IN ANOTHER USER'S FOLDERS, WORK, OR FILES.
4. SCHOOL'S COMPUTERS' INFORMATION AND NETWORK STORAGE AREAS MAY BE CHECKED IN ORDER TO MAINTAIN SYSTEM INTEGRITY AND TO INSURE THAT STUDENTS ARE USING THE SYSTEM RESPONSIBLY.
5. USERS ARE EXPECTED TO REMAIN WITHIN ALLOCATED DISK SPACE AND DELETE E-MAIL OR OTHER MATERIAL, WHICH TAKE UP EXCESSIVE STORAGE SPACE.

5. USERS MUST RESPECT THE REGULATIONS ON COPYRIGHT AND AVOID PLAGIARISM IN USING INFORMATION AND IDEAS FROM SOURCES ON THE INTERNET. THEY MUST CORRECTLY CITE THE SOURCES USED.
6. USERS MAY NOT ALTER THE SOFTWARE CONTENT OF THE COMPUTER. THIS INCLUDES DELETING FILES, DOWNLOADING PROGRAMS, AND COPYING COMMERCIAL PROGRAMS. USERS MAY NOT TAMPER WITH SECURITY SOFTWARE.
7. STUDENTS SHOULD TAKE CARE OF THE COMPUTER EQUIPMENT. VANDALISM WILL RESULT IN LOSS OF USAGE PRIVILEGES AND STUDENTS WILL ATTAIN TO ANY DECISION TAKEN BY THE ADMINISTRATORS, WITHOUT DETRIMENT OF PAYMENT FOR THE DAMAGES.
8. STUDENTS SHOULD NOTIFY THE SECTION PRINCIPAL, IF BY ACCIDENT, THEY ENCOUNTER MATERIALS WHICH VIOLATE THE RULES OF APPROPRIATE USE, AS SPECIFIED IN THE SECOND ARTICLE.
9. ANY USER THAT HAS BEEN IDENTIFIED BY SCHOOL AUTHORITIES, AS A "HACKER", WILL BE IMMEDIATELY SEPARATED FROM SCHOOL COMMITTING A VERY SERIOUS DISCIPLINARY OFFENCE. THE COMPUTER TEACHERS MUST PRESENT A WRITTEN REPORT ON THE OFFENSES.
11. ANY USER WHO VIOLATES THESE POLICIES WILL BE DENIED ACCESS TO THE USE OF THE INTERNET AND THE COMPUTER NETWORK AT THE AMERICAN SCHOOL, AND PUNISHED ACCORDING TO WHAT IS ESTABLISHED IN THE STUDENT HANDBOOK.

<sup>1</sup> A HACKER IS CONSIDERED A PERSON WHO USES HIS KNOWLEDGE OF SYSTEM CONFIGURATIONS, COMMUNICATION PROTOCOL, ACCESS CODES, PROGRAMS, SECURITY FAULTS, ETC. TO ACCESS INFORMATION SYSTEMS BELONGING TO THIRD PARTIES AND CHANGE THEIR CONTENT, BE IT TO CAUSE HARM OR SIMPLY GET ATTENTION.

# LIBRARY AND BOOK STORE SERVICES

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THE PRIMARY OBJECTIVE OF OUR LIBRARY STAFF IS TO HELP STUDENTS FIND, USE, AND BE RESPONSIBLE AND DISCRIMINATING USERS OF INFORMATION RESOURCES AND TO ENCOURAGE LEISURE READING

## SCHEDULE

THE PRIMARY AND SECONDARY LIBRARIES AND THE BOOK STORE ARE OPEN MONDAY THROUGH FRIDAY FROM 7:30 A.M. TO 4:00 P.M.

TEACHERS MAY BRING THEIR CLASSES TO DO RESEARCH OR FOR PLEASURE READING. INDIVIDUAL STUDENTS VISITING THE LIBRARY DURING CLASS TIME MUST HAVE A PERMISSION FORM SIGNED BY THEIR TEACHER WHICH INCLUDES THE TIME SENT.

PRIMARY CLASSES WILL ALSO VISIT THE LIBRARY DURING AN ASSIGNED TIME.

## ONLINE CATALOG

THE LIBRARY CATALOG LINK THROUGH THE AMERICAN SCHOOL OF QUITO WEBPAGE PROVIDES ACCESS FROM HOME AND SCHOOL TO ALL LIBRARY RESOURCES, I.E. THOSE AVAILABLE IN THE SECONDARY, PRIMARY AND JUNIOR COLLEGE LIBRARIES AND THE BOOK STORE.

IN ADDITION TO THE LIBRARY RESOURCES, THE BOOK STORE HAS TEXTBOOKS, SUPPLIES, POSTERS, MANIPULATIVES, MAPS, GLOBES AND MANY OTHER TEACHING SUPPLIES THAT ARE ALSO LISTED IN THE ONLINE CATALOG.

## LIBRARY EXPECTATIONS

TO ENSURE THAT WE ALL WORK TOGETHER SUCCESSFULLY IN AN ATMOSPHERE THAT ENCOURAGES LEARNING, FACULTY AND STUDENTS MUST RESPECT THE RIGHTS OF OTHERS AND HONOR THE REQUESTS OF THE LIBRARY PERSONNEL. THOSE WHO DO NOT MAY BE ASKED TO LEAVE THE LIBRARY AND/OR WILL BE REFERRED TO AUTHORITIES.

TABLES AND CHAIRS SHOULD BE LEFT IN ORDER FOR THE NEXT CLASS AND LIBRARY BOOKS PUT ON A BOOK CART FOR RE-SHELVING EXCEPT IN THE PRIMARY LIBRARY WHERE STUDENTS USE BROWSING STICKS.

FOOD, DRINK AND PERSONAL ELECTRONIC DEVICES (IPODS, CELL PHONES, ETC.) SHOULD BE USED ELSEWHERE, NOT IN THE LIBRARY.

## USING LIBRARY MATERIALS

ALL MATERIALS AND EQUIPMENT MAY BE CHECKED OUT FOR SPECIFIC TIME PERIODS WHICH DEPEND ON THE TYPE.

YOUR STUDENT CARNET IS REQUIRED TO CHECK OUT ITEMS. BECAUSE THE CARNET DETERMINES RESPONSIBILITY, STUDENTS SHOULD ALWAYS USE THEIR OWN CARNETS.

EVERYONE WILL BE RESPONSIBLE FOR RETURNING MATERIALS. BE CONSIDERATE AND PROMPTLY RETURN ITEMS WHEN YOU HAVE FINISHED USING THEM.

THE VALUE OF LOST OR DAMAGED RESOURCES, INCLUDING EQUIPMENT, WILL BE CHARGED TO THE PERSON WHO CHECKED THEM OUT. ONLY THE EXACT COPY OR A NEWER EDITION OF THE SAME TITLE AND APPROVED BY THE LIBRARY DIRECTOR WILL BE ACCEPTED AS A SUBSTITUTE FOR A MISSING OR DAMAGED BOOK, MAGAZINE, DVD, CD, OR VIDEO.

STUDENTS SHOULD RETURN ALL ITEMS AND PAY FOR LOST OR DAMAGED MATERIALS ONE WEEK BEFORE THE FINAL DAY OF CLASSES. RETURNING STUDENTS MUST CLEAR THEIR RECORDS BEFORE CHECKING OUT ITEMS FOR THE NEXT SCHOOL YEAR.

## ADDITIONAL INFORMATION

GENERAL MATERIALS CIRCULATE TO SECONDARY STUDENTS FOR THREE WEEKS AND PRIMARY STUDENTS FOR ONE WEEK AND CAN BE RENEWED AS NEEDED. REFERENCE BOOKS, DVDs, CD, AND VIDEOS ARE DUE THE NEXT SCHOOL DAY.

- STUDENTS MAY HAVE UP TO A TOTAL OF 15 ITEMS, IN ADDITION TO TEXTBOOKS, CHARGED OUT TO THEIR NAME AT ANY ONE TIME. WHEN SEVERAL STUDENTS HAVE A SIMILAR ASSIGNMENT, BOOK NUMBERS AND DUE DATES MAY BE ADJUSTED.
- PRIMARY STUDENTS ARE ENCOURAGED TO ESTABLISH GOOD LIBRARY HABITS BEFORE TAKING OUT MANY BOOKS. THE SUGGESTED CHECKOUT NUMBERS FOR THE FIRST MARKING PERIOD OF EACH SCHOOL YEAR ARE: KINDER—1 BOOK, GRADES 1, 2, 3 –2 BOOKS, AND GRADES 4, 5, 6--3 BOOKS. OVERDUE ITEMS MUST BE RETURNED BEFORE OTHERS MAY BE CHECKED OUT.
- TEACHERS AND STUDENTS MAY BORROW EQUIPMENT SUCH AS VIDEO AND DIGITAL CAMERAS, DVD PLAYERS ETC. FOR SCHOOL PROJECTS DURING THE SCHOOL DAY, BUT NEED TO RESERVE IT AT LEAST 4 DAYS AHEAD.
- THE LIBRARY DOES NOT CHARGE FINES FOR OVERDUE MATERIALS, BUT ENCOURAGES EVERYONE TO RETURN THINGS PROMPTLY.
- ONLINE DATABASES AND THE LIBRARY CATALOG CAN BE ACCESSED FROM THE LIBRARY, SCHOOL, AND HOME COMPUTERS THROUGH THE SCHOOL WEBPAGE. SOME RESOURCES NEED PASSWORDS WHICH ARE AVAILABLE FROM THE LIBRARY STAFF.
- BLACK AND WHITE COMPUTER PRINT-OUTS AND PHOTOCOPIES COST \$.05. COLOR COSTS \$.25. REPLACEMENT PAPER MAY BE SUPPLIED INSTEAD OF THE \$.05 FOR BLACK AND WHITE COMPUTER COPIES.

- › OVERDUE NOTICES WILL BE SENT AT VARIOUS TIMES DURING THE YEAR. ALL RESOURCES MUST BE RETURNED AND LOST AND DAMAGED ITEMS PAID FOR ONE WEEK BEFORE THE FINAL DAY OF CLASSES.
- › STUDENTS WITH OUTSTANDING MATERIALS OR LIBRARY CHARGES WILL NEED TO RETURN OR PAY FOR THEM BEFORE REGISTERING FOR THE NEXT SCHOOL YEAR.
- › WE ENCOURAGE SUMMER READING. BOOKS AND MATERIALS WILL BE CHECKED OUT AFTER ALL RECORDS ARE CLEARED AND THE INVENTORY IS COMPLETED AND ARE DUE THE FIRST WEEK OF CLASSES.

# RULES CONCERNING MERITORIOUS

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**ARTICLE 1:** STUDENTS WHO EXCEL IN THEIR ACADEMIC, CULTURAL, AND SPORTS ACTIVITIES WHILE REPRESENTING THE SCHOOL, OR OWING TO THEIR VIRTUES OF FELLOWSHIP AND SOLIDARITY MAY EARN SPECIAL RECOGNITION, AS FOLLOWS:

## 1. IN THE PRIMARY SECTION:

- A) ANNUAL DIPLOMAS FOR THE TWO HIGHEST ACADEMIC GRADES IN EACH PARALLEL, WITH A DISCIPLINE GRADE OF AT LEAST B+ OR 85/100.
- B) MENTIONS AND DIPLOMAS FOR STUDENTS WHO HAVE EXCELLED IN ACTIVITIES OUTSIDE THE SCHOOL.
- C) HONORARY SCHOLARSHIPS FOR OUTSTANDING STUDENTS EXCELLING IN THE ACADEMIC, SPORTS, CULTURAL AND SCIENTIFIC FIELDS, AS ESTABLISHED IN THE REGULATIONS FOR THE CONCESSION OF SCHOLARSHIPS.
- D) DIPLOMAS TO STUDENTS WHO HAVE EXCELLED IN THE VALUES OF SOLIDARITY AND FELLOWSHIP.
- E) THE SIXTH GRADE STUDENTS FROM THE NATIONAL SECTION WHO HAVE ATTAINED THE HIGHEST ACADEMIC AND DISCIPLINE AVERAGES BETWEEN FIRST AND SIXTH GRADE IN THE SPANISH AND ENGLISH PROGRAMS, WILL RECEIVE THE GOLD MEDAL FOR THE BEST GRADUATE IN EACH PROGRAM.
- F. THE SIXTH GRADE STUDENTS FROM THE INTERNATIONAL SECTION WHO HAVE ATTAINED THE HIGHEST ACADEMIC AND DISCIPLINE AVERAGES BETWEEN FOURTH AND SIXTH GRADE IN THE ENGLISH AND SPANISH PROGRAMS, WILL RECEIVE THE GOLD MEDAL FOR THE BEST GRADUATE IN EACH PROGRAM.

## 2. IN THE SECONDARY SECTION:

- A) DIPLOMAS WILL BE AWARDED TO THOSE STUDENTS WHO HAVE OBTAINED THE HIGHEST ACADEMIC AND DISCIPLINE AVERAGES IN THEIR GRADES. THESE DISTINCTIONS WILL BE GIVEN OUT AT THE BEGINNING OF THE YEAR ASSEMBLY.
- B) IN ACCORDANCE WITH THE REGULATION ESTABLISHED BY THE EXECUTIVE COMMITTEE, PRIZES WILL BE GIVEN TO THE THREE BEST GRADUATES IN TWELFTH GRADE. THESE DISTINCTIONS WILL BE AWARDED AT THE GRADUATION CEREMONY.
- C) IN ACCORDANCE WITH THE REGULATIONS FOR THE CONCESSION OF SCHOLARSHIPS APPROVED BY THE BOARD OF TRUSTEES, HONORARY SCHOLARSHIPS WILL BE AWARDED OUT AT THE BEGINNING OF THE YEAR ASSEMBLY.
- D) THE SCHOLARSHIP FOR LEADERSHIP WILL BE GIVEN TO THOSE STUDENTS WHO AT THE END OF ELEVENTH GRADE HAVE SHOWN OUTSTANDING QUALITIES IN THIS AREA, AS DEFINED BY THE REGULATIONS FOR AWARDED SCHOLARSHIPS FOR LEADERSHIP. THIS DISTINCTION WILL BE AWARDED AT THE BEGINNING OF THE YEAR ASSEMBLY.
- E) BECOMING A MEMBER OF THE NATIONAL HONORS SOCIETY, A BODY CONSTITUTED TO HONOR THE STUDENTS WHO SHOW EXCELLENCE IN THEIR ACADEMIC PERFORMANCE, LEADERSHIP SKILLS, SERVICE TO OTHERS, AND CHARACTER, AS DEFINED BY THE AMERICAN SCHOOL.

**ARTICLE 2.-** FLAG BEARERS AND ESCORTS, FROM SIXTH AND TWELFTH GRADES RESPECTIVELY, WILL BE DESIGNATED AND PROCLAIMED ANNUALLY IN BOTH THE PRIMARY AND SECONDARY SECTIONS.

IN ACCORDANCE WITH THE SPECIAL REPLACEMENT REGULATION ISSUED BY THE MINISTRY OF EDUCATION AND CULTURE WITH REGARD TO THE ELECTION OF FLAG BEARERS, STANDARD BEARERS AND ESCORTS FROM PRIMARY AND

ESCORTS FROM PRIMARY AND MIDDLE SCHOOLS, THE ELECTION OF THE ABOVE SHOULD TAKE PLACE FROM SIXTH AND TWELFTH GRADE STUDENTS, RESPECTIVELY, WITHIN THE FIRST TWO WEEKS OF THE SCHOOL YEAR.

DISTINCTIONS WILL BE AWARDED IN THE FOLLOWING ORDER ACCORDING TO THE GRADES ATTAINED, FROM HIGHEST TO LOWEST:

<b>FIRST PLACE:</b>	FLAG BEARER CARRYING THE NATIONAL FLAG
<b>SECOND PLACE:</b>	STANDARD BEARER CARRYING THE CITY BANNER
<b>THIRD PLACE:</b>	STANDARD BEARER CARRYING THE SCHOOL BANNER
<b>FOURTH AND FIFTH PLACES:</b>	GUARDS OF HONOR FOR THE NATIONAL FLAG
<b>SIXTH AND SEVENTH PLACES:</b>	GUARDS OF HONOR FOR THE CITY BANNER
<b>EIGHTH AND NINTH PLACES:</b>	GUARDS OF HONOR FOR THE SCHOOL BANNER

**ARTICLE 3.-** STUDENTS FROM BOTH THE PRIMARY AND SECONDARY SECTIONS MUST FULFILL THE FOLLOWING REQUIREMENTS IN ORDER TO BE TAKEN INTO CONSIDERATION FOR THESE DISTINCTIONS:

- A) BE ENROLLED AND REGULARLY ATTENDING CLASSES IN THE SIXTH AND TWELFTH GRADE RESPECTIVELY.
- B) TO HAVE BEEN AT THE SCHOOL FOR AT LEAST THE FIVE PREVIOUS YEARS.
- C) NEITHER THE PRIMARY NOR THE SECONDARY STUDENTS SHOULD HAVE REPEATED A YEAR.

- D) TO HAVE OBTAINED THE HIGHEST ACADEMIC AVERAGES FROM FIRST TO FIFTH GRADE IN THE CASE OF THE PRIMARY SECTION, AND FROM SEVENTH AND ELEVENTH GRADE IN THE CASE OF THE SECONDARY SECTION.
- E) TO HAVE OBTAINED A MINIMUM DISCIPLINE AVERAGE OF 85/100 OR B+ DURING EACH SCHOOL YEAR IN PRIMARY OR SECONDARY RESPECTIVELY.
- F) BE AN ECUADORIAN BY BIRTH OR NATURALIZATION. IN THE EVENT THAT THIS HONOR SHOULD BE BESTOWED UPON A FOREIGN STUDENT, HE/SHE WILL RECEIVE PUBLIC RECOGNITION DURING THE PLEDGING OF ALLEGIANCE TO THE FLAG CEREMONY, BUT MAY NOT BE PROCLAIMED A FLAG BEARER OR ESCORT.

**ARTICLE 4.-** IN ADDITION, FLAG BEARERS WILL BE CHOSEN WHO SHOULD MEET THE FOLLOWING REQUIREMENTS, WHETHER THEY ARE IN THE PRIMARY OR SECONDARY SECTION:

IN THE CASE OF THE PRIMARY SECTION, FLAG BEARERS WILL BE CHOSEN FROM THE FIFTH GRADE STUDENTS WHO MEET THE FOLLOWING REQUIREMENTS:

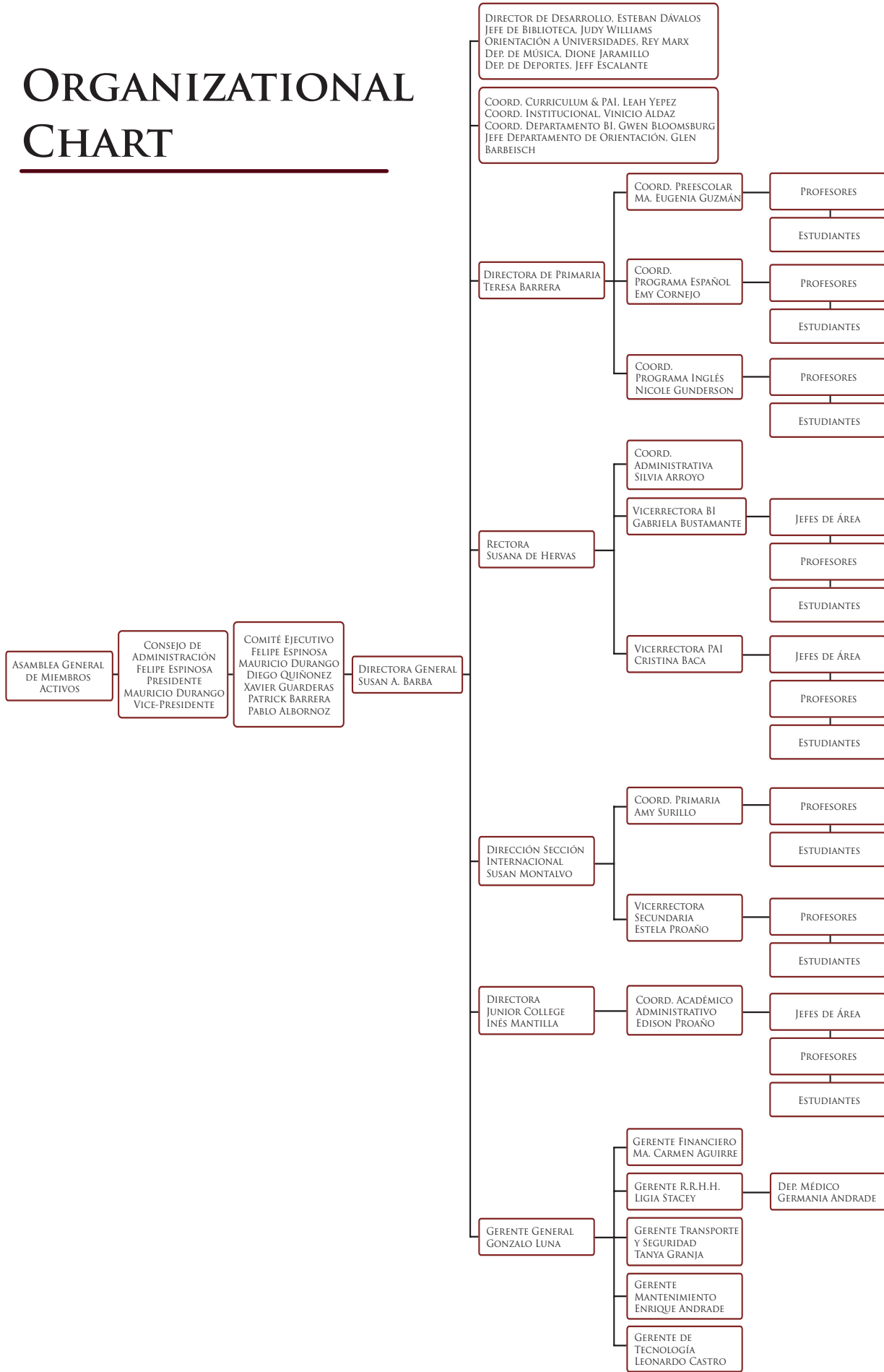
- A) TO HAVE OBTAINED THE ESTABLISHED MINIMUM ACADEMIC AVERAGE OF 92.5 FROM FIRST THROUGH FOURTH GRADES IN THE NATIONAL PROGRAM AND IN THIRD AND FOURTH GRADES IN THE INTERNATIONAL PROGRAM.
- B) TO HAVE RECEIVED A MINIMUM DISCIPLINE AVERAGE OF 85/100 OR B+ IN EACH SCHOOL YEAR, AND NO WRITTEN SANCTIONS FROM ADMINISTRATION.
- C) TO HAVE NO REPEATED SCHOOL YEARS.
- D) FLAG BEARERS IN THE SECONDARY SECTION WILL BE CHOSEN FROM STUDENTS IN EIGHTH TO ELEVENTH GRADE, TAKING INTO ACCOUNT THEIR QUALIFICATIONS UP TO THE PREVIOUS SCHOOL YEAR.

