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school^{OF BARCELONA}

Leading International
Education since 1962

FAMILY HANDBOOK 2022-2023

High School
Middle School
Elementary School
Early Childhood
Center

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INTRODUCTION

MESSAGE FROM THE DIRECTOR:

Dear ASB Parents and Students,

We are pleased to count your family among our ASB community and we thank you for entrusting us with your children's education and development. Our school's educational programs are rooted in our core values and mission to empower students to become global citizens with the critical thinking skills and the self-confidence to maximize their potential. This Family Handbook includes information about academic programs, extracurricular activities, and school services as well as communication procedures, staff contact information and policies and other frequently asked questions.

We believe that parents are essential partners in the education of our students. Clarity of information and communication help form a healthy relationship between the school and the family. The first section of the handbook covers common procedures and policies shared by all school divisions. The second section provides procedures and policy information that are unique to each division due to the developmental needs of different age groups.

We encourage you to read this handbook together with your child(ren) as a family project. For your reference, both this Family Handbook and other curricular information can be found on our website (www.asbarcelona.com) under MyASB. If you have any questions or concerns, please address them to your division principal.

We believe staying true to our school mission and focusing on our vision is a team effort, accomplished as a result of cooperation between the family and the school. We look forward to sharing this responsibility with you.

Sincerely,

Mark Pingitore
Director



MISSION

Our mission is to empower preschool through 12th grade students to become global citizens with the critical thinking skills and the self-confidence to maximize their potential.

VISION

The American School of Barcelona seeks to continuously improve through innovation. Our aim is to be recognized as the leading international school in Europe, empowering students to lead with integrity, to open minds, and to transform the world.

CORE VALUES

Student-centered, Caring, Innovative, Resilient, Rigorous

CORE IDEOLOGY

- Continuously improve through innovation.
- Create responsible global citizens.
- Develop independent and critical thinking students.
- Provide a caring environment that gives students the self-confidence to maximize their potential.
- Educate for diversity

ASB LEADERSHIP TEAM

Mark Pingitore	<i>Director</i>
Bill Volchok	<i>Assistant Director</i>
Johanna Cena	<i>Director of Teaching and Learning</i>

Instructional Leadership

Omar Ugalde	<i>High School Principal</i>
Maggie Stuhan	<i>Middle School Principal</i>
Kristen MacConnell	<i>Elementary School Principal</i>
Christina Torrenco	<i>Early Childhood Center Principal</i>
Charmaine Monds	<i>IB Coordinator</i>
Jennifer Killion	<i>High School Instructional Coach and K-10 Literacy Coordinator</i>
Tracy Arensberg	<i>K-5 Math and Science Coordinator and Coach</i>
Ashley Holst	<i>Instructional Technology Coordinator and Coach</i>

Program Management

Marta Vernet	<i>Head of Activities and Community Service</i>
Shawn Plancke	<i>Athletic Director</i>
Kevin Hebden	<i>Director of Performing Arts</i>

External Relations

Alison Carollo	<i>Head of Admissions</i>
Valentina Pollini	<i>Head of Communications and External Relations</i>
Michelle Collins	<i>Director of Development and Alumni Relations</i>

Operational Management

Ana Mercadal	<i>Head of Human Resources</i>
Ferran Solé	<i>Operations Manager</i>
José Manuel Calahorra	<i>Facilities Manager</i>
Oren Marktell	<i>IT Manager</i>
María Angeles Blanco	<i>Financial Manager</i>

PROFILE OF THE ASB AND IB LEARNER

The ASB philosophy is based on developing students who express the characteristics defined by the International Baccalaureate (IB) Learner Profile:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to pose and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany

	them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

SCHOOL LOGISTICS

THE SCHOOL DAY

Our regular school day is from 9:00 AM to 4:00 PM. Students may arrive as early as 8:30 AM when supervision on the playgrounds begins. Unless they have special permission or are participating in after-school activities, students must leave by 4:15 PM. Students who need to wait for siblings must wait off-campus or in the library. If picking up ECC siblings, students may go directly to ECC. ECC and Elementary students should wait with the division secretary if their parents are running late.

6-day Schedule

The entire school (ECC-12th Grade) operates on a 6-day rotating schedule. Each day of the week (Monday-Friday) will have a different schedule according to the 6 day rotation. An example of a 9th grade schedule is shown below:

Sample Grade 9 Schedule								
	Homeroom	Period 1		Period 2	Period 3	Lynx	Lunch	Period 4
	9:00 - 9:05	9:10 - 10:20	Break	10:40-11:50	11:55 - 13:05	13:10 - 13:55	13:55-14:45	14:50 - 16:00
Day 1	HR	Biology		World Literature I 9	Math 1 - 9	Guided Study / Support Classes	Lunch	World History I 9
Day 2	HR	Physical Education		Leng. Castellana y Sociales	Biology	Advisory	Lunch	Catalan / Alternative Class
Day 3	HR	World History I 9		Elective choices 9	Math 1 - 9	HS Lynx - Enrichment	Lunch	Biology
Day 4	HR	World Literature I 9		Leng. Castellana y Sociales	Biology	Seminar	Lunch	Math 1 - 9
Day 5	HR	Elective choices 9		Catalan / Alternative Class	World History I 9	Guided Study / Support Classes	Lunch	Leng. Castellana y Sociales
Day 6	HR	World Literature I 9		Leng. Castellana y Sociales	Math 1 - 9	HS Lynx - Enrichment	Lunch	Physical Education