**ARTICLE 5:** THE FLAG BEARERS AND ESCORTS FROM THE PRIMARY AND SECONDARY SECTIONS WILL BE PROCLAIMED DURING THE CEREMONIES TO PROMISE AND SWEAR ALLEGIANCE TO THE FLAG RESPECTIVELY.

# ADMINISTRATIVE ASPECTS

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# ORGANIZATIONAL CHART



# CLASS SCHEDULE

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## PRESCHOOL

### MONDAY-TUESDAY-THURSDAY AND FRIDAY

BEGINNING ACTIVITIES	9.00AM - 9.15AM
FIRST BLOCK	9.15AM - 10.15AM
RECESS	10.15AM -10.30AM
SECOND BLOCK	10.30AM -11.30AM
LUNCH	11.30AM -12.00PM
RECESS	12.00PM -12.15PM
NAP TIME	12.15PM -12.30PM
THIRD BLOCK	12.30PM - 1.30PM
FINAL ACTIVITIES	1.30PM - 1.45PM
BUSES LEAVE	1.45PM - 2.00PM

### WEDNESDAY

BEGINNING ACTIVITIES	9.00AM- 9.15AM
FIRST BLOCK	9.15AM-10.15AM
RECESS	10.15AM-10.30AM
SECOND BLOCK	10.30AM-11.30AM
THIRD BLOCK	11.30AM-12.00PM
LUNCH	12.00PM-12.30PM
RECESS	12.30PM-12.45PM
NAP TIME	12.45PM- 1.00PM
THIRD BLOCK	1.00PM- 1.30PM
FINAL ACTIVITIES	1.30PM- 1.45PM
BUSES LEAVE	1.45PM- 2.00PM

# ELEMENTARY

## MONDAY-TUESDAY-THURSDAY AND FRIDAY

1	7.55AM – 8.35AM
2	8.35AM – 9.15AM
RECESS	9.15AM – 9.25AM
3	9.25AM – 10.05AM
4	10.05AM – 10.40AM
REFRESHMENTS	10.40AM – 10.55AM
RECESS	10.55AM – 11.25AM
1	11.25AM – 12.05PM
2	12.05PM – 12.45PM
RECESS	12.45PM – 12.55PM
3	12.55PM – 1.35PM
4	1.35PM – 2.10PM

## WEDNESDAY

1	9.20AM – 10.00AM
2	10.00AM – 10.40AM
3	10.40AM – 11.20AM
REFRESHMENTS	11.20AM – 11.35AM
RECESS	11.35AM – 12.10PM
1	12.10PM – 12.50PM
2	12.50PM – 1.30PM
3	1.30PM - 2.10PM

THE SCHEDULE OBSERVED DURING HALF-DAYS WILL BE  
FROM 07H55 TO 11H00

## SECONDARY

	REGULAR SCHEDULE	WEDNESDAY SCHEDULE		ASSEMBLY SCHEDULE
		CAPACITATION 7H40-8H50		
1	7H40-8H28	8H50 - 9H28	1	7H40 - 8H20
2	8H31-9H19	9H31 - 10H09	2	8H23 - 9H03
3	9H22-10H10	10H12-10H50	3	9H06 - 9H46
RECESS	10H10-10H40	10H50-11H20	ASSEMBLY	9H46-10H42
4	10H40-11H28	11H20-11H48	RECESS	10H42-11H12
5	11H31-12H19	12H01-12H39	4	11H12-11H52
RECESS	12H19-12H49	12H39-13H09	5	11H55-12H35
6	12H49-13H37	13H09-13H47	RECESS	12H35-13H05
7	13H40-14H28	13H50-14H28	6	13H05-13H45
			7	13H48-14H28
EXTRACUR.	14H45-15H55	14H45-15H55		14H45-15H55
	HALF DAY NO RECESS			
1	7H40-8H28			
2	8H31-9H19			
3	9H22-10H10			
4	10H13-11H01			

## CLASS SCHEDULE

IN ORDER TO COMPLETE THE REQUIRED CLASS HOURS, THE SECONDARY SECTION FOLLOWS A SIX DAY ROTATING SCHEDULE.

FOR EXAMPLE:

### SEPTEMBER

MONDAY	TUESDAY	WEDNESDAY		FRIDAY
1 SEPT. DAY 1	2 SEPT. DAY 2	3 SEPT. DAY 3	4 SEPT. DAY 4	5 SEPT. DAY 5
8 SEPT. DAY 6	9 SEPT. DAY 1	10 SEPT. DAY 2	11 SEPT. DAY 3	12 SEPT. DAY 4
15 SEPT. DAY 5	16 SEPT. DAY 6	17 SEPT. DAY 1	18 SEPT. DAY 2	19 SEPT. DAY 3
22 SEPT. DAY 4	23 SEPT. DAY 5	24 SEPT. DAY 6	25 SEPT. DAY 1	26 SEPT. DAY 2

THE SCHEDULE ON WEDNESDAYS WILL BE ACCORDING TO THE DAY THAT WEDNESDAY FALLS ON THAT WEEK. WHEN THERE ARE DAYS OFF OR CHANGES IN THE ESTABLISHED CALENDAR, CLASSES WILL BEGIN AGAIN WITH THE SCHEDULE FOR THE CORRESPONDING DAY. FOR EXAMPLE, IF CLASSES ARE INTERRUPTED ON SEPTEMBER 24, DAY 6, AND BEGIN AGAIN ON FRIDAY 26, THE SCHEDULE FOR DAY 6 WILL BE FOLLOWED THAT DAY.

# UNIFORMS

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## PRESCHOOL

### PHYSICAL EDUCATION AND SPORTS UNIFORM ONLY

THE USE OF THIS UNIFORM IS MANDATORY DURING DAYS ON WHICH STUDENTS HAVE SPORTS.

- › GREY TWO PIECE SWEAT SUIT, WITH THREE BURGUNDY STRIPES
- › GREY T-SHIRT WITH BURGUNDY BORDERS ON THE NECK AND SLEEVES AND A STAMP OF THE “DIABLITO”, THE SCHOOL MASCOT, ON THE FRONT
- › GREY BERMUDA SHORTS WITH THREE BURGUNDY STRIPES (OPTIONAL)
- › WHITE SOCKS AND SPORTS SHOES

## ELEMENTARY

### DAILY UNIFORM FOR FIRST THROUGH SIXTH GRADERS

- › BURGUNDY SWEATSHIRT WITH A GREY COLLAR AND GREY COLEGIO AMERICANO EMBLEM
- › WHITE POLO T SHIRT WITH BURGUNDY BORDERS ON THE COLLAR AND SLEEVES. BURGUNDY COLEGIO AMERICANO EMBLEM
- › GREY JEANS
- › WHITE SOCKS
- › MAINLY BLACK SHOES
- › GREY VEST WITH SCHOOL EMBLEM (OPTIONAL)

### UNIFORMS FOR SIXTH GRADE STUDENTS TO BE WORN ON MONDAYS:

- › BURGUNDY CARDIGAN WITH BLUE AND GREY STRIPES ON THE CUFFS AND WAIST
- › WHITE GABARDINE LONG SLEEVED BLOUSE (GIRLS)

- › WHITE GABARDINE SHORT SLEEVED SHIRT WITH A POCKET ON THE LEFT HAND SIDE (BOYS)
- › KNEE-HIGH GREY GABARDINE SKIRT WITH TWO PLEATS AT THE FRONT AND TWO AT THE BACK. GREY PANTS ARE OPTIONAL, BUT NOT TO BE WORN ON SPECIAL OCCASIONS (GIRLS)
- › STRAIGHT GREY GABARDINE PANTS (BOYS)
- › WHITE KNEE-HIGH SOCKS FOR GIRLS, GREY SOCKS FOR BOYS.
- › MAINLY BLACK SHOES

SIXTH GRADE STUDENTS SHOULD WEAR BLACK DRESS SHOES FOR SPECIAL OCCASIONS.

### PHYSICAL EDUCATION AND SPORTS UNIFORM

- › GREY TWO PIECE SWEAT SUIT, WITH THREE BURGUNDY STRIPES
- › GREY T-SHIRT WITH BURGUNDY BORDERS ON THE NECK AND SLEEVES AND A STAMP OF THE “DIABLITO”, THE SCHOOL MASCOT, ON THE FRONT
- › GREY BERMUDA SHORTS WITH THREE BURGUNDY STRIPES (OPTIONAL). FOR FIRST, SECOND AND THIRD GRADERS.
- › WHITE SOCKS AND SPORTS SHOES

**NOTE:** STUDENTS WHO FAIL TO COMPLY WITH THE DRESS CODE OUTLINED IN THE STUDENT HANDBOOK, WILL FACE THE CONSEQUENCES WHICH ARE OUTLINED HEREIN.

## SECONDARY

SECONDARY STUDENTS ARE REQUIRED TO WEAR THE UNIFORM ON MONDAYS AND WHEN ASKED TO DO SO BY SCHOOL AUTHORITIES. THE UNIFORM IS AS FOLLOWS

GIRLS	BOYS
BURGUNDY CARDIGAN WITH BLUE AND GREY STRIPES ON THE CUFFS AND WAIST	BURGUNDY CARDIGAN WITH BLUE AND GREY STRIPES ON THE CUFFS AND WAIST
WHITE LONG SLEEVED BLOUSE	WHITE SHORT SLEEVED SHIRT WITH A POCKET ON THE LEFT HAND SIDE
KNEE-HIGH GREY GABARDINE SKIRT WITH TWO PLEATS AT THE FRONT AND TWO AT THE BACK.	GREY GABARDINE PANTS
GREY PANTS (OPTIONAL*)	
WHITE KNEE-HIGH SOCKS.	GREY SOCKS
MAINLY BLACK SHOES (7TH TO 12TH GRADE STUDENTS)	MAINLY BLACK SHOES (7TH TO 12TH GRADE STUDENTS)
BLACK DRESS SHOES (TO BE WORN BY 12TH GRADE STUDENTS) FOR SPECIAL CEREMONIES)	BLACK DRESS SHOES (TO BE WORN BY 12TH GRADE STUDENTS FOR SPECIAL CEREMONIES)
12TH GRADE JACKET (FOR 12TH GRADERS)	12TH GRADE JACKET (FOR 12TH GRADERS)

\*GIRLS MAY WEAR PANTS, EXCEPT FOR SPECIAL CEREMONIES, WHEN THEY MUST WEAR THE SKIRT, WHITE KNEE HIGH SOCKS, BLACK DRESS SHOES AND THE SCHOOL CARDIGAN. TWELFTH GRADE BOYS MUST WEAR THE SCHOOL CARDIGAN AND BLACK DRESS SHOES FOR SPECIAL CEREMONIES.

**NOTE::** STUDENTS WHO FAIL TO COMPLY WITH THE DRESS CODE OUTLINED IN THE STUDENT HANDBOOK, WILL FACE THE CONSEQUENCES WHICH ARE OUTLINED HEREIN.

## PHYSICAL EDUCATION AND SPORTS UNIFORM

TO BE WORN OBLIGATORILY DURING SPORTS CLASS.

- › GREY TWO PIECE SWEAT SUIT, WITH THREE BURGUNDY STRIPES
- › GREY T-SHIRT WITH BURGUNDY BORDERS ON THE NECK AND SLEEVES AND A STAMP OF THE SCHOOL MASCOT, ON THE FRONT
- › WHITE SOCKS AND SPORTS SHOES

## ACADEMIC ASPECTS

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THE AMERICAN SCHOOL OF QUITO WAS FOUNDED ON OCTOBER 14, 1940. IT IS RECOGNIZED AND VALIDATED BY THE MINISTRY OF EDUCATION AND CULTURE IN ECUADOR, AND HAS BEEN ACCREDITED TO THE SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS OF THE UNITED STATES SINCE 1948. SINCE THE 1990-1991 SCHOOL YEAR, IT HAS BEEN A MEMBER OF THE INTERNATIONAL BACCALAUREATE ORGANIZATION WHICH IS BASED IN SWITZERLAND, AND OFFERS THE MIDDLE YEARS AND IB PROGRAMS. OUR CURRICULUM IS BASED ON STANDARDS AND BENCHMARKS.

THE SCHOOL ADHERES TO A BILINGUAL, MULTICULTURAL SYSTEM. A HIGH PROPORTION OF OUR TEACHING STAFF IS HIRED IN THE UNITED STATES, CANADA AND LATIN AMERICA. THIS CONTACT MAKES FOR THE FORMATION OF GLOBAL CITIZENS.

THE AMERICAN SCHOOL BOASTS THE MOST CURRENT TECHNOLOGICAL SERVICES, INCLUDING ITS OWN SERVER, SCIENCE LABORATORIES, TECHNOLOGY, SPORTS INSTALLATIONS, A MUSIC AND ART CENTER AND LIBRARY.

# PRESCHOOL SECTION

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THE GOAL OF THIS SECTION IS TO FACILITATE THE DEVELOPMENT OF THE CHILDREN AS A WHOLE. THROUGHOUT THE SCHOOL YEAR, CHILDREN ARE MOTIVATED TO EXPRESS THEMSELVES IN DIFFERENT WAYS, TO LEARN TO MAKE THEIR OWN DECISIONS AND TO SOLVE THEIR PROBLEMS, AS WELL AS TO DEVELOP THEIR BASIC SKILLS WORKING ON CONCRETE AND ABSTRACT TASKS IN ORDER TO ESTABLISH A SOLID BASIS FOR THEIR LEARNING.

## GENERAL OBJECTIVES:

1. TO FACILITATE THE CHILD'S ADAPTATION PROCESS TO THE NEW ENVIRONMENT AND PROMOTE SOCIAL RELATIONS BASED ON RESPECT FOR OTHERS AND SELF-RESPECT.
2. TO PROMOTE A COMFORTABLE, CHALLENGING AND SAFE ENVIRONMENT WHERE STUDENTS ARE OFFERED THE OPPORTUNITY TO GROW EMOTIONALLY AND SOCIALLY BY DEVELOPING THEIR OWN SKILLS AND ABILITIES.
3. TO STRENGTHEN THE CHILDREN'S SENSE OF RESPONSIBILITY, HONESTY AND SOLIDARITY VALUES.
4. TO ENCOURAGE INNER MOTIVATION, INDEPENDENCE AND THE ACQUISITION OF WORK HABITS.
5. TO INITIATE CHILDREN IN LEARNING ENGLISH THROUGH A FULL IMMERSION METHODOLOGY.
6. TO PROMOTE THE CHILDREN'S OVERALL DEVELOPMENT BY MOTIVATING THEM TO WORK ON PROJECTS, IN CENTERS, AND BY ENHANCING CONTACT WITH LITERATURE, THE ARTS, MUSIC AND TECHNOLOGY.

## BRIEF DESCRIPTION OF THE PRE-SCHOOL SECTION

THE PRESCHOOL SECTION IS DIVIDED INTO:

- › **PREKINDER**
- › **KINDERGARTEN**

AT EACH LEVEL STUDENTS ARE GROUPED INTO SIX HETEROGENEOUS EQUIVALENT PARALLELS, WHICH WORK IN THEIR OWN SEPARATE CLASSROOMS. EACH CLASS HAS TWO TEACHERS WHO WORK UNDER THE GUIDELINES FOR COOPERATIVE TEACHING.

STUDENTS ARE EXPOSED TO AN ENGLISH IMMERSION SYSTEM WITH SPANISH PERIODS THROUGHOUT THE WEEK TO SUPPORT THE DEVELOPMENT OF THEIR NATIVE LANGUAGE.

THIS SECTION OFFERS THE FOLLOWING COMPLEMENTARY SUBJECTS:

### **MUSIC AND CORPORAL EXPRESSION**

THE AIM OF THIS AREA IS TO GIVE THE CHILD BASIC MUSICAL TRAINING AND TEACH HIM OR HER TO LISTEN TO AND DISCRIMINATE BETWEEN DIFFERENT SOUNDS. THE AIM IS ALSO FOR THE CHILD TO DEVELOP A SENSE OF MOVEMENT AND RHYTHM, TO SING AND TO BECOME FAMILIAR WITH DIFFERENT MUSICAL INSTRUMENTS.

### **PHYSICAL EDUCATION AND RECREATION**

THE AIM IS FOR THE CHILD TO BECOME MORE AWARE OF HIS/HER OWN BODY THROUGH GAMES AND BOTH FREE AND DIRECTED ACTIVITIES, TO DEVELOP HIS/HER GROSS MOTOR SKILLS, TO LISTEN TO AND FOLLOW INSTRUCTIONS, AND TO GAIN A NOTION OF SPATIAL ORIENTATION.

### **COMPUTERS**

THE PRESCHOOL SECTION HAS A COMPUTER LABORATORY WHERE EACH CHILD CAN USE A COMPUTER AND LEARN TO OPERATE SIMPLE PROGRAMS.

### **ART**

THIS ACTIVITY EXPOSES THE CHILDREN TO A VARIETY OF MATERIALS AND TECHNIQUES IN THE USE OF COLOR, SHAPE, TEXTURE, SPACE AND ESTHETICS. CREATIVE INTERPRETATION IS MOTIVATED.

### **COOKING**

THROUGH A VARIETY OF ACTIVITIES, THE CHILDREN ARE ABLE TO EXPERIMENT WITH FOODS, COMPARE TEXTURES AND FOOD GROUPS, AS WELL AS FOLLOW RECIPES AND ENJOY WHAT THEY HAVE COOKED.

# NATIONAL ELEMENTARY SECTION

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## GENERAL OBJECTIVES:

1. TO MAINTAIN A CURRICULUM THAT PROMOTES IN ITS STUDENTS RESPECT AND SELF-DISCIPLINE, AS WELL AS ACCOUNTABILITY FOR THEIR OWN ACTIONS.
2. TO APPRECIATE AND RESPECT INTELLECTUAL AND HUMANISTIC VALUES THAT ARE TRANSLATED INTO HARMONIOUS SOCIAL INTERACTION AND A RESPECT FOR NATURE.
3. TO DEVELOP IN STUDENTS THE CAPACITY TO QUESTION PERTINENT ISSUES AND TO DEFEND THEIR POSITION SUPPORTED BY CRITICAL AND REFLEXIVE ARGUMENTS.
4. TO STRENGTHEN VALUES THAT CONTRIBUTE TOWARD INSTILLING PARTICIPATIVE, RESPECTFUL AND FREE INTERACTION WITH OTHERS, WHILE MAINTAINING A POSITIVE ATTITUDE TOWARDS THE COMMUNITY AND ITS MEMBERS.
5. TO PROMOTE A POSITIVE LEARNING ENVIRONMENT, SO STUDENTS CAN ACHIEVE HIGH LEVELS OF EXCELLENCE IN ENGLISH AND SPANISH.
6. TO MAKE STUDENTS AWARE OF THEIR DUTIES AND RIGHTS IN REGARD TO THEMSELVES, THEIR FAMILIES, THE COMMUNITY AND THEIR COUNTRY.
7. TO PROMOTE RESPECT FOR CULTURAL DIVERSITY AND ITS EXPRESSIONS.
8. TO USE TECHNOLOGY AS A TOOL IN THE TEACHING-LEARNING PROCESS.

## DESCRIPTION OF THE NATIONAL ELEMENTARY PROGRAM

THIS SECTION PROVIDES THE STUDENTS WITH BILINGUAL EDUCATION FOLLOWING TWO PROGRAMS, ONE IN ENGLISH AND THE OTHER IN SPANISH.

IN THIS PROGRAM, EACH GRADE IS DIVIDED INTO SIX EQUAL HETEROGENEOUS PARALLELS; EACH PARALLEL HAVING A MAXIMUM OF 25 STUDENTS.

EACH PARALLEL IS MANAGED BY TWO TEACHERS WHO ARE RESPONSIBLE FOR THE SPANISH AND ENGLISH PROGRAMS, RESPECTIVELY. EACH LEVEL IS COMPLEMENTED BY THE HELP OF AN ASSISTANT WHO SUPPORTS TEACHERS BY PROVIDING INDIVIDUALIZED OR GROUP ASSISTANCE FOR STUDENTS.

AT THIS LEVEL, THE TECHNICAL-PRACTICAL SUBJECTS OFFERED ARE ART, COMPUTERS, SCIENCE, SPORTS AND MUSIC.

SIXTH GRADE IS PART OF THE INTERNATIONAL BACCALAUREATE (IB) MIDDLE YEARS PROGRAM (MYP).

# THE NATIONAL SECONDARY SECTION

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THE NATIONAL SECONDARY SECTION AT THE AMERICAN SCHOOL OF QUITO CURRENTLY HAS AROUND 750 STUDENTS.

WE PROVIDE BILINGUAL, ALL ENCOMPASSING EDUCATION BASED ON UNIVERSAL VALUES, WHICH ALLOWS STUDENTS TO REACH ACADEMIC EXCELLENCE.

THE CURRICULUM MAINTAINS HIGH STANDARDS IN THE DEVELOPMENT OF COGNITIVE COMPETENCE AND MENTAL PROCESSES, AS WELL AS SKILLS AND ABILITY BASED ON THE PHILOSOPHY OF THE MIDDLE YEARS PROGRAM AND INTERNATIONAL BACCALAUREATE.

OUR STUDENTS RECEIVE SUPPORT FROM THE DIRECTOR OF COLLEGE COUNSELING, IN ORDER TO BE ABLE TO GET INTO AND BE SUCCESSFUL AT NATIONAL AND FOREIGN UNIVERSITIES.

THE SECONDARY SECTION HAS TWO MODULES: THE MIDDLE YEARS PROGRAM (MYP) FROM SEVENTH TO TENTH GRADE, ALSO INCLUDING SIXTH GRADE IN THE PRIMARY SECTION; AND THE INTERNATIONAL BACCALAUREATE PROGRAM (IB) IN ELEVENTH AND TWELFTH GRADE.

## OBJECTIVES OF THE SECONDARY SECTION

- A) TO STRENGTHEN KNOWLEDGE THAT WILL ALLOW THE STUDENT TO BE PART OF AND CONTRIBUTE TO FAMILY AND SOCIAL LIFE, AND ALSO DEVELOP A CRITICAL PERCEPTION OF NATIONAL, CONTINENTAL AND WORLDWIDE ISSUES.
  
- B) TO PROVIDE A HIGH STANDARD OF BILINGUAL EDUCATION BASED ON SCIENTIFIC AND HUMANISTIC IDEAS, THAT WILL HELP THE STUDENTS TO DEVELOP AS GLOBAL CITIZENS.

- C) TO FOMENT THE AWARENESS OF FREEDOM, SOLIDARITY, RESPONSIBILITY AND PARTICIPATION AS FUNDAMENTAL IN HELPING TO SOLVE THE COUNTRY'S PROBLEMS.
- D) TO ALLOW THE STUDENTS TO DEVELOP HARMONIOUSLY AS A WHOLE IN COGNITIVE COMPETENCE, MENTAL PROCEDURES, ABILITY AND SKILLS, THAT WILL IN TURN GIVE THE STUDENTS A CRITICAL, CONTEMPLATIVE AND CREATIVE OUTLOOK.
- E) TO INTEGRATE MANY ELEMENTS INTO THE ORIENTATION OF THE STUDENTS TO BRING OUT THEIR POTENTIAL, AND ALLOW THEM TO MAKE CONSCIOUS DECISIONS, INCLUDING THE CHOICE OF THEIR PROFESSIONAL CAREERS AND FUTURE STUDIES.
- F) TO CREATE OPPORTUNITIES FOR THE STUDENTS TO LEARN TO USE THEIR FREE TIME RESPONSIBLY, BECOMING INVOLVED IN SCIENTIFIC, SOCIAL, PHYSICAL, HANDS-ON, ARTISTIC, SPORTS AND RECREATIONAL ACTIVITIES, THAT ALLOW FOR THEIR SELF-REALIZATION.
- G) TO PROMOTE TEAM WORK WITH THE DEVELOPMENT OF GROUP ACTIVITIES THAT WILL PREPARE THE STUDENTS TO LOOK FOR SOLUTIONS TO NATIONAL PROBLEMS.
- H) TO ENCOURAGE STUDENTS TO INVESTIGATE AND EXPERIMENT IN ORDER TO BE ABLE TO CONTRIBUTE EFFECTIVELY TO THE DEVELOPMENT OF SCIENCE AND TECHNOLOGY.
- I) TO STRENGTHEN ECOLOGICAL AWARENESS, ALLOWING THE STUDENTS TO BE ACTIVE IN THE CARE AND PROTECTION OF NATURE AND RESOURCES.
- J) TO PREPARE STUDENTS MORE THOROUGHLY IN THE AREA OF SCIENCE, WHICH WILL BE OF BENEFIT WHEN THEY MOVE ON TO HIGHER EDUCATION.

# INTERNATIONAL SECTION

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THE INTERNATIONAL SECTION AT THE AMERICAN SCHOOL OF QUITO WAS FOUNDED IN 1973, ITS AIM BEING TO OFFER AN INTERNATIONAL CURRICULUM WITH ENGLISH AS THE MAIN LANGUAGE.

THE INTERNATIONAL SECTION HAS APPROXIMATELY 300 STUDENTS FROM PRE-KINDER TO TWELFTH GRADE. THERE ARE TWO PARALLELS PER GRADE LEVEL, EACH WITH ABOUT 17 STUDENTS. THIS ALLOWS FOR INDIVIDUALIZED AND INTERACTIVE INSTRUCTION, WHICH TAKES INTO ACCOUNT THE NEEDS AND LEARNING STYLES OF EACH STUDENT. IN THE PRIMARY SECTION, STUDENTS RECEIVE SPANISH FOR EIGHT HOURS A WEEK.

APPROXIMATELY 80% OF THE STUDENTS IN THE INTERNATIONAL SECTION ARE ECUADORIAN AND 20% FROM OTHER COUNTRIES. THE STUDENTS CURRENTLY ENROLLED IN THE SECTION REPRESENT THE GLOBAL COMMUNITY OF THE FOLLOWING AREAS: UNITED STATES OF AMERICA, ECUADOR, LATIN AMERICA, ASIA AND CANADA.

SINCE 1991, THE CURRICULUM HAS BEEN BASED ON THE INTERNATIONAL BACCALAUREATE PROGRAM (IB), ADAPTED TO ECUADORIAN REALITY, WITH ENGLISH AS THE FIRST LANGUAGE.

THE SECTION ALSO FOLLOWS THE ADVANCED PLACEMENT PROGRAM.

## SUPPORT PROGRAMS

- PROGRAM FOR INSTRUMENTAL ENRICHMENT (PEI)
- PEER MEDIATION
- LEARNING DIFFERENCES (LD)
- ENGLISH AS A SECOND LANGUAGE (ESL)
- SPANISH AS A SECOND LANGUAGE (SSL)
- EXTRACURRICULAR ACADEMIC SUPPORT (DALE)
- INDIVIDUALIZED EDUCATION PLAN (IEP)

THE SECTION OFFERS COURSES IN ENGLISH AND SPANISH AS A SECOND LANGUAGE TO THOSE STUDENTS WHO NEED SUPPORT IN EITHER LANGUAGE. THIS OPTION IS AVAILABLE FOR UP TO FOUR YEARS, OR UNTIL THE STUDENTS ARE READY TO BECOME FULLY EMERGED IN THEIR REGULAR LANGUAGE CLASSES.

THE INTERNATIONAL SECTION HAS A STUDENT DEAN WHO HELPS THE DIRECTOR AND SUB-DIRECTOR WITH DISCIPLINE PROBLEMS AND SCHEDULING. THE DEAN WORKS IN CONJUNCTION WITH STUDENTS IN MAKING DECISIONS AND SOLVING PROBLEMS, AND ACTS AS A MEDIATOR FOR STUDENTS IN CONFLICTIVE SITUATIONS.

# MIDDLE YEARS PROGRAM (MYP)

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THE MIDDLE YEARS PROGRAM HAS BEEN DESIGNED FOR STUDENTS WHOSE AGES RANGE BETWEEN 11 AND 16, IT BEGINS IN SIXTH GRADE AND GOES ON UNTIL 10TH GRADE. IT OFFERS A SYSTEM OF TEACHING AND LEARNING THAT INCLUDES AND EXTENDS THE TRADITIONAL APPROACH TO SUBJECTS.

## GENERAL OBJECTIVES OF THE MYP:

- › TO CREATE AN EASY TRANSITION FOR STUDENTS FROM THE ELEMENTARY SECTION TO HIGH SCHOOL DURING WHICH THEY CAN DEVELOP A SENSE OF IDENTITY, RESPONSIBLE GROUP MEMBERSHIP, ABILITY TO MAKE DECISIONS, PERFORM LEADERSHIP ROLES, ACQUIRE CRITICAL THINKING SKILLS, AND SELF-AWARENESS.
- › TO OFFER A COMPLETE COHERENT CURRICULUM ESPECIALLY DESIGNED FOR ADOLESCENTS AT A SPECIFIC STAGE OF DEVELOPMENT.
- › TO OFFER A CURRICULUM THAT EXTENDS BEYOND THE MERE TEACHING OF VARIOUS SUBJECTS, EMPHASIZING THE INTER-RELATIONSHIP AND HOLISTIC NATURE OF HUMAN KNOWLEDGE. THIS CURRICULUM FOCUSES ON FIVE AREAS: APPROACHES TO LEARNING, COMMUNITY SERVICE, HEALTH AND SOCIAL EDUCATION, THE ENVIRONMENT, AND HOMO FABER (MAN AS AN INVENTOR AND CREATOR).
- › TO PROMOTE THE DEVELOPMENT OF AN INTER-CULTURAL AWARENESS WHILE FOSTERING THE GENUINE UNDERSTANDING OF THE STUDENT'S OWN HISTORY, CULTURE AND TRADITIONS.
- › TO OFFER A CURRICULUM THAT PREPARES THE STUDENT TO PERFORM SUCCESSFULLY IN THE NEXT ACADEMIC STAGE.

# THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM (I.B.)

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## SECONDARY SECTION NATIONAL AND INTERNATIONAL (ELEVENTH AND TWELFTH GRADE)

THE PROGRAM THAT THE SECONDARY SECTION FOLLOWS TO PREPARE STUDENTS FOR HIGHER EDUCATION IS BASED ON THE CURRICULUM FOR THE NATIONAL BACCALAUREATE, INTERNATIONAL BACCALAUREATE AND THE REQUIREMENTS OF THE SOUTHERN ASSOCIATION OF SCHOOLS AND COLLEGES. ALTHOUGH NOT ALL STUDENTS TAKE I.B. EXAMS, THE INTERNATIONAL BACCALAUREATE CURRICULUM IS THE OFFICIAL CURRICULUM FOR ALL SUBJECTS.

### THE PROGRAM'S MAIN OBJECTIVES ARE THE FOLLOWING:

- TO EQUIP STUDENTS WITH THE INTELLECTUAL, SOCIAL AND EDUCATIONAL TOOLS THEY NEED TO SUCCESSFULLY FACE THE ACADEMIC AND PROFESSIONAL DEMANDS OF THE 21ST CENTURY.
- TO EMPHASIZE UNIVERSAL IDEALS AND RESPONSIBILITY AS A CITIZEN, SO THAT STUDENTS WILL BECOME SENSITIVE AND CRITICAL THINKERS.
- TO HELP STUDENTS TO BECOME AWARE OF SOCIAL PROBLEMS AND PROBLEMS IN THEIR COMMUNITY AND OFFER SOLUTIONS THROUGH THE CAS PROGRAM (CREATIVITY, ACTION AND SERVICE).
- TO FOLLOW AN INTEGRATED, BALANCED AND GLOBAL CURRICULUM AND PROVIDE AN ATMOSPHERE IN WHICH THE STUDENT IS ABLE TO SUCCESSFULLY RELATE CLASS EXPERIENCES TO REAL LIFE.

- › TO ENCOURAGE THE STUDENT TO BECOME AN ON-GOING INVESTIGATOR.
  
- › TO INTEGRATE INTO THE CORE OF THE CURRICULUM, MORAL VALUES, AESTHETIC AWARENESS, CRITICAL REASONING, THE ABILITY TO USE HIGH TECHNOLOGY AND FLUENCY IN BOTH STUDENTS' MOTHER TONGUES AND THEIR SECOND LANGUAGES.

# GUIDANCE DEPARTMENTS

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## NATIONAL AND INTERNATIONAL ELEMENTARY

### MISSION:

THE MISSION OF THE GUIDANCE DEPARTMENT IS TO PROVIDE SUPPORT AND GUIDANCE IN ALL AREAS OF STUDENT DEVELOPMENT, TO GIVE STUDENTS THE OPPORTUNITY TO REFLECT AND EXPRESS THEMSELVES, IN ORDER TO HELP THEM MAKE RESPONSIBLE DECISIONS IN RELATION TO THEMSELVES AND THEIR SURROUNDINGS. THIS PROCESS INVOLVES STUDENTS, PARENTS, TEACHERS AND ADMINISTRATORS.

### VISION:

TO WORK PROACTIVELY TOWARDS THE STUDENT'S GLOBAL WELL-BEING, TAKING INTO ACCOUNT HIS OR HER INDIVIDUAL CHARACTERISTICS. THIS IS DONE THROUGH INTEGRATED PREVENTION AND INTERVENTION PROGRAMS FROM PRE-KINDER TO TWELFTH GRADE, WHICH TAKE INTO ACCOUNT SPECIFIC CHARACTERISTICS OF THE NATIONAL AND INTERNATIONAL SECTIONS.

### GENERAL DESCRIPTION:

THE AMERICAN SCHOOL GUIDANCE DEPARTMENT SECTION IS MADE UP OF GUIDANCE COUNSELORS FROM THE NATIONAL AND INTERNATIONAL PRIMARY SECTIONS AND NATIONAL AND INTERNATIONAL SECONDARY SECTIONS, AND ARE COORDINATED BY THE GUIDANCE DIRECTOR.

### THE ROLE OF THE GUIDANCE COUNSELOR:

IS TO OFFER EMOTIONAL, AFFECTIVE, SOCIAL AND PSYCHO PEDAGOGICAL SUPPORT TO THE STUDENTS WHILE WORKING ACROSS SUBJECT AREAS..

## FUNCTIONS AND RESPONSIBILITIES:

- › TO DEVELOP A PROCESS WHEREBY THEY GET TO KNOW THE STUDENTS, AND GIVE THEM SUPPORT, BEING SURE TO FOLLOW UP ON THEM.
- › TO CARRY OUT SCHOOL ENTRY EVALUATIONS.
- › TO HELP STUDENTS WITH PROCESS OF CHANGE WHEN STARTING SCHOOL, DURING THE TRANSITION BETWEEN PRESCHOOL AND PRIMARY SCHOOL AND THE PRIMARY AND SECONDARY SECTIONS, AND ALSO WHEN LEAVING SCHOOL.
- › TO PASS ON INFORMATION OBTAINED BY DOING FOLLOW UPS ON THE STUDENTS AND ANALYZING INDIVIDUAL CASES TO THE NEXT GUIDANCE COUNSELOR.
- › TO DO PSYCHOLOGICAL EVALUATIONS AND INTERVENTIONS.
- › WHENEVER NECESSARY, TO PROVIDE RELEVANT INFORMATION AT MEETINGS WITH TEACHERS AND ADMINISTRATORS IN RELATION TO STUDENTS' EMOTIONAL OR FAMILY AFFAIRS OR THEIR HEALTH.
- › TO COORDINATE WITH SUPPORT PROGRAM PERSONNEL IN THE CREATION OF INDIVIDUAL PLANS FOR STUDENTS WITH LEARNING DIFFERENCES (IEPS), AND DEVELOP STRATEGIES AND TRAINING FOR THE TEACHERS.
- › TO GIVE FEEDBACK TO TEACHERS ABOUT HOW TO HANDLE STUDENTS EMOTIONALLY ON AN INDIVIDUAL AND GROUP LEVEL.
- › TO FOMENT AND SUPPORT TEAM WORK FOR THE STUDENT'S BENEFIT.
- › TO GAIN INFORMATION FROM PROFESSIONALS LIKE CLINICAL PSYCHOLOGISTS, EDUCATIONAL PSYCHOLOGISTS, PSYCHIATRISTS, AND NEUROLOGISTS, AMONG OTHERS.

- TO KEEP THE ON-GOING RECORD FOR EACH STUDENT UP TO DATE.
- TO DEVELOP GROUP GUIDANCE PROGRAMS RELATED TO SEX EDUCATION, FEELINGS AND EMOTIONS, VALUES, INTERPERSONAL RELATIONSHIPS, CONFLICT MANAGEMENT, THE PREVENTION OF VIOLENCE AND BULLYING, THE USE AND ABUSE OF ALCOHOL AND DRUGS, EATING DISORDERS, AND VOCATIONAL AND PROFESSIONAL ORIENTATION.
- TO ORGANIZE MEETINGS, CONFERENCES AND WORKSHOPS FOR PARENTS ABOUT IMPORTANT TOPICS RELATED TO THEIR CHILDREN'S UPBRINGING.
- TO PROVIDE INFORMATION AND HELP STUDENTS TO MAKE DECISIONS ABOUT SPECIAL PROGRAMS LIKE IB, ELECTIVES, MUN, NHS, CONFLICT MEDIATION, COMMUNITY AND SERVICE, AND LEADERSHIP, AMONG OTHERS.
- TO PROVIDE TRAINING FOR TEACHERS ABOUT GUIDANCE RELATED THEMES AND OTHERS.
- TO HELP PLACE STUDENTS IN DIFFERENT PARALLELS.

# SUPPORT PROGRAMS

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## NATIONAL ELEMENTARY

### LANGUAGE THERAPY

FOR PRESCHOOL CHILDREN WHO HAVE DIFFICULTIES WITH THEIR RECEPTIVE OR EXPRESSIVE LANGUAGE; STUDENTS ARE TREATED BY A LANGUAGE THERAPIST.

### TUTORING PROGRAM

THE TUTORING PROGRAM IS INTENDED TO STIMULATE AND STRENGTHEN AREAS OF DIFFICULTY IN PRESCHOOL CHILDREN. IT IS OFFERED TWICE A WEEK, FROM 07H55 TO 08H45 AND IS MANAGED BY PRESCHOOL TEACHERS AND THE SECTION COORDINATOR.

### INDIVIDUALIZED HELP

THIS PROGRAM IS IMPLEMENTED FROM PRESCHOOL THROUGH SIXTH GRADE; IT PROVIDES SUPPORT STRATEGIES FOR STUDENTS WITH LEARNING DIFFERENCES AND IS MANAGED BY EXPERT PROFESSIONALS. IT IS SUPERVISED BY THE ACADEMIC COORDINATORS.

## INTERNATIONAL ELEMENTARY

THESE SUPPORT PROGRAMS ARE PLACED UNDER THE DIRECTION OF SPECIALISTS WHO ADDRESS LEARNING DIFFERENCES (LD) AND ENGLISH AS A SECOND LANGUAGE (ESL).

WHEN DEEMED NECESSARY, INDIVIDUALIZED ACADEMIC PROGRAMS ARE DESIGNED WHICH INVOLVE THE ENTIRE PROFESSIONAL TEAM.

THE INSTRUMENTAL ENRICHMENT PROGRAM IS OFFERED IN CERTAIN GRADES.

## **INTERNATIONAL SECONDARY**

### **LEARNING DIFFERENCES (LD)**

THE LEARNING DIFFERENCES PROGRAM IS PART OF THE PHILOSOPHY OF THE INTERNATIONAL SECTION WHICH AIMS TO OFFER INDIVIDUALIZED INSTRUCTION AND SUPPORT TO ALL ITS STUDENTS.

THE OBJECTIVES OF THE PROGRAM ARE:

1. TO GIVE STUDENTS EMOTIONAL AND ACADEMIC SUPPORT TO ENABLE THEM TO DEVELOP ADEQUATE LEARNING SKILLS.
2. TO HELP STUDENTS TO DEVELOP A POSITIVE SELF-IMAGE BY HELPING THEM TO UNDERSTAND AND ACCEPT THEIR DIFFICULTIES.
3. TO TEACH THE STUDENTS IN THIS PROGRAM TO USE THEIR STRENGTHS TO COMPENSATE FOR THEIR DIFFERENCES.

IN THE LEARNING DIFFERENCES PROGRAM WE WORK WITH STUDENTS WHO HAVE HAD AN ON-GOING DIFFICULTY SINCE PRESCHOOL, AS WELL AS THOSE WHO HAVE BEEN REFERRED BY THEIR TEACHERS DURING THE SCHOOL YEAR. STUDENTS ENTER THE PROGRAM DEPENDING ON THE RESULTS OF EVALUATIONS DONE BY THE EDUCATIONAL PSYCHOLOGIST AND RECOMMENDATIONS GIVEN. DECISIONS ARE MADE IN THE BEST INTEREST OF THE STUDENT BETWEEN THE GUIDANCE DEPARTMENT, TEACHERS, AND ADMINISTRATION.

IN CASES WHICH REQUIRE FURTHER SUPPORT, AN INDIVIDUALIZED EDUCATION PROGRAM (IEP) IS DEVELOPED, TAKING INTO ACCOUNT THE SPECIAL NEEDS OF THE STUDENT.

### **ENGLISH AS A SECOND LANGUAGE (ESL)**

THE OBJECTIVE OF THIS PROGRAM IS TO GIVE STUDENTS SUPPORT IN IMPROVING THEIR ENGLISH LANGUAGE SKILLS. OUR AIM IS TO INSERT EACH STUDENT INTO THE MAINSTREAM ENGLISH CLASSROOM BY ELEVENTH GRADE, OR AS SOON AS POSSIBLE.

ESL IS A LANGUAGE SUPPORT PROGRAM FOR STUDENTS BETWEEN SEVENTH AND TENTH GRADE. IT IS OFFERED IN PLACE OF THE MAINSTREAM ENGLISH CLASS TO STUDENTS WHO NEED EXTRA HELP WITH THEIR LISTENING, SPEAKING, READING AND WRITING SKILLS IN ENGLISH. SUPPORT IS GIVEN IN GRAMMAR, READING, WRITING AND VOCABULARY. THE MATERIAL COVERED FOLLOWS THE MAINSTREAM ENGLISH PROGRAM, BUT THE CONTENT IS ADAPTED ACCORDING TO THE STUDENTS' NEEDS AND ABILITY.

STUDENTS ARE PLACED IN THE ESL PROGRAM ACCORDING TO THE FOLLOWING CRITERIA:

1. RECOMMENDATION BY THE ENGLISH TEACHER.
2. PERFORMANCE IN THE MAINSTREAM ENGLISH CLASS.
3. THE RESULTS OF THE ESL EVALUATION (IDEA PROFICIENCY TEST)

## **SPANISH AS A SECOND LANGUAGE (SSL)**

THE AIM OF THE SSL PROGRAM IS TO PREPARE THE STUDENT TO JOIN THE MAINSTREAM SPANISH LANGUAGE AND LITERATURE CLASS AS SOON AS POSSIBLE.

THIS PROGRAM IS ATTENDED BY STUDENTS WHO HAVE DIFFICULTY WITH THE SPANISH LANGUAGE, EITHER BECAUSE IT IS NOT THEIR MOTHER TONGUE, BECAUSE THEY HAVE NOT PREVIOUSLY RECEIVED SPANISH CLASSES AT FOREIGN SCHOOLS, AND/OR BECAUSE OF SPECIAL LEARNING REQUIREMENTS. POTENTIAL STUDENTS ARE GIVEN A DIAGNOSTIC TEST AND ENTER THE PROGRAM WITH A REPORT FROM EACH TEACHER ABOUT THEIR AREAS OF GREATEST DIFFICULTY AND THOSE THAT NEED FURTHER DEVELOPMENT.

THE SSL PROGRAM HELPS STUDENTS TO DEVELOP THEIR READING AND WRITING SKILLS, TO USE GRAMMATICAL STRUCTURES CORRECTLY IN WRITTEN WORK, TO APPLY KNOWLEDGE OF TECHNOLOGY IN THEIR ASSIGNMENTS, TO DO ORAL AND WRITTEN SUMMARIES, AND TO IMPROVE THEIR LISTENING AND SPEAKING SKILLS.

STUDENTS ARE EVALUATED USING THE SAME STANDARDS AND BENCHMARKS THAT ARE USED BY THE TEACHERS IN THE MAINSTREAM SPANISH LANGUAGE AND LITERATURE CLASS. THE STUDENT'S ORAL AND WRITTEN PERFORMANCE IS ALSO EVALUATED ACCORDING TO MIDDLE YEARS PROGRAM (MYP) CRITERIA, WITH RUBRICS THAT HAVE BEEN SPECIALLY DEVELOPED ACCORDING TO THE STUDENT'S CAPACITY AND THE SPECIFIC OBJECTIVES BEING FOCUSED ON.

## UNIVERSITY GUIDANCE

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A PROGRAM IS OFFERED BY THE SCHOOL TO GIVE GUIDANCE IN GAINING ADMISSION TO INTERNATIONAL UNIVERSITIES. THE COLLEGE COUNSELORS INVOLVED COVER ALL ASPECTS OF THE ADMISSIONS PROCESS WITH STUDENTS AND THEIR PARENTS: ENTRY EXAMS, RECOMMENDATION LETTERS, GRADES AND MAKING APPLICATIONS, AMONG OTHERS. AFTER COMPLETING THE PROCESS, THEY HOLD GUIDANCE MEETINGS FOR PARENTS AND STUDENTS WHO PLAN TO STUDY ABROAD. SUBSEQUENTLY, THEY DO A FOLLOW UP ON THE STUDENTS DURING THEIR FIRST YEAR AT UNIVERSITY.

# EVALUATION SYSTEM

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AT THE AMERICAN SCHOOL OF QUITO THE EVALUATION SYSTEM IS BASED ON STUDENT PERFORMANCE AS A WHOLE WHICH SHOWS HIS OR HER DEVELOPMENT IN THE LEARNING PROCESS. ITS MAIN OBJECTIVE IS TO TAILOR TEACHING TO THE PERSONAL NEEDS OF THE STUDENT IN RELATION TO HIS OR HER GROWTH.

## THE PRESCHOOL AND ELEMENTARY SECTIONS

**DIAGNOSTIC EVALUATION** WHICH PROVIDES INFORMATION ON THE COGNITIVE LEVEL, SKILLS AND ABILITIES OF EACH STUDENT.

**ON-GOING FORMATIVE EVALUATION** WHICH HELPS TO DETERMINE BOTH PROGRESS AND DIFFICULTIES, IN ORDER TO MODIFY STRATEGIES AND GIVE SUPPORT

**SUMMATIVE EVALUATION** TO DETERMINE IF THE PROPOSED EDUCATIONAL OBJECTIVES HAVE BEEN REACHED

## STANDARDIZED EVALUATIONS TO MEASURE PROGRESS

IN THIS PROCESS THE FOLLOWING ARE USED:

- PORTFOLIOS
- ANECDOTAL RECORDS
- PERMANENT EVALUATION AND OBSERVATIONS
- RUBRICS

## EVALUATION CRITERIA IN PRESCHOOL

### OCIO-EMOTIONAL AREA AND WORK HABITS

CT	CONSISTENTLY
F	FREQUENTLY
O	OCCASIONALLY
NY	NOT YET

## BASIC AREAS

ME	MEETS EXPECTATIONS
WS	WORKS SATISFACTORILY
SI	SHOWS IMPROVEMENT
RR	REQUIRES REINFORCEMENT
AS	ACQUISITION STAGE

## EVALUATION CRITERIA IN PRIMARY AND SECONDARY

A+	96 - 100
A	90 - 95
B+	85 - 89
B	80 - 84
C+	75 - 79
C	70 - 74
D	65 - 69
F	64 O MENOS

STUDENTS ARE REQUIRED TO OBTAIN A MINIMUM ACADEMIC ANNUAL AVERAGE OF **D**, EQUIVALENT TO **65/100** FOR PROMOTION TO THE NEXT IMMEDIATE GRADE. IF THIS MINIMUM IS NOT MET, THEY MUST REPEAT THE GRADE YEAR.

AT THE END OF EACH TRIMESTER IN PRIMARY, OR PARTIAL AND SEMESTER IN SECONDARY, REPORT CARDS WILL BE PRESENTED TO PARENTS DURING THE COURSE OF PERSONAL INTERVIEWS. REPORT CARDS CONTAIN A QUALITATIVE ANALYSIS AND QUANTITATIVE ASSESSMENT OF THE LEARNING PROCESS FOR EACH STUDENT.

# GRADE SCALE FOR SECONDARY

## ESCALA DE CALIFICACIONES 2003-2004

Suma 2 Semestres	Examen Final	Promedio M'nimo de Promoci—n	Ex. Supletorio
105	Pierde el a—o	53	
106	99	65	99
107	98	65	98
108	96	65	96
109	95	65	95
110	93	65	93
111	92	65	92
112	90	65	90
113	89	65	89
114	87	65	87
115	86	65	86
116	84	65	84
117	83	65	83
118	81	65	81
119	80	65	80
120	78	65	78
121	77	65	77
122	75	65	75
123	74	65	74
124	72	65	72
125	71	65	71
126	69	65	69
127	68	65	68
128	66	65	66
129	65	65	65
130	65	65	65
131	65	65	65
132	65	66	65
133	65	66	65
134	65	67	65
135	65	67	65
136	65	67	65
137	65	68	65
138	65	68	65
139	65	68	65
140	65	69	65
141	65	69	65
142	65	70	65
143	65	70	65
144	65	70	65
145	65	71	65
146	65	71	65
147	65	71	65
148	65	72	65
149	65	72	65
150	65	73	65
151	65	73	65
152	65	73	65
153	65	74	65
154	65	74	65
155	65	74	65
156	65	75	65

Suma 2 Semestres	Examen Final	Promedio M'nimo de Promoci—n	Ex. Supletorio
157	65	75	65
158	65	76	65
159	65	76	65
160	65	76	65
161	65	77	65
162	65	77	65
163	65	77	65
164	65	78	65
165	65	78	65
166	65	79	65
167	65	79	65
168	65	79	65
169	Exonerado	85	
170	Exonerado	85	
171	Exonerado	86	
172	Exonerado	86	
173	Exonerado	87	
174	Exonerado	87	
175	Exonerado	88	
176	Exonerado	88	
177	Exonerado	89	
178	Exonerado	89	
179	Exonerado	90	
180	Exonerado	90	
181	Exonerado	91	
182	Exonerado	91	
183	Exonerado	92	
184	Exonerado	92	
185	Exonerado	93	
186	Exonerado	93	
187	Exonerado	94	
188	Exonerado	94	
189	Exonerado	95	
190	Exonerado	95	
191	Exonerado	96	
192	Exonerado	96	
193	Exonerado	97	
194	Exonerado	97	
195	Exonerado	98	
196	Exonerado	98	
197	Exonerado	99	
198	Exonerado	99	
199	Exonerado	100	
200	Exonerado	100	

1. EACH SEMESTER GRADE IS OVER 100 AND IS WORTH 37.5% OF THE QUALIFICATION FOR THE YEAR. THE TWO SEMESTERS MAKE UP 75% OF THE GRADE, AND THE FINAL EXAM OR EXAM DONE AT THE END OF SUMMER SCHOOL, IF NECESSARY, MAKES UP 25% OF THE GRADE.
2. EACH 100 POINT QUALIFICATION IS MADE UP OF THE FOLLOWING GRADES:

FIRST PARTIAL	40%
SECOND PARTIAL	40%
THIRD PARTIAL OR SEMESTER EXAM	20%
	100%

**NOTE:** THE FIRST AND SECOND PARTIALS CORRESPOND TO 8 WEEKS OF CLASS. THE GRADE COMES FROM THE EVALUATION OF PROJECTS, TESTS, ESSAYS, HOMEWORK, GROUP WORK, RESEARCH PROJECTS, FIELD TRIP ASSIGNMENTS, CLASS PROJECTS, THE USE OF MATERIALS, EXPOSITIONS, READING TESTS, LABS AND PROJECTS INCORPORATING DIFFERENT SUBJECT AREAS. THE THIRD PARTIAL CORRESPONDS TO THE SEMESTER EXAM.

3. STUDENTS WITH A TOTAL OF 169 TO 200 POINTS FROM THE TWO SEMESTERS WILL BE EXONERATED, AND THEIR AVERAGE WILL BE THE GRADE THAT THEY WERE EXONERATED WITH. STUDENTS WHO WISH TO IMPROVE THEIR AVERAGE MAY DO THE FINAL EXAM. THE GRADE ON THIS EXAM WILL ONLY BE MADE VALID IF IT IS HIGHER THAN THE PREVIOUS AVERAGE.
4. STUDENTS WHO OBTAIN AN ACCUMULATED SCORE OF BETWEEN 106 AND 168 WILL DO A FINAL EXAM. THE REQUIRED GRADE CAN BE SEEN ON THE ABOVE TABLE, THE GRADE NEEDED TO PASS BEING A MINIMUM OF 65, GOING GRADUALLY UP TO 100, DEPENDING ON THE ACCUMULATED SCORE FOR THE TWO SEMESTERS.
5. STUDENTS WHO DO NOT OBTAIN THE REQUIRED SCORE IN THE FINAL EXAM HAVE THE OPTION OF ATTENDING SUMMER SCHOOL, AFTER WHICH THEY WILL BE REQUIRED TO DO ANOTHER EXAM. THIS EXAM GRADE WILL REPLACE THE GRADE ON THE FINAL EXAM.

6. PARENTS WHO WANT THEIR CHILDREN TO ATTEND SUMMER SCHOOL SHOULD ENROLL THEM AT THE SECRETARY'S OFFICE IN ORDER TO RESERVE A PLACE DURING THE SET DATES.

**UNDER NO CIRCUMSTANCES WILL SUMMER SCHOOL EXAM DATES BE CHANGED.**

7. STUDENTS FAIL THE YEAR IN THE FOLLOWING CASES:
  - A. BEFORE FINAL EXAMS IF THEIR ACCUMULATED SCORE IS 105 OR LESS.
  - B. AFTER FINAL EXAMS OR SUMMER SCHOOL EXAMS IF THEIR FINAL GRADE IS 64 OR LESS.
8. THE PASSING GRADE FOR SUMMER SCHOOL EXAMS IS AT LEAST 65.

## STRATEGIES FOR STUDENTS' ACADEMIC IMPROVEMENT

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### ELEMENTARY

WITH THE PURPOSE IN MIND OF AIDING STUDENTS IN ACHIEVING THE ACADEMIC STANDARDS REQUIRED BY OUR SCHOOL, THE FOLLOWING STRATEGIES WILL BE APPLIED, AS DEEMED NECESSARY:

1. THOSE STUDENTS, WHO DO NOT MEET AN ACADEMIC AVERAGE GRADE OF 70/100 PER TRIMESTER WILL RECEIVE A "RECOMMENDATION FOR ACADEMIC IMPROVEMENT NOTICE" ALONG WITH THE REPORT CARD.
2. IF BY THE END OF THE SCHOOL YEAR, THE STUDENT'S ACADEMIC PERFORMANCE DOES NOT REACH A MINIMUM ACADEMIC AVERAGE OF 70/100, HE/SHE WILL RECEIVE A "CONDITIONAL LETTER". THIS LETTER WILL STIPULATE

THAT THE STUDENT WILL HAVE TO MAINTAIN A MINIMUM ACADEMIC AVERAGE OF 75/100 THROUGHOUT THE FOLLOWING SCHOOL YEAR. IF THE STUDENT IS UNABLE TO DO SO, HE WILL FAIL THE YEAR OR WILL HAVE TO LEAVE THE SCHOOL.

3. STUDENTS WHO FAIL TO REACH A MINIMUM ACADEMIC AVERAGE OF 65/100 FOR THE YEAR WILL NOT BE PROMOTED.
4. SIXTH GRADE STUDENTS WHO ARE PROMOTED TO SEVENTH GRADE WITH A CONDITIONAL LETTER WILL ADHERE TO THE REGULATIONS IN EFFECT FOR THE SECONDARY SECTION.

## SECONDARY

THE PARENTS OF THOSE STUDENTS WHOSE ACADEMIC OR DISCIPLINE GRADES FOR THE PARTIAL ARE BELOW 70/100, WILL BE CALLED INTO SCHOOL BY THE CORRESPONDING VICE RECTOR.

TEACHERS WILL ALSO MEET WITH THOSE PARENTS WHO WISH TO KNOW ABOUT THEIR CHILD'S PERFORMANCE BUT WHO HAVE NOT BEEN CALLED IN.

STUDENTS WHO HAVE NOT OBTAINED AN ACADEMIC GRADE AVERAGE OF 65/100 FOR THE YEAR WILL NOT BE PROMOTED TO THE FOLLOWING GRADE.

**AMERICAN SCHOOL STUDENTS MAY ONLY REPEAT ONE YEAR IN PRESCHOOL, ONE IN ELEMENTARY, AND ONE IN SECONDARY.**



# DISCIPLINARY ASPECTS

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# STUDENT DISCIPLINE POLICY FOR THE PRIMARY SECTION

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## CHAPTER 1. AREA OF APPLICATION AND RIGHTS

**ART. 1 AREA OF APPLICATION.**- THESE REGULATIONS APPLY TO PRIMARY STUDENTS AT THE AMERICAN SCHOOL OF QUITO WITHIN THE SCHOOL CAMPUS AND THE ADJOINING AREAS WITHIN A RADIUS OF 100M. THEY ARE ALSO APPLICABLE ON SCHOOL TRANSPORT, AT SOCIAL, ACADEMIC OR SPORTS ACTIVITIES ORGANIZED OR SPONSORED BY THE INSTITUTION, AND AT ACTIVITIES ORGANIZED BY OTHER INSTITUTIONS IN WHICH THE SCHOOL IS PARTICIPATING.

**ART. 2 STUDENTS' RIGHTS.**- STUDENTS ARE ENTITLED TO:

- 2.1 RESPECT FROM THEIR PEERS, TEACHERS, AUTHORITIES, AND SCHOOL PERSONNEL,
- 2.2 EQUAL AND FAIR OPPORTUNITIES REGARDLESS OF GENDER, RACE, NATIONALITY, RELIGION AND IDEOLOGY OR PHYSICAL AND INTELLECTUAL ABILITIES.
- 2.3 BE HEARD AND INFORMED BY THEIR TEACHERS, AUTHORITIES, AND SCHOOL PERSONNEL IN REGARD TO THEIR PERFORMANCE.
- 2.4 APPRECIATION AND MOTIVATION BASED ON THEIR INDIVIDUALITY.
- 2.5 ASSISTANCE IN THEIR SPECIAL NEEDS.
- 2.6 AN ENRICHING ACADEMIC ENVIRONMENT, WHICH STIMULATES INTEREST AND ENCOURAGES EXCELLENCE.
- 2.7 SUPPORT AND GUIDANCE IN THE EXERCISE OF PROPER LEADERSHIP.

## CHAPTER II. LEVELS OF DISCIPLINE MANAGEMENT

### ART. 3.- DISCIPLINE ENFORCEMENT LEVELS ARE:-

- 3.1 **TEACHERS:** THEY SHOULD MANAGE DISCIPLINE INSIDE AND OUTSIDE THE CLASSROOM AND DURING DIFFERENT ACTIVITIES THAT THEY ARE IN CHARGE OF. THEY SHOULD DEVELOP OPPORTUNE PREVENTION STRATEGIES TO AVOID ANY ESCALATION IN INAPPROPRIATE BEHAVIOR.
- 3.2 **COORDINATORS:** TWO IN THE NATIONAL SECTION AND ONE IN THE INTERNATIONAL SECTION. THEY HAVE THE FACULTY TO ADOPT PREVENTIVE AND CORRECTIVE MEASURES IN DISCIPLINE MANAGEMENT AS OUTLINED BY THESE REGULATIONS.
- 3.3 **THE PRIMARY DIRECTOR** WHO IS TO ANALYZE AND APPLY THE PROCEDURES OUTLINED REGARDING ACTION TO BE TAKEN IN THE CASE OF SERIOUS AND GRAVE FAULTS.
- 3.4 **THE TECHNICAL COUNCIL** WHICH HAS THE AUTHORITY TO ANALYZE AND ADOPT DISCIPLINARY MEASURES WITH REGARD TO ANY OF THE FAULTS OUTLINED IN THESE REGULATIONS, OR THOSE THAT ARE NOT SPECIFIED, BE THEY EXTREMELY SERIOUS OR NOT.

## CHAPTER III. FAULTS AND CONSEQUENCES

### ART. 4 MINOR MISBEHAVIOR:

- 4.1 LACK OF COURTESY AND GOOD MANNERS.
- 4.2 FAILURE TO RESPECT TIMETABLES AND SET DATES.
- 4.3 COMING TO CLASS WITHOUT THE NECESSARY MATERIALS.
- 4.4 FAILURE TO WEAR THE COMPLETE SCHOOL UNIFORM EITHER TO SCHOOL OR TO OTHER ACTIVITIES WHERE THIS IS REQUIRED BY TEACHERS OR SCHOOL AUTHORITIES.
- 4.5 BRINGING AND USING ELECTRONIC EQUIPMENT OR ANY OTHER ARTICLES THAT COULD INTERRUPT NORMAL CLASS ACTIVITIES WHEN IN THE CLASSROOM OR ANY OTHER AREA WHERE THEY ARE PROHIBITED.

### ART. 5 CONSEQUENCES OF MINOR MISBEHAVIOR: ANY STUDENT WHO COMMITS A MINOR FAULT WILL RECEIVE ONE OR MORE OF THE FOLLOWING CONSEQUENCES:

- 5.1 PRIVATE ADMONITION BY TEACHER TO HELP THE STUDENT REFLECT ON THE FAULT COMMITTED.
- 5.2 WORK ON AN ASSIGNMENT LEADING TO REFLECTION.
- 5.3 INTERVIEW WITH RESPECTIVE COORDINATOR.
- 5.4 WRITTEN OR PHONE NOTIFICATION TO PARENTS.

IN ADDITION TO THE CONSEQUENCE APPLIED, THE STUDENT WILL RECEIVE A REDUCTION OF UP TO TEN (10) POINTS IN HIS/HER CONDUCT GRADE FOR THE TRIMESTER IN ENGLISH AND SPANISH.

## **ART. 6.- SERIOUS MISBEHAVIOR:**

- 6.1 DISRESPECT OR REBELLIOUSNESS WHEN BEING ADMONISHED OR CORRECTED BY SCHOOL AUTHORITIES OR TEACHERS.
- 6.2 USE OF INAPPROPRIATE LANGUAGE OR GESTURES.
- 6.3 MISBEHAVING DURING ACTIVITIES AND EVENTS ORGANIZED OR SPONSORED BY THE SCHOOL, OR WHICH THE SCHOOL IS PARTICIPATING IN ELSEWHERE.
- 6.4 LEAVING CLASS WITHOUT PERMISSION.
- 6.5 DAMAGING SCHOOL PROPERTY OR THAT OF OTHERS.
- 6.6 COPYING IN EXAMS OR ALLOWING OTHERS TO COPY YOU.
- 6.7 INTERFERING WITH COMMUNICATION WITH PARENTS OR GUARDIANS.

## **ART. 7.- CONSEQUENCES OF SERIOUS MISBEHAVIOR.-**

STUDENTS WHO INCUR IN THIS TYPE OF FAULTS WILL RECEIVE ONE OR SEVERAL OF THE CONSEQUENCES LISTED BELOW:

- 7.1 ADMONITION BY THE ELEMENTARY DIRECTOR.
- 7.2 NOTIFICATION TO THE STUDENT'S PARENTS BY THE DIRECTOR'S OFFICE.

IN ADDITION TO THE CONSEQUENCES APPLIED, THE STUDENT WILL RECEIVE A REDUCTION OF UP TO TWENTY (20) POINTS IN HIS/HER CONDUCT GRADE FOR THE TRIMESTER IN ENGLISH AND SPANISH.

**ART. 8.- GRAVE OFFENSES OR MISBEHAVIOR.-** SE CONSIDERARÁN FALTAS MUY GRAVES, LAS ENUNCIADAS A CONTINUACIÓN:

- 8.1 TO INSTIGATE ATTACKS ON OTHERS OR ATTACK OTHERS VERBALLY, PHYSICALLY OR IN WRITING.
- 8.2 BULLYING\*
- 8.3 STEALING OR BEING INVOLVED IN THE THEFT OF SCHOOL OR OTHER PEOPLE'S PROPERTY.
- 8.4 ALTERING OR DESTROYING GRADES OR ANY OTHER TYPE OF DOCUMENT.
- 8.5 FORGING SIGNATURES
- 8.6 LEAVING THE SCHOOL WITHOUT AUTHORIZATION, OR ABANDONING ANY ACTIVITY ORGANIZED OR BEING ATTENDED BY THE SCHOOL.
- 8.7 BRINGING OR BEARING OBJECTS AND MATERIALS THAT MAY POSE A THREAT TO THE INTEGRITY AND SECURITY OF THE STUDENT AND/OR OTHER PEOPLE.
- 8.8 PLAGIARISM.<sup>2</sup>

**ART. 9.- CONSEQUENCES OF GRAVE MISBEHAVIOR.-** STUDENTS WHO INCUR IN THIS TYPE OF FAULTS WILL RECEIVE ONE OR SEVERAL OF THE CONSEQUENCES LISTED BELOW:

- 9.1 SUMMONING THE STUDENT'S PARENTS TO THE DIRECTOR'S OFFICE.
- 9.2 LETTER OF WARNING OF SEPARATION FROM SCHOOL.
- 9.3 SEPARATION FROM SCHOOL.

1 Bullying is defined as systematic aggressive behavior towards another person, be it direct or indirect. It includes but is not restricted to: verbal pressure, threats or insults, physical abuse, indifference, rejection or blackmail.

2 Plagiarism is the presentation of partial or complete ideas or words as if they were your own, be it verbally or in writing.

IN ADDITION TO CONSEQUENCE APPLIED, THE STUDENT WILL RECEIVE A REDUCTION OF UP TO THIRTY (30) POINTS IN HIS/HER CONDUCT GRADE FOR THE TRIMESTER IN ENGLISH AND SPANISH.

**ART. 10.- REPETITION OF FAULTS.-** IF A STUDENTS REPEATS THE SAME MISBEHAVIOR, THE CONSEQUENCE FOR A MORE SERIOUS FAULT COULD BE APPLIED.

**ART. 11.- UNSPECIFIED FAULTS .-** FAULTS THAT ARE NOT SPECIFIED WILL BE ANALYZED AND DEALT WITH BY THE TECHNICAL COUNCIL.

**ART. 12.- ACCEPTATION ON THE PART OF PARENTS OR GUARDIANS.-** ALL DISCIPLINARY RESOLUTIONS ADOPTED BY THE DIRECTOR OR COORDINATORS WILL BE CONSIDERED VALID AND IN FORCE EVEN IF THE STUDENT'S PARENTS OR GUARDIANS ARE NOT IN AGREEMENT.

**ART. 13.- DISCIPLINARY STRATEGIES.-** THE NECESSARY MEASURES AND STRATEGIES WILL BE ENFORCED WHENEVER STUDENTS DO NOT ATTAIN THE LEVEL OF DISCIPLINE REQUIRED BY THE SCHOOL:

**ART. 14.- WARNING NOTICE.-** STUDENTS WHO HAVE A DISCIPLINARY AVERAGE BELOW 70/100, EITHER IN ENGLISH OR SPANISH, WILL RECEIVE A "WARNING NOTICE" ALONG WITH THEIR REPORT CARDS.

**ART. 15.- CONDITIONAL LETTERS.-** STUDENTS WHO AT THE END OF THE SCHOOL YEAR HAVE AN ANNUAL DISCIPLINE AVERAGE BELOW 70/100 WILL RECEIVE A "CONDITIONAL LETTER".

THIS LETTER MEANS THAT THE STUDENT WILL HAVE TO ATTAIN A MINIMUM DISCIPLINE GRADE OF 80/100 DURING THE FOLLOWING SCHOOL YEAR AND MEET THE RECOMMENDATIONS ESTABLISHED IN THE LETTER. OTHERWISE, HE/SHE WILL HAVE TO LEAVE THE SCHOOL.

THE TECHNICAL COUNCIL CAN GIVE A CONDITIONAL LETTER IN THE COURSE OF THE SCHOOL YEAR IF THIS IS CONSIDERED AN APPROPRIATE CORRECTIVE MEASURE FOR ANY FAULT, BE IT COVERED IN THESE REGULATIONS OR NOT.

SIXTH GRADE STUDENTS, WHO ARE PROMOTED TO SEVENTH GRADE WITH A CONDITIONAL LETTER IN DISCIPLINE, WILL ADHERE TO REGULATIONS IN EFFECT FOR THE SECONDARY SECTION.

**ART. 16.- LETTER OF WARNING OF SEPARATION FROM SCHOOL.-** IF A STUDENT INCURS IN A FAULT CONSIDERED AS A “GRAVE MISBEHAVIOR,” HE/SHE MAY RECEIVE A “LETTER OF WARNING OF SEPARATION FROM SCHOOL”, AS WELL AS ANY OF THE OTHER CONSEQUENCES DETAILED IN ARTICLE 9.

THIS DOCUMENT WILL BE SIGNED BY THE SECTION DIRECTOR, AND BE DELIVERED TO THE STUDENT’S PARENTS OR GUARDIANS.

**ART. 17.- FINAL LETTER OF SEPARATION FROM SCHOOL.-** IN THE EVENT THAT A STUDENT INCURS IN A FAULT CONSIDERED AS “EXTREMELY GRAVE”, EVEN IF IT IS FOR THE FIRST TIME, THE TECHNICAL COUNCIL MAY REQUEST THE STUDENT’S IMMEDIATE SEPARATION FROM SCHOOL.

IF A STUDENT INCURS IN A VERY SERIOUS FAULT FOR A SECOND TIME, HE OR SHE MAY BE ASKED TO LEAVE SCHOOL PERMANENTLY.

## **CHAPTER IV. STUDENT ABSENCES, LATENESS OR LEAVE**

**ART. 18.- JUSTIFIED ABSENCES.-** JUSTIFIED ABSENCES ARE THOSE DUE TO ILLNESS, DISTRESSFUL FAMILY EVENTS, OR THOSE PLANNED AHEAD OF TIME.

WHENEVER A STUDENT IS ABSENT FOR A DAY OR TWO, THE PARENTS WILL HAVE TO SEND A WRITTEN NOTE ADDRESSED TO THE TEACHER, EXPLAINING THE REASON FOR THE ABSENCE.

CUANDO EL ESTUDIANTE SE AUSENTE POR UNO O DOS DÍAS, EL PADRE DE FAMILIA O REPRESENTANTE DEBERÁ ENVIAR UNA NOTA ESCRITA AL PROFESOR DE AULA, EXPLICANDO LAS CAUSAS DE LA AUSENCIA.

**ART. 19.- STUDENT ABSENCES FOR MORE THAN TWO DAYS.-** IN THE EVENT, THE ABSENCE AMOUNTS TO THREE DAYS OR MORE, THE FOLLOWING PROCEDURE SHOULD BE FOLLOWED:

19.1 PARENTS SHOULD EXPLAIN THE REASONS FOR THE ABSENCE IN WRITING TO THE ELEMENTARY PRINCIPAL OR THE INTERNATIONAL COORDINATOR, RESPECTIVELY.

19.2 PARENTS OR GUARDIANS SHOULD PERSONALLY CONTACT THE TEACHERS TO SEEK INFORMATION REGARDING HOW THE STUDENT CAN MAKE UP WORK MISSED.

**ART. 20.- UNJUSTIFIED ABSENCES.-** SON FALTAS INJUSTIFICADAS LAS SIGUIENTES:

20.1 ABSENCES THAT ARE NOT DUE TO ILLNESS, DISTRESSFUL FAMILY OR EMERGENCY EVENTS, OR HAVE NOT BEEN PLANNED AHEAD OF TIME..

20.2 A STUDENT'S ABSENCE WITHOUT PROPER NOTIFICATION OR JUSTIFICATION FROM PARENTS.

**ART. 21.- ATTENDANCE REPORTS.-** STUDENT ABSENCES SHOULD BE REPORTED DAILY BY THE HOMEROOM TEACHER DURING THE FIRST FIVE MINUTES OF CLASS.

**ART. 22.- TARDINESS.-** LATE STUDENTS SHOULD BE SENT TO THE PRIMARY OFFICE WHERE THEY WILL BE GIVEN A JUSTIFICATION SLIP IN ORDER TO BE ABLE TO GO INTO CLASS. PARENTS WILL BE INFORMED OF THE LATE ARRIVAL BY THE OFFICE.

**ART. 23.- STUDENTS' LEAVE.-** ANY STUDENT SENT TO THE MEDICAL DEPARTMENT OR THE OFFICE SHOULD CARRY A SLIP SIGNED BY THE TEACHER, WHICH SHOWS THE TIME AND REASON THAT HE/SHE LEFT THE CLASSROOM. ON RETURNING TO THE CLASSROOM, THE STUDENT SHOULD HAND IN THE SLIP SIGNED BY THE PERSON WHO ASSISTED HIM/HER AND SHOWING THE TIME THAT HE/SHE WAS SENT BACK.

**ART. 24.- OFFICIAL PERMISSION SLIP.-** STUDENTS WILL NOT BE ALLOWED TO LEAVE SCHOOL IF THE OFFICIAL PERMISSION SLIP IS NOT FILLED IN BY THE PRIMARY OFFICE, THE HOMEROOM TEACHER AND PARENT. THIS SLIP WILL BE RETAINED BY SECURITY PERSONNEL AT THE MAIN DOOR.

ONLY PARENTS OR GUARDIANS MAY REQUEST THAT THEIR CHILDREN BE ALLOWED TO LEAVE EARLY.

**ART. 25.- FAILING THE SCHOOL YEAR.-** THOSE STUDENTS WHO HAVE BEEN ABSENT FOR MORE THAN 25% OF THE TIME WILL AUTOMATICALLY FAIL THE SCHOOL YEAR.

# RULES FOR STUDENT DISCIPLINE SECONDARY SECTION

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## CHAPTER I. AREA OF APPLICATION AND RIGHTS

**ART. 1.- AREA OF APPLICATION.-** THESE REGULATIONS APPLY TO PRIMARY STUDENTS AT THE AMERICAN SCHOOL OF QUITO WITHIN THE SCHOOL CAMPUS AND THE ADJOINING AREAS WITHIN A RADIUS OF 100M. THEY ARE ALSO APPLICABLE ON SCHOOL TRANSPORT, AT SOCIAL, ACADEMIC OR SPORTS ACTIVITIES ORGANIZED OR SPONSORED BY THE INSTITUTION, AND AT ACTIVITIES ORGANIZED BY OTHER INSTITUTIONS IN WHICH THE SCHOOL IS PARTICIPATING.

**ART. 2.- STUDENTS' RIGHTS.-** STUDENTS ARE ENTITLED TO:

- 2.1 RESPECT FROM THEIR PEERS, TEACHERS, AUTHORITIES, AND SCHOOL PERSONNEL,
- 2.2 EQUAL AND FAIR OPPORTUNITIES REGARDLESS OF GENDER, RACE, NATIONALITY, RELIGION AND IDEOLOGY OR PHYSICAL AND INTELLECTUAL ABILITIES.
- 2.3 BE HEARD AND INFORMED BY THEIR TEACHERS, AUTHORITIES, AND SCHOOL PERSONNEL IN REGARD TO THEIR PERFORMANCE.
- 2.4 APPRECIATION AND MOTIVATION BASED ON THEIR INDIVIDUALITY.
- 2.5 ASSISTANCE IN THEIR SPECIAL NEEDS.
- 2.6 AN ENRICHING ACADEMIC ENVIRONMENT, WHICH STIMULATES INTEREST AND ENCOURAGES EXCELLENCE.
- 2.7 SUPPORT AND GUIDANCE IN THE EXERCISE OF PROPER LEADERSHIP.

## CHAPTER II. LEVELS OF DISCIPLINE MANAGEMENT

### ART. 3.- DISCIPLINE ENFORCEMENT LEVELS ARE:

- 3.1 **TEACHERS:** THEY SHOULD MANAGE DISCIPLINE INSIDE AND OUTSIDE THE CLASSROOM AND DURING DIFFERENT ACTIVITIES THAT THEY ARE IN CHARGE OF. THEY SHOULD DEVELOP OPPORTUNE PREVENTION STRATEGIES TO AVOID ANY ESCALATION IN INAPPROPRIATE BEHAVIOR.
- 3.2 **VICE RECTORS:** TWO IN THE NATIONAL SECTION AND ONE IN THE INTERNATIONAL SECTION. THEY HAVE THE FACULTY TO ADOPT PREVENTIVE AND CORRECTIVE MEASURES IN DISCIPLINE MANAGEMENT AS OUTLINED BY THESE REGULATIONS.
- 3.3 **TEACHER MEETINGS** WHERE STUDENT DISCIPLINE WILL BE ANALYZED AND EVALUATED.
- 3.4 **BOTH THE RECTOR OF THE NATIONAL SECTION AND DIRECTOR OF THE INTERNATIONAL SECTION** HAVE THE FACULTY TO ENFORCE THE DISCIPLINARY CONSEQUENCES SET OUT IN THESE REGULATIONS WITHIN THEIR RESPECTIVE AREAS.
- 3.5 **THE TECHNICAL COUNCIL** WHICH HAS THE AUTHORITY TO ANALYZE AND ENFORCE DISCIPLINARY MEASURES WITH REGARD TO ANY OF THE FAULTS OUTLINED IN THESE REGULATIONS, OR THOSE THAT ARE NOT SPECIFIED, BE THEY EXTREMELY SERIOUS OR NOT.

## CHAPTER III. FAULTS AND CONSEQUENCES

### ART. 4.- MINOR MISBEHAVIOR.-

- 4.1 LACK OF COURTESY AND GOOD MANNERS.
- 4.2 FAILURE TO WEAR THE COMPLETE SCHOOL UNIFORM EITHER TO SCHOOL OR TO OTHER ACTIVITIES WHERE THIS IS REQUIRED BY TEACHERS OR SCHOOL AUTHORITIES.
- 4.3 DOING DIFFERENT ACTIVITIES IN THE CLASSROOM TO THOSE THAT HAVE BEEN GIVEN BY THE TEACHER.
- 4.4 INADEQUATE USE OF SCHOOL MATERIALS.
- 4.5 COMING TO CLASS WITHOUT THE NECESSARY MATERIALS.
- 4.6 USING ELECTRONIC EQUIPMENT OR ANY OTHER ARTICLES THAT COULD INTERRUPT NORMAL CLASS ACTIVITIES WHEN IN THE CLASSROOM, AT OFFICIAL EVENTS, OR IN ANY AREA WHERE THEY ARE PROHIBITED.

**ART. 5.- CONSEQUENCES OF MINOR MISBEHAVIOR.-** IF A STUDENT COMMITS A MINOR FAULT, HIS OR HER PARENTS WILL BE INFORMED EITHER VERBALLY OR IN WRITING, AND THE STUDENT WILL RECEIVE ONE OR MORE OF THE FOLLOWING CONSEQUENCES:

- 5.1 PRIVATE ADMONITION BY TEACHER TO HELP THE STUDENT REFLECT ON THE FAULT COMMITTED.
- 5.2 WORK ON AN ASSIGNMENT LEADING TO REFLECTION.
- 5.3 INTERVIEW WITH RESPECTIVE VICE RECTOR.

IN ADDITION TO THE CONSEQUENCE APPLIED, THE STUDENT WILL RECEIVE A REDUCTION OF UP TO TEN (10) POINTS IN HIS/HER CONDUCT GRADE FOR THE PARTIAL OR SEMESTER.

#### **ART. 6.- SERIOUS MISBEHAVIOR.-**

- 6.1 NOT TELLING THE TRUTH.
- 6.2 MISBEHAVING DURING ACTIVITIES AND EVENTS ORGANIZED OR SPONSORED BY THE SCHOOL, OR WHICH THE SCHOOL IS PARTICIPATING IN ELSEWHERE.
- 6.3 SMOKING.
- 6.4 FAILURE TO RESPECT ESTABLISHED TIMETABLES AND SET DATES.
- 6.5 DISRESPECT OR REBELLIOUSNESS WHEN BEING ADMONISHED OR CORRECTED BY SCHOOL AUTHORITIES OR TEACHERS.
- 6.6 DAMAGING SCHOOL PROPERTY OR THAT OF OTHERS.
- 6.7 USE OF INAPPROPRIATE LANGUAGE OR GESTURES.
- 6.8 LEAVING OR FAILING TO ATTEND CLASS WITHOUT PERMISSION.
- 6.9 INTERFERING WITH COMMUNICATION WITH PARENTS OR GUARDIANS.

**ART. 7.- CONSEQUENCES OF SERIOUS MISBEHAVIOR.-** IF A STUDENT INCURS IN THIS TYPE OF FAULT, HIS OR HER PARENTS WILL BE INFORMED EITHER VERBALLY OR IN WRITING, AND THE STUDENT WILL RECEIVE ONE OR MORE OF THE FOLLOWING CONSEQUENCES:

- 7.1 ADMONITION BY THE RECTOR IN THE CASE OF THE NATIONAL SECTION OR DIRECTOR IN THE CASE OF THE INTERNATIONAL SECTION.

## 7.2 A CONDITIONAL LETTER IN DISCIPLINE.

IN ADDITION TO THE CONSEQUENCES APPLIED, THE STUDENT WILL RECEIVE A REDUCTION OF UP TO TWENTY (20) POINTS IN HIS/HER CONDUCT GRADE FOR THE PARTIAL OR SEMESTER.

### **ART. 8.- GRAVE OFFENSES OR MISBEHAVIOR.-** SE CONSIDERAN FALTAS MUY GRAVES, LAS CITADAS A CONTINUACIÓN:

- 8.1 STEALING OR BEING INVOLVED IN THE THEFT OF SCHOOL OR OTHER PEOPLE'S PROPERTY.
- 8.2 BULLYING<sup>1</sup>
- 8.3 FORGING SIGNATURES
- 8.4 INTENTIONALLY COPYING EXAMS OR ANY OTHER PIECE OF WORK, OR ALLOWING YOUR WORK TO BE COPIED.
- 8.5 ALTERING OR DESTROYING GRADES OR ANY OTHER TYPE OF DOCUMENT.
- 8.6 CONSUMING OR HAVING IN YOUR POSSESSION ALCOHOL AND/OR PROHIBITED SUBSTANCES IN THE AREA STIPULATED IN ARTICLE 1 ABOVE.
- 8.7 CONTRAVENTION OF THE POLICY, PROTOCOL AND REGULATIONS FOR PREVENTION OF THE USE OF PROHIBITED SUBSTANCES. THIS FAULT WILL BE SANCTIONED AS ESTABLISHED IN THE REGULATIONS TO AVOID THE USE AND ABUSE OF ALCOHOL, DRUGS AND NARCOTICS.
- 8.8 BRINGING OR BEARING OBJECTS AND MATERIALS THAT MAY POSE A THREAT TO THE INTEGRITY AND SECURITY OF THE STUDENT AND/OR OTHER PEOPLE.
- 8.9 TO INSTIGATE ATTACKS ON OTHERS OR ATTACK OTHERS VERBALLY, PHYSICALLY OR IN WRITING.

**1 Bullying is defined as systematic aggressive behavior towards another person, be it direct or indirect. It includes but is not restricted to: verbal pressure, threats or insults, physical abuse, indifference, rejection or blackmail.**

8.10 TO CONTRAVENE THE POLICY FOR THE USE OF INTERNET AND COMPUTER EQUIPMENT AT SCHOOL.

8.11 CONTRAVENTION OF THE POLICY FOR COPYRIGHT.

**ART. 9 CONSEQUENCES OF GRAVE MISBEHAVIOR.**- IF A STUDENT INCURS IN THIS TYPE OF FAULT, HIS OR HER PARENTS WILL BE INFORMED EITHER VERBALLY OR IN WRITING, AND THE STUDENT WILL RECEIVE ONE OR MORE OF THE FOLLOWING CONSEQUENCES:

9.1 LETTER OF WARNING OF SEPARATION FROM SCHOOL.

9.2 IMMEDIATE SEPARATION FROM SCHOOL.

9.3 REFUSAL FOR ENROLMENT FOR THE NEXT SCHOOL YEAR.

9.4 PERMANENT SEPARATION FROM SCHOOL.

9.5 CONSEQUENCES ESTABLISHED BY THE ECUADORIAN JUDICIAL SYSTEM.

IN ADDITION TO CONSEQUENCE APPLIED, THE STUDENT WILL RECEIVE A REDUCTION OF UP TO THIRTY (30) POINTS IN HIS/HER CONDUCT GRADE FOR THE PARTIAL OR SEMESTER.

**ART. 10.**- STUDENTS WITH A CONDITIONAL LETTER IN DISCIPLINE OR LETTER OF WARNING OF SEPARATION FROM SCHOOL WILL NOT BE ALLOWED TO REPRESENT THE SCHOOL, OR THEIR CLASSMATES, AT ANY EVENT, NOR WILL THEY BE ABLE TO RECEIVE THE DISTINCTIONS OR AWARDS STIPULATED IN THE RULES CONCERNING MERITORIOUS AWARDS.

**ART. 11.**- IF A STUDENTS REPEATS THE SAME MISBEHAVIOR, THE CONSEQUENCE FOR A MORE SERIOUS FAULT COULD BE APPLIED.

**ART. 12.**- UNSPECIFIED FAULTS.- FAULTS THAT ARE NOT SPECIFIED WILL BE ANALYZED AND DEALT WITH BY THE TECHNICAL COUNCIL.

**ART. 13.-** A CONDITIONAL LETTER IN DISCIPLINE MAY BE REMOVED IF THE STUDENT OBTAINS A MINIMUM OF EIGHTY (80) POINTS IN DISCIPLINE AND IT IS RECOMMENDED AT THE GRADE LEVEL MEETING.

**ART. 14.-** A LETTER OF WARNING OF SEPARATION FROM SCHOOL MAY BE REMOVED IF THE STUDENT OBTAINS A MINIMUM OF EIGHTY (80) POINTS IN DISCIPLINE AND IT IS RECOMMENDED AT THE GRADE LEVEL MEETING.

**ART. 15.- ACCEPTATION ON THE PART OF PARENTS OR GUARDIANS.-** ALL DISCIPLINARY RESOLUTIONS ADOPTED BY THE DIRECTOR OR COORDINATORS WILL BE CONSIDERED VALID AND IN FORCE EVEN IF THE STUDENT'S PARENTS OR GUARDIANS ARE NOT IN AGREEMENT.

**ART. 16.- WARNING NOTICE.-** STUDENTS WHO HAVE A DISCIPLINARY AVERAGE BELOW 70/100 FOR THE SEMESTER, WILL RECEIVE A "WARNING NOTICE" ALONG WITH THEIR REPORT CARDS.

**ART. 17.- CONDITIONAL DISCIPLINE LETTERS.-** STUDENTS WHO AT THE END OF THE SCHOOL YEAR HAVE AN ANNUAL DISCIPLINE AVERAGE BELOW 70/100 WILL RECEIVE A "CONDITIONAL LETTER".

THIS LETTER MEANS THAT THE STUDENT WILL HAVE TO ATTAIN A MINIMUM DISCIPLINE GRADE OF 80/100 DURING THE FOLLOWING SCHOOL YEAR AND MEET THE RECOMMENDATIONS ESTABLISHED IN THE LETTER. OTHERWISE, HE/SHE WILL HAVE TO LEAVE THE SCHOOL.

THE DIRECTIVE COUNCIL CAN GIVE A CONDITIONAL LETTER IN THE COURSE OF THE SCHOOL YEAR IF THIS IS CONSIDERED AN APPROPRIATE CORRECTIVE MEASURE FOR ANY FAULT, BE IT COVERED IN THESE REGULATIONS OR NOT.

**ART. 18.- LETTER OF WARNING OF SEPARATION FROM SCHOOL.-** IF A STUDENT INCURS IN A FAULT CONSIDERED AS A “GRAVE MISBEHAVIOR,” HE/SHE MAY RECEIVE A “LETTER OF WARNING OF SEPARATION FROM SCHOOL”, AS WELL AS ANY OF THE OTHER CONSEQUENCES DETAILED IN ARTICLE 9.

THIS DOCUMENT WILL BE SIGNED BY THE SECTION DIRECTOR, AND BE DELIVERED TO THE STUDENT’S PARENTS OR GUARDIANS.

**ART. 19.- FINAL LETTER OF SEPARATION FROM SCHOOL.-** IN THE EVENT THAT A STUDENT INCURS IN A FAULT CONSIDERED AS “EXTREMELY GRAVE”, EVEN IF IT IS FOR THE FIRST TIME, THE TECHNICAL COUNCIL MAY REQUEST THE STUDENT’S IMMEDIATE SEPARATION FROM SCHOOL.

IF A STUDENT INCURS IN A VERY SERIOUS FAULT FOR A SECOND TIME, HE OR SHE MAY BE ASKED TO LEAVE SCHOOL PERMANENTLY.

## **CHAPTER IV. STUDENT ABSENCES, LATENESS OR LEAVE**

**ART. 20.- JUSTIFIED ABSENCES.-** JUSTIFIED ABSENCES ARE THOSE DUE TO ILLNESS, DISTRESSFUL FAMILY EVENTS, OR THOSE PLANNED AHEAD OF TIME.

PARENTS OR GUARDIANS SHOULD SEND A WRITTEN JUSTIFICATION OF THE STUDENT’S ABSENCE TO THE SECONDARY NATIONAL SECRETARY MAXIMUM ONE DAY AFTER THE STUDENT’S RETURN TO SCHOOL.

IN THE CASE OF A PLANNED ABSENCE, THE PARENTS OR GUARDIANS SHOULD SEND A WRITTEN COMMUNICATION TO THE NATIONAL RECTOR’S OFFICE OR INTERNATIONAL DIRECTOR’S OFFICE.

**ART. 21 UNJUSTIFIED ABSENCES.-** THESE INCLUDE:

- 21.1 ABSENCES THAT ARE NOT STIPULATED IN ARTICLE 20.
- 21.2 A STUDENT’S ABSENCE WITHOUT PROPER NOTIFICATION OR JUSTIFICATION FROM PARENTS.

**ART. 22.- ATTENDANCE REPORTS:**

STUDENT ABSENCES SHOULD BE REPORTED DAILY BY THE TEACHERS AT THE BEGINNING OF EACH CLASS PERIOD.

**ART. 23.- TARDINESS:**

LATE STUDENTS SHOULD REPORT TO THE SECONDARY OFFICE WHERE THEY WILL BE GIVEN A JUSTIFICATION SLIP IN ORDER TO BE ABLE TO GO INTO CLASS.

**ART. 24.- STUDENTS' LEAVE:**

ANY STUDENT SENT TO THE MEDICAL DEPARTMENT OR THE OFFICE SHOULD CARRY A SLIP SIGNED BY THE TEACHER, WHICH SHOWS THE TIME AND REASON THAT HE/SHE LEFT THE CLASSROOM. ON RETURNING TO THE CLASSROOM, THE STUDENT SHOULD HAND IN THE SLIP SIGNED BY THE PERSON WHO ASSISTED HIM/HER.

**ART. 24.- OFFICIAL PERMISSION SLIP:**

STUDENTS WILL NOT BE ALLOWED TO LEAVE SCHOOL DURING CLASS HOURS IF THE OFFICIAL PERMISSION SLIP IS NOT FILLED IN BY THE SECRETARY AT THE RECTOR'S OFFICE. ONLY PARENTS OR GUARDIANS MAY REQUEST THAT THEIR CHILDREN BE ALLOWED TO LEAVE. THIS SHOULD BE DONE ONE DAY AHEAD OF TIME.

**ART. 25.- FAILING THE SCHOOL YEAR:**

ACCORDING TO THE LAW OF EDUCATION, THOSE STUDENTS WHO HAVE BEEN ABSENT FOR MORE THAN 25% OF THE TIME WILL AUTOMATICALLY FAIL THE SCHOOL YEAR.

# ATTITUDES ASSESSMENT CRITERIA

**AWARENESS:** THIS CRITERION REFERS TO THE STUDENT’S ABILITY TO DEMONSTRATE: AWARENESS OF EXPECTATIONS FOR APPROPRIATE BEHAVIOR AND AWARENESS OF THE EXPECTED PRODUCT OF HIS OR HER EFFORT AND WORK, AWARENESS OF AND RESPECT FOR SELF AND OTHERS IN THE CLASSROOM COMMUNITY, AWARENESS OF AND RESPECT FOR THE PROPERTY AND RIGHTS OF OTHERS, AWARENESS OF THE ENVIRONMENT AND THE COMMUNITY AND HIS OR HER PERSONAL ROLE IN THAT COMMUNITY.

**NOTE:** TEACHERS SHOULD USE ONLY THE RELEVANT ELEMENTS OF THE DESCRIPTORS WHEN ASSESSING THE STUDENT.

DISCIPLINE RUBRIC	LEVEL OF ACHIEVEMENT MYP	DESCRIPTOR
-59	0	STUDENT HAS NOT REACHED A STANDARD DESCRIBED BY THE DESCRIPTORS.
60-69	1	<p><b>POSITIVE PARTICIPATION:</b></p> <ul style="list-style-type: none"> <li>· DOES NOT MAKE AN EFFORT TO PARTICIPATE IN CLASS ACTIVITIES OR EVENTS.</li> </ul> <p><b>RESPECT:</b></p> <ul style="list-style-type: none"> <li>· DEMONSTRATES NO AWARENESS AND EXHIBITS DISRESPECT TOWARDS MEMBERS OF THE SCHOOL COMMUNITY AND CLASSMATE.</li> <li>· IS INTOLERANT TOWARDS INDIVIDUAL DIFFERENCES AND HAS LITTLE EMPATHY.</li> <li>· DOES NOT RESPECT PRIVATE PROPERTY.</li> <li>· USES INAPPROPRIATE VOCABULARY.</li> </ul>

NOTA DE DISCIPLINA	LEVEL OF ACHIEVEMENT MYP	DESCRIPTOR
	1	<p><b>CIVIC DUTY:</b></p> <ul style="list-style-type: none"> <li>▸ IS UNAWARE OF WHAT IS EXPECTED REGARDING ASSEMBLY BEHAVIOR, USE OF UNIFORM AND SINGING OF ANTHEMS.</li> </ul> <p><b>HONESTY:</b></p> <ul style="list-style-type: none"> <li>▸ HAS DEMONSTRATED ACADEMIC DISHONESTY AND HAS NOT BEEN TRUTHFUL IN A CONSISTENT MANNER.</li> </ul>
70-79	2	<p><b>POSITIVE PARTICIPATION:</b></p> <ul style="list-style-type: none"> <li>▸ OCCASIONALLY PARTICIPATES IN CLASS ACTIVITIES AND OTHER EVENTS.</li> </ul> <p><b>RESPECT:</b></p> <ul style="list-style-type: none"> <li>▸ MAKES SOME ATTEMPT TO DEMONSTRATE AWARENESS.</li> <li>▸ THERE HAVE BEEN INCIDENTS WHERE STUDENT HAS SHOWN DISRESPECT TOWARDS MEMBERS OF THE SCHOOL COMMUNITY, CLASSMATES, OR PRIVATE PROPERTY.</li> <li>▸ DEMONSTRATES LITTLE TOLERANCE TOWARDS INDIVIDUAL DIFFERENCES AND HAS LITTLE EMPATHY.</li> <li>▸ DOESN'T ALWAYS USE APPROPRIATE VOCABULARY.</li> </ul> <p><b>CIVIC DUTY:</b></p> <ul style="list-style-type: none"> <li>▸ DOES NOT DISPLAY A CLEAR KNOWLEDGE OF WHAT IS EXPECTED REGARDING ASSEMBLY BEHAVIOR, USE OF UNIFORM AND SINGING OF ANTHEMS.</li> </ul>

DISCIPLINE RUBRIC	LEVEL OF ACHIEVEMENT MYP	DESCRIPTOR
80-89	3	<p><b>POSITIVE PARTICIPATION:</b></p> <ul style="list-style-type: none"> <li>▸ USUALLY PARTICIPATES IN CLASS ACTIVITIES AND OTHER EVENTS</li> </ul> <p><b>RESPECT:</b></p> <ul style="list-style-type: none"> <li>▸ IS GENERALLY RESPECTFUL TOWARDS MEMBERS OF THE SCHOOL COMMUNITY, CLASSMATES AND PROPERTY.</li> <li>▸ IS TOLERANT TOWARDS INDIVIDUAL DIFFERENCES.</li> <li>▸ USES APPROPRIATE VOCABULARY.</li> </ul> <p><b>CIVIC DUTY:</b></p> <ul style="list-style-type: none"> <li>▸ DEMONSTRATES AWARENESS OF WHAT IS EXPECTED OF HIM OR HER REGARDING ASSEMBLY BEHAVIOR, USE OF UNIFORM AND SINGING OF ANTHEMS.</li> </ul>
90-100	4	<p><b>POSITIVE PARTICIPATION: :</b></p> <p>ALWAYS PARTICIPATES IN CLASS AND IN OTHER EVENTS ACTIVELY AND PRODUCTIVELY.</p> <p><b>RESPECT:</b></p> <ul style="list-style-type: none"> <li>▸ IS ALWAYS RESPECTFUL TOWARDS ALL MEMBERS OF THE SCHOOL COMMUNITY, TOLERANT TOWARDS INDIVIDUAL DIFFERENCES AND CONSISTENTLY DISPLAYS EMPATHY. RESPECTS PRIVATE PROPERTY,</li> <li>▸ CONSISTENTLY DEMONSTRATES AN ATTITUDE OF SELF-RESPECT INCLUDING THE USE OF APPROPRIATE VOCABULARY.</li> </ul> <p><b>CIVIC DUTY:</b></p> <ul style="list-style-type: none"> <li>▸ IS CONSISTENTLY RESPECTFUL DURING CIVIC DUTIES IN AND OUTSIDE SCHOOL.</li> </ul>

DISCIPLINE RUBRIC	LEVEL OF ACHIEVEMENT MYP	DESCRIPTOR
		<ul style="list-style-type: none"> <li>▸ ALWAYS WEARS THE UNIFORM CORRECTLY AS DESCRIBED IN THE STUDENT'S MANUAL.</li> <li>▸ SINGS THE ANTHEMS WITH RESPECT AND BEHAVES APPROPRIATELY DURING ASSEMBLIES AND CIVIC EVENTS.</li> </ul> <p><b>HONESTY:</b></p> <ul style="list-style-type: none"> <li>▸ STUDENT ALWAYS DEMONSTRATES HONESTY IN ACADEMIC WORK. IS ALWAYS TRUTHFUL TO HIMSELF AND OTHERS.</li> </ul>

**B. RESPONSIBILITY / ACTION:** THIS CRITERION REFERS TO THE STUDENTS' ABILITY TO: TAKE RESPONSIBILITY FOR HIS OR HER BEHAVIOR AND ITS CONSEQUENCES, ENGAGE IN DECISION-MAKING PROCESSES AND TAKE ACTIONS THAT LEAD TO THE DESIRED RESULTS, INTERACT WITH OTHERS WITHIN THE COMMUNITY AND MAKE DECISIONS AND TAKE ACTION FOR THE ENVIRONMENT.

DISCIPLINE RUBRIC	LEVEL OF ACHIEVEMENT MYP	DESCRIPTOR
RUBRIC	0	STUDENT HAS NOT REACHED A STANDARD DESCRIBED BY ANY OF THE DESCRIPTORS GIVEN BELOW
60-69	1	<p><b>ASSUME RESPONSIBILITY FOR MY ACTIONS AND OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>▸ ASSUMES LITTLE OR NO RESPONSIBILITY FOR HIS OR HER ACTIONS AND LACKS INTEREST IN IMPROVING BEHAVIOR.</li> <li>▸ HAS DIFFICULTY INTERACTING WITH OTHERS IN A POSITIVE MANNER.</li> </ul>

DISCIPLINE RUBRIC	LEVEL OF ACHIEVEMENT MYP	DESCRIPTOR
		<ul style="list-style-type: none"> <li>▸ REGULARLY DISRUPTS CLASS.</li> <li>▸ HAS A DIFFICULTY WITH PUNCTUALITY AND COMING TO CLASS PREPARED.</li> </ul> <p><b>TAKES CARE OF CLASSROOM AND SCHOOL PROPERTY:</b></p> <ul style="list-style-type: none"> <li>▸ RARELY TAKES ACTIONS CONSIDERING THE COMMUNITY AND THE ENVIRONMENT.</li> </ul> <p><b>USE OF TIME:</b></p> <ul style="list-style-type: none"> <li>▸ RARELY MANAGES TIME WISELY.</li> <li>▸ DISPLAYS LACK OF INTEREST OR PRIDE IN THEIR WORK</li> </ul>
70-79	2	<p><b>ASSUME RESPONSIBILITY FOR MY ACTIONS AND OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>▸ DOES NOT ALWAYS ASSUME RESPONSIBILITY FOR HIS OR HER ACTIONS, WHICH CAN LEAD TO NEGATIVE RESULTS.</li> <li>▸ HAS DIFFICULTY INTERACTING WITH OTHERS IN A POSITIVE MANNER, DISRUPTS THE WORK AND PROGRESS OF THE COMMUNITY.</li> <li>▸ SOMETIMES HAS DIFFICULTY WITH PUNCTUALITY AND/OR COMING TO CLASS PREPARED.</li> </ul> <p><b>TAKES CARE OF CLASSROOM AND SCHOOL PROPERTY:</b></p> <ul style="list-style-type: none"> <li>▸ MAKES SOME ATTEMPT TO TAKE ACTIONS CONSIDERING THE COMMUNITY AND THE ENVIRONMENT.</li> </ul> <p><b>USE OF TIME:</b></p> <ul style="list-style-type: none"> <li>▸ DOES NOT ALWAYS MANAGE TIME WISELY.</li> </ul>

DISCIPLINE RUBRIC	LEVEL OF ACHIEVEMENT MYP	DESCRIPTOR
80-89	3	<p><b>ASSUME RESPONSIBILITY FOR MY ACTIONS AND OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>▸ COMES PREPARED TO SCHOOL,</li> <li>▸ WORKS IN CLASS,</li> <li>▸ COMPLETES WORK ON TIME AND IS PUNCTUAL.</li> <li>▸ INTERACTS WITH OTHERS IN A POSITIVE MANNER</li> </ul> <p><b>TAKES CARE OF CLASSROOM AND SCHOOL PROPERTY:</b></p> <ul style="list-style-type: none"> <li>▸ TAKES ACTIONS THAT BENEFIT THE ENVIRONMENT, SUCH AS PLACING GARBAGE IN THE TRASHCAN.</li> </ul> <p><b>USE OF TIME:</b></p> <ul style="list-style-type: none"> <li>▸ USES TIME WISELY.</li> </ul>
90-100	4	<p><b>ASSUME RESPONSIBILITY FOR MY ACTIONS AND OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>▸ ALWAYS COMES PREPARED TO SCHOOL,</li> <li>▸ WORKS IN CLASS,</li> <li>▸ COMPLETES WORK ON TIME AND IS PUNCTUAL.</li> <li>▸ ALWAYS INTERACTS WITH OTHERS IN A POSITIVE MANNER AND IS A POSITIVE ROLE MODEL IN THE COMMUNITY.</li> </ul> <p><b>TAKES CARE OF CLASSROOM AND SCHOOL PROPERTY:</b></p> <ul style="list-style-type: none"> <li>▸ CONSISTENTLY TAKES ACTIONS THAT BENEFIT THE ENVIRONMENT, SUCH AS PLACING GARBAGE IN THE TRASHCAN.</li> </ul> <p><b>USE OF TIME:</b></p> <ul style="list-style-type: none"> <li>▸ ALWAYS USES HIS OR HER TIME WISELY</li> </ul>

**C. REFLECTION:** THIS CRITERION REFERS TO THE STUDENT'S ABILITY TO ENGAGE IN REFLECTION AND DEMONSTRATES IMPROVEMENT IN: HIS OR HER WORKING BEHAVIORS, HIS OR HER STRENGTHS AND WEAKNESSES IN THE AREAS OF INTERACTION AND IN THE SUBJECT MATTER SKILLS AND /OR CONTENT, HIS ROLE IN THE CLASSROOM COMMUNITY, HIS OR HER ROLE WITHIN AND CONTRIBUTIONS TO THE COMMUNITY AND ENVIRONMENT.

DISCIPLINE RUBRIC	LEVEL OF ACHIEVEMENT MYP	DESCRIPTOR
-59	0	THE STUDENT HAS NOT REACHED A STANDARD DESCRIBED BY ANY OF THE DESCRIPTORS GIVEN BELOW
60-69	1	<p><b>EFFORT:</b></p> <ul style="list-style-type: none"> <li>▸ MAKES LITTLE OR NO ATTEMPT TO REFLECT ON HIS OR HER EFFORT, LEARNING AND ATTITUDES.</li> <li>▸ IS UNWILLING TO RECOGNIZE OR CORRECT NEGATIVE ACTIONS.</li> </ul> <p><b>EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>▸ DEMONSTRATES LITTLE OR NO ATTEMPT TO IMPROVE ATTITUDE/ ACTIONS BASED ON REFLECTION AND FEEDBACK.</li> </ul>
70-79	2	<p><b>EFFORT:</b></p> <ul style="list-style-type: none"> <li>▸ MAKES LITTLE ATTEMPT TO REFLECT ON HIS OR HER EFFORT, LEARNING AND ATTITUDES.</li> <li>▸ SOMETIMES HAS DIFFICULTY IN RECOGNIZING OR CORRECTING NEGATIVE ACTIONS.</li> </ul> <p><b>EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>▸ DEMONSTRATES LITTLE ATTEMPT TO IMPROVE ATTITUDE/ ACTIONS BASED ON REFLECTION AND FEEDBACK</li> </ul>

DISCIPLINE RUBRIC	LEVEL OF ACHIEVEMENT MYP	DESCRIPTOR
80-89	3	<p><b>EFFORT:</b></p> <ul style="list-style-type: none"> <li>▸ REFLECTS MEANINGFULLY ON HIS OR HER EFFORT, LEARNING AND ATTITUDES.</li> </ul> <p><b>EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>▸ DEMONSTRATES EVIDENCE OF IMPROVEMENT AND RESPONDS POSITIVELY TO FEEDBACK.</li> <li>▸ MAKES AN EFFORT TO NOT REPEAT NEGATIVE ATTITUDES ONCE THEY ARE RECOGNIZED.</li> </ul>
90-100	4	<p><b>EFFORT:</b></p> <ul style="list-style-type: none"> <li>▸ CONSTANTLY REFLECTS MEANINGFULLY ON HIS OR HER EFFORT, LEARNING AND ATTITUDES.</li> </ul> <p><b>EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>▸ DEMONSTRATES EVIDENCE OF IMPROVEMENT AND RESPONDS POSITIVELY TO FEEDBACK.</li> <li>▸ IS A POSITIVE LEADER AND ROLE MODEL IN THE SCHOOL COMMUNITY.</li> <li>▸ NEVER REPEATS NEGATIVE ATTITUDES ONCE THEY ARE RECOGNIZED.</li> </ul>

## SCHOOL RECESS RULES

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THE SCHOOL PLAYGROUNDS ARE PERMANENTLY SUPERVISED BY OUR TEACHING STAFF. THE PLAYGROUND RULES TO BE OBSERVED BY THE STUDENTS ARE THE FOLLOWING:

1. TAKE CARE WHEN WALKING THROUGH THE CORRIDORS. DO NOT RUN.
2. PLAY FOOTBALL ON THE FOOTBALL FIELDS.
3. PUT GARBAGE IN THE GARBAGE CANS.
4. TAKE CARE OF SCHOOL PROPERTY.
5. PLAY IN OPEN AREAS.
6. USE BATHROOMS RESPECTFULLY.
7. DON'T PLAY ON SLOPES OR STEPS.
8. REMAIN IN THE AREAS CORRESPONDING TO YOUR SECTION.

## HOME AND SCHOOL

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### REQUIREMENTS FOR GRADE LEVEL PARENT REPRESENTATIVES

1. TO BE FAMILIAR AND IN AGREEMENT WITH THE SCHOOL MISSION AND POLICIES.
2. TO ACT IN CONJUNCTION WITH AND IN SUPPORT OF THE MANAGEMENT OF THE SCHOOL.
3. TO MOTIVATE THE PARTICIPATION OF PARENTS FROM YOUR GRADE LEVEL IN ACTIVITIES ORGANIZED BY THE SCHOOL OR PARENT COMMITTEE, AS WELL AS IN ACTIVITIES RELATED TO PARENTHOOD.
4. TO COOPERATE IN CURRICULAR AND CULTURAL ACTIVITIES ORGANIZED BY THE SCHOOL.
5. TO HAVE TIME.

# FREQUENTLY ASKED QUESTIONS

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## SECURITY AND TRANSPORT

### WHAT SHOULD I DO IF THE SCHOOL NEEDS TO BE EVACUATED?

YOU SHOULD FOLLOW THE GUIDELINES SET OUT IN THE CHAPTER ON SECURITY AND TRANSPORT ON PAGE OF THIS HANDBOOK.

### UNDER WHAT CIRCUMSTANCES MAY MY CHILD TAKE A DIFFERENT BUS?

STUDENTS MAY NOT RIDE ANY BUSES OTHER THAN THE ONES THEY ALWAYS TAKE.

### WHAT PROCEDURE SHOULD I FOLLOW TO BE ABLE TO TAKE MY CHILD OUT OF SCHOOL DURING SCHOOL HOURS?

TO TAKE OUT A PRIMARY OR SECONDARY STUDENT DURING NORMAL CLASS HOURS, EITHER FROM THE NATIONAL OR INTERNATIONAL SECTION, YOU SHOULD ASK FOR AN AUTHORIZATION SLIP AT THE RESPECTIVE SECRETARY'S OFFICE. THIS SHOULD BE SIGNED BY THE CLASSROOM TEACHER AND PARENT OR GUARDIAN, AND SHOULD BE HANDED IN AT THE SCHOOL EXIT.

### WHO SHOULD I CALL IF THE BUS DID NOT GO BY MY HOUSE?

CALL THE SCHOOL OPERATOR AT 2474-795. THE EXTENSIONS ARE:

IN THE MORNING: 101, 0

IN THE AFTERNOON: 131, 112, 101, 0

DURING EXTRACURRICULAR ACTIVITIES: 101, 0

### WHO SHOULD I INFORM IF MY CHILD LEFT SOMETHING ON THE BUS?

CALL THE SECURITY AND TRANSPORT DEPARTMENT AT 2474-8795 EXT. 112,131 OR 0 AND TELL THEM WHEN AND ON WHICH BUS. THE SCHOOL CAN BE OF HELP BUT DOES NOT ACCEPT RESPONSIBILITY FOR FORGOTTEN ITEMS.

**WHO SHOULD I CALL IF MY CHILD LEFT SOMETHING AT SCHOOL?**

IF YOUR CHILD LEFT SOMETHING IN ONE OF THE PRIMARY SECTION CLASSROOMS, CALL HIS OR HER TEACHER AT SCHOOL. IF THE OBJECT WAS LEFT ON ONE OF THE PLAYGROUNDS, CALL THE TRANSPORT AND SECURITY DEPARTMENT. IF IT WAS LEFT IN THE SECONDARY SECTION, GET IN TOUCH WITH THE TRANSPORT AND SECURITY DEPARTMENT OR THE SECONDARY SECRETARY. THE SCHOOL DOES NOT ACCEPT RESPONSIBILITY FOR FORGOTTEN ITEMS.

**WHAT SHOULD I DO IF I SEE THAT ONE OF THE SCHOOL BUSES HAS HAD AN ACCIDENT OR HAS A PROBLEM?**

CALL THE SECURITY DEPARTMENT MOBILE NUMBER: 097-603024 AND REPORT THE SITUATION IMMEDIATELY.

**ABOUT HOW LONG DOES THE BUS ROUTE TAKE?**

THE TIME TAKEN TO COMPLETE EACH BUS ROUTE DEPENDS ON THE SECTOR, AMOUNT OF TRAFFIC, THE NUMBER OF BUSES THAT GO TO THE AREA AND WHERE THE STUDENT LIVES. IT VARIES BETWEEN 45 MINUTES AND AN HOUR.

**WHAT SHOULD I DO IF MY CHILD DOESN'T ARRIVE ON THE BUS?**

CHECK THE CALENDAR FOR CLASSES OR COMPETITIONS THAT YOUR CHILD IS INVOLVED IN DURING EXTRACURRICULAR ACTIVITIES .CALL THE TRANSPORT DEPARTMENT: PBX 2474-795 EXT. 112. BE READY TO STATE YOUR CHILD'S BUS NUMBER AND THE EXTRACURRICULAR ACTIVITY THAT HE/SHE PARTICIPATES IN.

**ARE THE BUSES GIVEN MECHANICAL CHECK-UPS?**

THE BUSES HAVE THREE OBLIGATORY MECHANICAL CHECK-UPS EACH YEAR, TWO ARE REQUESTED BY THE SCHOOL, AND ONE IS DEMANDED BY THE MUNICIPAL GOVERNMENT.

**HOW CAN I GET IN TOUCH WITH ONE OF THE SCHOOL BUSES?**

THE BUSES ARE CONNECTED TO SCHOOL BY A RADIO SYSTEM. ANY INFORMATION SHOULD BE REQUESTED ON THE FOLLOWING EXTENSIONS: PBX 2472-795 EXT. 131, 112, 101, 0.

**WHAT KIND OF TRAINING DO BUS DRIVERS AND INSPECTORS RECEIVE?**

THE BUS DRIVERS ARE CERTIFIED PROFESSIONALS WHO HAVE RECEIVED ADDITIONAL TRAINING IN DRIVING ON THE DEFENSIVE AND SECURITY NORMS WHEN DRIVING. THE INSPECTORS RECEIVE TRAINING IN HANDLING STUDENTS AND FIRST AID.

**CAN THE SCHOOL HELP COORDINATE GROUP INVITATIONS?**

THE SCHOOL DOES NOT COORDINATE SOCIAL EVENTS ORGANIZED BY INDIVIDUALS OR GROUPS OF STUDENTS OR PARENTS. ANY SOCIAL EVENT ORGANIZED BY STUDENTS OR PARENTS IS STRICTLY THEIR RESPONSIBILITY.

**WHAT SHOULD I DO IF I WISH TO PICK UP MY CHILD FROM SCHOOL AT HOME TIME AND HE/SHE TAKES SCHOOL TRANSPORT?**

YOU SHOULD LET THE SECURITY AND TRANSPORT DEPARTMENT KNOW THAT YOUR CHILD WON'T BE TAKING THE BUS. THIS WILL HELP THE SCHOOL KEEP TO THE ESTABLISHED TRANSPORT SCHEDULE.

**HOW CAN I AUTHORIZE OTHER PEOPLE TO PICK UP MY CHILD FROM SCHOOL DURING CLASS HOURS?**

THE PERSON IN QUESTION SHOULD GO TO THE CORRESPONDING SECTION WITH A WRITTEN AUTHORIZATION SIGNED BY THE PARENTS OR GUARDIANS. THERE THEY WILL BE GIVEN THE RESPECTIVE FORM.

**WHAT SHOULD I DO IF I HAVE A PERSONAL SECURITY PROBLEM?**

GET IN TOUCH WITH THE DIRECTOR OF THE CORRESPONDING SECTION.

## **MEDICAL DEPARTMENT**

### **CAN MEDICINES NEEDED BY MY CHILD BE ADMINISTERED AT SCHOOL?**

STUDENTS MAY NOT CARRY MEDICINES WITH THEM. IF A STUDENT NEEDS TO RECEIVE MEDICATION DURING SCHOOL HOURS, THE PRESCRIPTION, MEDICINE AND CORRESPONDING INSTRUCTIONS SHOULD BE HANDED INTO THE MEDICAL DEPARTMENT BY THE PARENTS. THE CHILD'S TEACHER IS NOT RESPONSIBLE FOR DOING THIS.

### **HOW DOES THE MEDICAL DEPARTMENT ACT IN THE CASE OF A SERIOUS EMERGENCY?**

IN THE CASE OF A SERIOUS EMERGENCY, THE MEDICAL DEPARTMENT WILL STABILIZE THE PATIENT AND CONTACT HIS OR HER PARENTS OR GUARDIANS. IF THEY CANNOT BE REACHED, THE PATIENT WILL BE TRANSFERRED TO THE METROPOLITAN HOSPITAL. THE SCHOOL WILL NOT TAKE RESPONSIBILITY FOR MEDICAL COSTS IF THE CHILD NEEDS TO BE TRANSFERRED TO A HOSPITAL.

FOR FURTHER INFORMATION CONTACT THE MEDICAL DEPARTMENT ON EXTENSION 124.

### **WHAT STEPS SHOULD I FOLLOW TO CLAIM ACCIDENT INSURANCE?**

FILL IN THE CLAIM FORM AVAILABLE ON THE SCHOOL WEB PAGE: [WWW.FCAQ.K12.EC](http://WWW.FCAQ.K12.EC) AND HAND IT IN TO THE MANAGER'S SECRETARY OR THE MEDICAL DEPARTMENT WITHIN 30 DAYS OF THE ACCIDENT.

## **ATTENDANCE**

### **WHAT SHOULD WE DO IF CLASSES ARE SUSPENDED?**

THE AMERICAN SCHOOL WILL FOLLOW INSTRUCTIONS GIVEN BY THE MINISTRY OF EDUCATION. IN CASES WHEN THE MINISTER LEAVES THE DECISION TO THE DIRECTOR'S DISCRETION, PARENTS WILL BE NOTIFIED BY THE GRADE LEVEL REPRESENTATIVES WHO WILL BE CONTACTED BY ADMINISTRATION. PARENTS SHOULD LOOK ON THE SCHOOL WEB PAGE: [WWW.FCAQ.K12.EC](http://WWW.FCAQ.K12.EC) AND CAN ALSO GET INFORMATION BY CALLING THE PBX 2474-795 EXT. 104.

### **HOW SHOULD I JUSTIFY MY CHILD'S ABSENCE FROM SCHOOL?**

**PRIMARY AND PRESCHOOL SECTIONS:** SEND A WRITTEN JUSTIFICATION IN YOUR CHILD'S AGENDA.

**SECONDARY SECTION:** SEND A WRITTEN JUSTIFICATION TO THE SECTION'S SECRETARY.

### **WHAT PROCEDURE SHOULD I FOLLOW IF MY CHILD IS GOING TO BE ABSENT FOR A PROLONGED PERIOD?**

IF YOUR CHILD WILL BE ABSENT FOR LONGER THAN TWO DAYS, GET IN TOUCH WITH THE CORRESPONDING SECTION AND ASK FOR AUTHORIZATION IN WRITING, GIVING THE MOTIVE AND LENGTH OF THE ABSENCE.

### **WHAT SHOULD I DO IF MY CHILD GETS TO SCHOOL LATE? SHOULD THIS BE JUSTIFIED?**

**PRIMARY AND SECONDARY SECTIONS:** STUDENTS WHO ARRIVE LATE SHOULD IMMEDIATELY REPORT TO THE SECTION'S SECRETARY TO EXPLAIN WHY THEY WERE LATE AND GET A PERMISSION SLIP TO BE ABLE TO GO INTO CLASS.

## **ACADEMIC/DISCIPLINARY ASPECTS**

### **HOW CAN I GET IN TOUCH WITH MY CHILD'S TEACHERS?**

**PRESCHOOL SECTION:** PARENTS CAN GET IN TOUCH BY E MAIL OR PHONE THROUGH THE PRESCHOOL OFFICE.

**PRIMARY SECTION:** USING THE STUDENT'S AGENDA OR BY E MAIL.

### **SECONDARY SECTION:**

CONTACT THE TEACHER BY E MAIL.

ASK FOR AN APPOINTMENT THROUGH THE CORRESPONDING VICE RECTOR.

## **HOW ARE REPORT CARDS GIVEN OUT?**

**PRESCHOOL AND PRIMARY SECTIONS:** REPORT CARDS ARE GIVEN OUT PERSONALLY TO PARENTS OR GUARDIANS ONLY DURING TRIMESTER INTERVIEWS.

**SECONDARY SECTION:** STUDENTS WITH AN AVERAGE OF AT LEAST 70/100 WILL RECEIVE THE REPORT CARD FOR THE PARTIAL. THE PARENTS OR GUARDIANS OF THOSE STUDENTS WHO DO NOT REACH THAT AVERAGE MUST PICK UP THE REPORT CARD PERSONALLY ON THE ASSIGNED DAY.

## **LIBRARY AND BOOKSTORE**

### **HOW AND WHERE SHOULD I PAY FOR LOST BOOKS OR MATERIALS?**

THE STUDENT SHOULD PICK UP A NOTE SHOWING LOST BOOKS AND MATERIALS AND THEIR COST FROM THE LIBRARY. THE AMOUNT DUE SHOULD BE PAID AT THE TREASURER'S OFFICE. IF THE STUDENT FAILS TO PAY FOR LOST ITEMS AT THE END OF THE YEAR, HE/SHE WILL LOSE THE RIGHT TO USE THE LIBRARY AND BOOKSTORE.

## **GUIDANCE**

### **DOES THE SCHOOL OFFER EMOTIONAL SUPPORT TO THE STUDENTS?**

YES. THE SCHOOL OFFERS EMOTIONAL SUPPORT THROUGH THE GUIDANCE DEPARTMENT.

## **CAFETERIA**

### **HOW DOES THE CAFETERIA SERVICE WORK?**

THE CAFETERIA PREPARES LUNCH FOR PRESCHOOL AND OFFERS A SNACK SERVICE FOR THE CHILDREN WHO REQUEST IT. PLEASE SEE PAGE OF THE HANDBOOK.

## **EXTRACURRICULAR ACTIVITIES**

### **IN WHICH GRADE CAN STUDENTS START EXTRACURRICULAR ACTIVITIES AND WHICH ARE OFFERED?**

EXTRACURRICULAR ACTIVITIES BEGIN IN THIRD GRADE. SEE PAGE FOR A DETAILED LIST OF ACTIVITIES OFFERED.

### **WHY DON'T FIRST AND SECOND GRADE STUDENTS HAVE EXTRACURRICULAR ACTIVITIES?**

AN EXCESSIVELY LONG SCHOOL DAY IS NOT RECOMMENDABLE FOR CHILDREN OF THIS AGE.

## **MISCELLANEOUS**

### **WHAT IS THE SCHOOL POLICY WITH REGARD TO UNIFORM?**

PLEASE SEE PAGE OF THE HANDBOOK.

### **IS THE USE OF ELECTRONIC EQUIPMENT PERMITTED AT SCHOOL?**

THE USE OF ELECTRONIC EQUIPMENT LIKE MOBILES AND IPODS IS PROHIBITED INSIDE THE CLASSROOM, DURING LIBRARY HOURS AND DURING OTHER SCHOOL ACTIVITIES.

THE AMERICAN SCHOOL DOES NOT RECOMMEND THE USE OF MOBILE PHONES ON CAMPUS.

### **WHAT IS THE PROCEDURE TO FOLLOW IF MY CHILD LOSES HIS/HER STUDENT CARD?**

THIS SHOULD BE REPORTED TO THE SECRETARY OF THE CORRESPONDING SECTION. THE COST OF A NEW CARD SHOULD BE PAID AT THE TREASURER'S OFFICE.

### **HOW SHOULD I PAY FOR EVENTS ORGANIZED BY THE PARENT COMMITTEE?**

IF YOU NEED HELP HANDING IN MONEY, PLEASE GET IN TOUCH WITH ADMINISTRATION, AS THE TEACHERS ARE NOT RESPONSIBLE FOR COLLECTING MONEY.

# EXTRACURRICULAR ACTIVITIES

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## ELEMENTARY SECTION

THESE TAKE PLACE FROM 14H30 TO 16H00 FOR STUDENTS FROM THIRD TO SIXTH GRADE, UNDER THE RESPONSIBILITY OF PROFESSIONALS. THEY INCLUDE THE FOLLOWING AREAS.

ART	DRAMA
COOKING	ECOLOGY
COMPUTERS	GIRL SCOUTS
CLASSIC AND MODERN DANCE	GARDENING
DESIGN AND MECHANICS	UN MODEL

### SPORTS:

ATHLETICS	OLYMPIC GYMNASTICS
BASKETBALL	RHYTHMIC GYMNASTICS
HANDBALL	TAE KWON DO
CHEERLEADERS	VOLLEYBALL
FOOTBALL	

## SECONDARY SECTION

ACADEMIC AND SPORTS EXTRACURRICULAR ACTIVITIES ARE OFFERED TO ALL SECONDARY STUDENTS BETWEEN 2.40PM AND 4PM. ACTIVITIES ON OFFER INCLUDE:

### SPORTS:

FOOTBALL	WALL CLIMBING
BASKETBALL	GYM
VOLLEYBALL	HOCKEY
ATHLETICS	

### ACADEMIC:

UNITED NATIONS MODEL	BAND
OEA MODEL	COMPUTERS
JOURNALISM CLUB	CLASSES FOR IB CANDIDATES
DRAMA CLUB	

# SERVICES

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## MEDICAL SERVICE:

THIS SERVICE PROVIDES DAILY FIRST-AID CARE FOR ALL STUDENTS AND SHOULD ONLY BE USED IN THE CASE OF EMERGENCY DURING SCHOOL HOURS, AND NOT AS A DOCTOR'S OFFICE FOR STUDENTS WHO COME TO SCHOOL SICK AND SHOULD BE TREATED AT HOME. THIS DEPARTMENT KEEPS A FILE ON EACH STUDENT WHICH SHOULD BE UPDATED BY PARENTS YEARLY DURING THE PERIOD OF ENROLMENT, OR WHENEVER NECESSARY. THE MEDICAL DEPARTMENT ALSO DOES FOLLOW-UPS ON STUDENTS' MEDICAL HISTORIES. THE FULL-TIME SERVICES OF A PEDIATRICIAN AND A PROFESSIONAL NURSE ARE AVAILABLE TO STUDENTS.

## RECOMMENDATIONS FROM THE MEDICAL DEPARTMENT

- THE MEDICAL DEPARTMENT GIVES ATTENTION IN THE CASE OF EMERGENCY AND ATTENDS TO PROBLEMS THAT COME UP BETWEEN 7.30AM AND 4.00 DAILY.
- STUDENTS MAY NOT CARRY MEDICINES WITH THEM. IF A STUDENT NEEDS TO RECEIVE MEDICATION DURING SCHOOL HOURS, THE PRESCRIPTION, MEDICINE AND CORRESPONDING INSTRUCTIONS SHOULD BE HANDED INTO THE MEDICAL DEPARTMENT BY THE PARENTS. THE CHILD'S TEACHER IS NOT AUTHORIZED TO RECEIVE MEDICINES AND NOT RESPONSIBLE FOR ADMINISTERING THEM.
- THE MEDICAL DEPARTMENT DOES NOT GIVE TREATMENTS OR PRESCRIPTIONS. ONLY MILD PAIN KILLERS ARE ADMINISTERED WHEN NECESSARY.

IN ORDER TO AVOID MASS ABSENCES AND EXPOSURE TO CONTAGIOUS ILLNESSES, PARENTS ARE REQUESTED TO TAKE INTO ACCOUNT THE FOLLOWING RECOMMENDATIONS:

- BEFORE THE BEGINNING OF EACH SCHOOL YEAR, CHILDREN SHOULD HAVE A CHECK UP WITH THEIR PEDIATRICIAN AND GET THEIR VACCINES UP TO DATE.

- IF A CHILD IS DIAGNOSED WITH A CONTAGIOUS ILLNESS LIKE GERMAN MEASLES OR CHICKEN POX, THIS SHOULD BE IMMEDIATELY REPORTED TO THE MEDICAL DEPARTMENT SO THAT THE NECESSARY PRECAUTIONS CAN BE TAKEN. THE CHILD SHOULD REST AT HOME UNTIL HE/SHE IS NO LONGER LIKELY TO PASS ON THE ILLNESS TO OTHER CHILDREN.
- THE PARENTS OF THOSE CHILDREN WHO GO TO THE MEDICAL DEPARTMENT ON MORE THAN THREE CONSECUTIVE DAYS WITH THE SAME SYMPTOMS WILL BE INFORMED. THE OBJECT OF THIS IS SO THAT CLINICAL EXAMS CAN BE CARRIED OUT AND THE RESPECTIVE DIAGNOSIS AND TREATMENT GIVEN. THIS WILL ALSO HELP TO AVOID CHILDREN STAYING IN THE MEDICAL DEPARTMENT FOR LONG PERIODS OF TIME.

## **TRANSPORTATION:**

A DAILY TRANSPORTATION SERVICE IS OFFERED TO AND FROM SCHOOL. THIS SERVICE IS AVAILABLE BOTH FOR REGULAR AND EXTRACURRICULAR ACTIVITIES AND IS SEPARATED BY SECTIONS. SOME EXTRACURRICULAR BUSES TAKE PRIMARY AND SECONDARY STUDENTS TOGETHER.

STUDENTS WHO TAKE THE BUS, OR THEIR PARENTS OR GUARDIANS SHOULD MAKE ANY COMPLAINTS OR SUGGESTIONS ABOUT THE TRANSPORT SERVICE TO THE TRANSPORT DEPARTMENT IN A TIMELY FASHION, SO THAT NECESSARY MEASURES CAN BE TAKEN.

UNDER NO CIRCUMSTANCES MAY PARENTS OR GUARDIANS REPRIMAND IN ANY WAY OTHER STUDENTS ON THE BUS. IF THERE IS A DISCIPLINE PROBLEM WITH THE STUDENTS, THIS SHOULD BE REPORTED TO THE TRANSPORT DEPARTMENT AND/OR SCHOOL AUTHORITIES BY THE PARENTS OR GUARDIANS.

THE SCHOOL REGULATION IS THAT PARENTS MAY NOT APPROACH EITHER BUS INSPECTORS OR DRIVERS TO CHANGE THEIR CHILD'S BUS OR DESTINATION. BUS INSPECTORS ARE NOT AUTHORIZED TO RECEIVE MEDICINE TO BE HANDED IN AT THE MEDICAL DEPARTMENT, OR CHECKS/MONEY TO BE PAID AT THE TREASURER'S OFFICE, NOR ARE THEY RESPONSIBLE FOR LOOKING FOR BELONGINGS THAT STUDENTS HAVE LEFT ON THE SCHOOL PLAYGROUNDS.

THE SCHOOL RATIFIES THE DECISION NOT TO OFFER TRANSPORT TO COVER NEEDS ON AN INDIVIDUAL LEVEL AS THE SERVICE INVOLVES MORE THAN A HUNDRED BUSES.

EACH BUS OR VAN HAS AN INSPECTOR AND A COMMUNICATION SYSTEM THAT ENABLES CONTINUOUS CONTACT WITH THE SCHOOL.

THE SCHOOL RATIFIES THE DECISION NOT TO OFFER TRANSPORT TO COVER NEEDS ON AN INDIVIDUAL LEVEL AS THE SERVICE INVOLVES MORE THAN A HUNDRED BUSES.

UNDER NO CIRCUMSTANCES SHOULD ANY STUDENT TAKE A BUS WHICH IS NOT THE ONE THAT HE/SHE ALWAYS TAKES. ANY CHANGES, BE THEY TEMPORARY OR LONG TERM, SHOULD BE MADE BY THE PARENTS, WHO SHOULD PUT THEIR REQUEST IN WRITING TO THE TRANSPORT DEPARTMENT AT LEAST 24 HOURS BEFORE THE CHANGE NEEDS TO BE MADE. SUCH CHANGES WILL ONLY BE AUTHORIZED IN THE EVENT OF A HOUSE MOVE, A TRIP ON THE PART OF THE PARENTS, OR FAMILY EMERGENCY WHICH WOULD REQUIRE A TEMPORARY CHANGE OF BUS. IN UNAVOIDABLE CIRCUMSTANCES WHEN A CHANGE OF BUS IS REQUIRED FOR ONE OCCASION, THE REQUEST SHOULD BE APPROVED BY THE PRIMARY OFFICE AND THEN PASSED ON TO THE TRANSPORT DEPARTMENT. ALL REQUESTS ARE SUBJECT TO THE AVAILABILITY OF SPACE ON THE REQUESTED SERVICE.

STUDENTS SHOULD BE AT THEIR BUS STOP A FEW MINUTES BEFORE THE BUS ARRIVES. BUS DRIVERS HAVE BEEN TOLD TO CONTINUE THE BUS ROUTE IF A STUDENT IS NOT STANDING AT THE BUS STOP. BUSES ARE NOT AUTHORIZED TO HONK OR WAIT FOR STUDENTS ON REQUEST, AS THIS PUTS THEM BEHIND ON THE REST OF THE ROUTE AND AFFECTS OTHER STUDENTS.

FOR SECURITY REASONS, IT IS THE PARENTS' RESPONSIBILITY TO ENSURE THAT THERE IS AN ADULT THERE TO MEET THEIR CHILDREN WHEN THEY GET HOME. IF NO ADULT IS WAITING AT THE BUS STOP FOR CHILDREN FROM PRESCHOOL, FIRST OR SECOND GRADE, THEY WILL BE RETURNED TO SCHOOL TO BE PICKED UP BY THEIR PARENTS OR GUARDIANS.

ON EXTRACURRICULAR BUSES, CHILDREN WILL BE LEFT AT THE CLOSEST BUS STOPS TO THEIR HOMES ON THE BUS ROUTE. EXTRACURRICULAR BUS ROUTES COVER LARGER AREAS AND THE BUS STOP MIGHT BE DIFFERENT TO THE ONE FOR THE REGULAR BUS SERVICE.

STUDENTS WHO MISS THEIR BUSES MAY NOT TAKE LATER BUSES FROM A DIFFERENT SECTION. THE ONLY PEOPLE AUTHORIZED TO RIDE A BUS ARE THOSE WHO PAID FOR THAT BUS SERVICE, SCHOOL STAFF, THE BUS INSPECTOR AND THE DRIVER.

ANY STUDENTS WHO MISS THEIR AFTERNOON BUSES, WHATEVER THE REASON, SHOULD BE PICKED UP FROM SCHOOL BY THEIR PARENTS.

SCHOOL TRANSPORT IS CONSIDERED PART OF THE SCHOOL. STUDENTS SHOULD MAINTAIN APPROPRIATE BEHAVIOR THROUGHOUT THEIR BUS ROUTE AND SHOULD FOLLOW THE INSTRUCTIONS AND SUGGESTIONS GIVEN BY THE BUS INSPECTORS AND ADULTS PRESENT.

WHILE ON THE BUS STUDENTS ARE FORBIDDEN TO:

1. LEAN OUT.
2. STAND ON THE RUNNING BOARD, HANG DOWN OR LIE ON THE FLOOR WHILE THE BUS IS IN MOTION.
3. OBSTRUCT THE DRIVER'S VISION.
4. BE DISRESPECTFUL WITH THE DRIVER, INSPECTOR, PASSENGERS OR PEDESTRIANS.
5. TO DIRTY, LITTER OR DAMAGE THE BUS, OR THROW GARBAGE OUT OF THE WINDOWS.
6. THROW OBJECTS.
7. SHOUT.
8. PLAY CARNIVAL WITH ANY KIND OF LIQUID.
9. WALK ALONG THE AISLE WHILE THE BUS IS IN MOTION.
10. ASK THE DRIVER TO STOP ANYWHERE OTHER THAN AT THEIR BUS STOPS.
11. TAKE GUESTS.
12. PLAY LOUD MUSIC.
13. HURT OTHER PASSENGERS VERBALLY OR PHYSICALLY.
14. ASK OTHER PASSENGERS FOR FOOD OR MONEY.
15. SMOKE, CONSUME OR CARRY PROHIBITED SUBSTANCES. (SEE THE POLICY AND PROTOCOL FOR PREVENTING THE USE AND ABUSE OF ALCOHOL, DRUGS AND NARCOTICS.)

STUDENTS CAN BE TEMPORARILY OR INDEFINITELY BANNED FROM BUSES FOR ANY INADEQUATE BEHAVIOR THAT GOES AGAINST SCHOOL RULES.

STUDENTS WHO CAUSE DAMAGE TO A BUS WILL BE IMMEDIATELY SUSPENDED FROM THE SERVICE UNTIL THE DAMAGE HAS BEEN PAID FOR BY THEIR PARENTS OR GUARDIANS.

THIS SERVICE IS UNDER THE RESPONSIBILITY OF THE SECURITY AND TRANSPORTATION MANAGER.

### **SECURITY:**

IN ORDER TO PROTECT THE PHYSICAL INTEGRITY OF BOTH STUDENTS AND SCHOOL PROPERTY, THE SCHOOL EMPLOYS A PROFESSIONAL SECURITY COMPANY TO MONITOR PEOPLE ENTERING THE INSTITUTION AND PATROL SCHOOL GROUNDS.

THE SECURITY DEPARTMENT MAKES ROUTINE SPOT CHECKS TO MAKE SURE THE POLICY FOR PREVENTING THE USE AND ABUSE OF DRUGS, ALCOHOL AND NARCOTICS IS ENFORCED.

THESE SPOT CHECKS ARE COORDINATED WITH THE DIRECTOR GENERAL AND ARE DONE IN CLASSROOMS AND OFFICES, WITH OR WITHOUT THE PRESENCE OF STUDENTS AND SCHOOL STAFF. CHECKS ARE DONE DURING CLASS TIME AND/OR AT THE WEEKEND.

### **VALUABLE BELONGINGS:**

STUDENTS SHOULD REFRAIN FROM BRINGING TO SCHOOL BELONGINGS THAT ARE UNNECESSARY FOR ACADEMIC PURPOSES, OR VALUABLES LIKE MOBILES, IPODS, MP3 PLAYERS, AND ELECTRONIC GAMES, AMONG OTHERS. ANY BELONGINGS THAT ARE BROUGHT TO SCHOOL ARE THE EXCLUSIVE RESPONSIBILITY OF THE STUDENT WHO BRINGS THEM

THE SCHOOL IS NOT RESPONSIBLE FOR THE RESULTS OF THE ACTS OR OMISSIONS OF OTHERS, AND PARENTS WILL HAVE TO MAKE UP ANY LOSS THAT MAY OCCUR.

## **EVACUATION**

OUR PRIORITY IS THE SECURITY OF YOUR CHILDREN. IN THE CASE OF AN EVACUATION, THIS CAN ONLY BE COMPLETED IN AN ORDERLY FASHION IF PARENTS AND GUARDIANS FOLLOW THE INSTRUCTIONS GIVEN BELOW.

## **EMERGENCY**

AN EMERGENCY IS ANY SITUATION IN WHICH SCHOOL STUDENTS AND STAFF ARE IN DANGER.

# WHAT TO DO IF STUDENTS SHOULD BE EVACUATED FROM SCHOOL DUE TO AN EMERGENCY:

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**¡TRY TO REMAIN CALM!**

IF YOU NEED TO CALL THE SCHOOL, BE PATIENT, THE LINES MAY BE ENGAGED.

DRIVE CAREFULLY ON YOUR WAY TO SCHOOL. FOLLOW THE ROUTES INTO SCHOOL GIVEN ON THE ATTACHED MAP.

THERE ARE DIFFERENT PARKING AREAS AVAILABLE FOR EMERGENCIES:

**A. STADIUM**  
**C. BUS PARK**

**B. SUM CAR PARK**  
**D. PRIMARY BASKETBALL COURTS**

WHEN YOU REACH THESE AREAS, SCHOOL PERSONNEL WILL BE THERE TO ASSIST YOU.

## **REMEMBER**

YOUR CHILDREN WILL BE LOCATED IN YOUR YOUNGEST CHILD'S CLASSROOM.

YOUR CHILDREN WILL BE ACCOMPANIED BY THE CLASSROOM TEACHER AT ALL TIMES.













THE ADMINISTRATIVE STAFF WILL BE AVAILABLE TO GIVE YOU INFORMATION ABOUT WHERE TO FIND YOUR CHILDREN.

## **VERY IMPORTANT**

IF YOU AUTHORIZE ANY OTHER PERSON TO PICK UP YOUR CHILDREN (CHAUFFEUR, SECURITY PERSONNEL, RELATIVES OR FRIENDS), IT IS VITAL THAT YOU LET THE SCHOOL AUTHORITIES AND SECURITY DEPARTMENT NOW BEFOREHAND TO AVOID CONFUSION.

# RUTAS DE EVACUACIÓN



- |   |                             |   |                                |
|---|-----------------------------|---|--------------------------------|
|  | VÍA DE INGRESO AL COLEGIO   |  | RUTA DE LAS VÍAS DE INGRESO    |
|  | VÍA DE SALIDA DE EMERGENCIA |  | RUTA DE LAS VÍAS DE SALIDA     |
|  | SEMÁFORO                    |  | DIEGO DE VÁSQUEZ               |
|  | PASO CERRADO                |  | ESTADIO                        |
|  | CONTROL DEL COLEGIO         |  | PARQUEADERO DIAGONAL AL SUM    |
|   |                             |  | PARQUEADERO DE BUSES           |
|   |                             |  | CANCHAS DE BÁSQUET DEL SUMCITO |

## RUTAS DE INGRESO:

- 1.- ELOY ALFARO: DIEGO DE VÁSQUEZ; CLEMENTE YEROVI; ISIDRO AYORA; VELASCO IBARRA; AGUSTÍN CUEVA.
- 2.- PRENSA U OCCIDENTAL; DIEGO DE VÁSQUEZ; JAIME ROLDÓS; VELASCO IBARRA; AGUSTÍN CUEVA.

## **LOCKERS**

ADMINISTRATION WILL ASSIGN LOCKERS TO ALL SECONDARY STUDENTS AT THE BEGINNING OF THE SCHOOL YEAR. IT IS THE STUDENTS' RESPONSIBILITY TO TAKE CARE OF THEM AND KEEP THEM PROPERLY LOCKED UP. SINCE THE LOCKERS ARE SCHOOL PROPERTY, THE SECURITY AND TRANSPORT DEPARTMENT CAN ASK STUDENTS TO OPEN THEM IF NECESSARY.

IT IS THE STUDENTS' RESPONSIBILITY TO CLEAN OUT THEIR LOCKERS AND LEAVE THEM OPEN AT THE END OF THE SCHOOL YEAR, SO THAT YEARLY MAINTENANCE CAN BE DONE.

## **BOOKSTORE:**

THIS AREA IS IN CHARGE OF THE STORAGE, DISTRIBUTION, USE AND CONTROL OF TEXTBOOKS, BOTH IN ENGLISH AND SPANISH, THAT ARE USED BY STUDENTS ON A DAILY BASIS. STUDENTS ARE RESPONSIBLE FOR TAKING CARE OF TEXTS AND MATERIALS LENT TO THEM.

DAMAGED OR LOST ITEMS MUST BE REPLACED OR PAID FOR AS THE SCHOOL DETERMINES. STUDENTS WHO FAIL TO PAY FOR LOST ITEMS AT THE END OF THE YEAR WILL NOT BE ABLE TO USE THE LIBRARY AND BOOKSTORE SERVICES.

## **CAFETERIA:**

THE CAFETERIA IS RESPONSIBLE FOR PREPARING LUNCH FOR THE PRESCHOOL, FOLLOWING A MENU WHICH IS PLANNED EACH TRIMESTER. THIS LUNCH IS SERVED IN THE CAFETERIA TO ALL PREKINDER AND KINDER STUDENTS.

A LUNCH SERVICE IS ALSO OFFERED TO ALL CHILDREN WHO REQUEST IT.

IN ORDER TO AVOID THE USE OF CASH, BOTH STUDENTS AND THEIR PARENTS CAN DEPOSIT THE AMOUNT THAT THEY WISH ON TO THE STUDENT'S CARD. THE NECESSARY AMOUNT WILL THEN BE DISCOUNTED EACH TIME THAT THE CHILD MAKES A PURCHASE.

THE CAFETERIA IS UNDER THE RESPONSIBILITY AND SUPERVISION OF THE GENERAL MANAGER'S OFFICE.

## TELEPHONES:

STUDENTS SHOULD REFRAIN FROM USING MOBILE PHONES INSIDE THE CLASSROOM. STUDENTS MAY USE SCHOOL PHONES IN THE CASE OF EMERGENCY. OTHERWISE, THEY CAN USE MOBILE PHONES OR PAY PHONES. THESE ARE LOCATED AT THE SCHOOL ENTRANCE NEXT TO THE INFORMATION DESK. THE CONVENTIONAL PAY PHONES TAKE ANY COIN OTHER THAN PENNIES. THE MOBILES TAKE PHONE CARDS WHICH COST A MINIMUM OF \$3 AND CAN BE PURCHASED FROM THE VENDING MACHINE NEXT TO THE INFORMATION DESK. (THIS ONLY TAKES \$1 BILLS.) THE PERSONNEL AT THE INFORMATION DESK IS AVAILABLE TO HELP IF NECESSARY WHEN CARDS ARE BEING PURCHASED.

## TELEPHONE EXTENSIONS:

0	INFORMATION AND TELEPHONE EXCHANGE
101	INFORMATION AND TELEPHONE EXCHANGE
102	GENERAL DIRECTOR'S SECRETARY
103	GENERAL DIRECTOR'S SECRETARY
104	THE GUARD'S HUT
106	THE MANAGER'S ASSISTANT
108	HUMAN RESOURCES ASSISTANT
112	SECURITY AND TRANSPORT MANAGER
124	INFIRMARY
129	SECURITY
130	CAFETERIA
131	TRANSPORT
203	PRIMARY SECRETARY
204	PRIMARY SECRETARY
207	PRIMARY LIBRARY
210	PRIMARY GUIDANCE DEPARTMENT SECRETARY
211	MUSIC ROOM
213	PRIMARY SPORTS OFFICE
215	PRESCHOOL
303	SECRETARY AT THE RECTOR'S OFFICE

304	SECRETARY AT THE RECTOR'S OFFICE
307	SECONDARY LIBRARY
312	SECONDARY GUIDANCE DEPARTMENT
314	UNITED NATIONS CLUB
316	SECONDARY SPORTS COORDINATOR
320	CAS/ SECONDARY COORDINATOR OF EXTRACURRICULAR ACTIVITIES
402	INTERNATIONAL SECRETARY
405	PRIMARY INTERNATIONAL SECRETARY
410	INTERNATIONAL SECONDARY COORDINATOR'S SECRETARY
413	UNIVERSITY COUNSELLOR



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2007-2008

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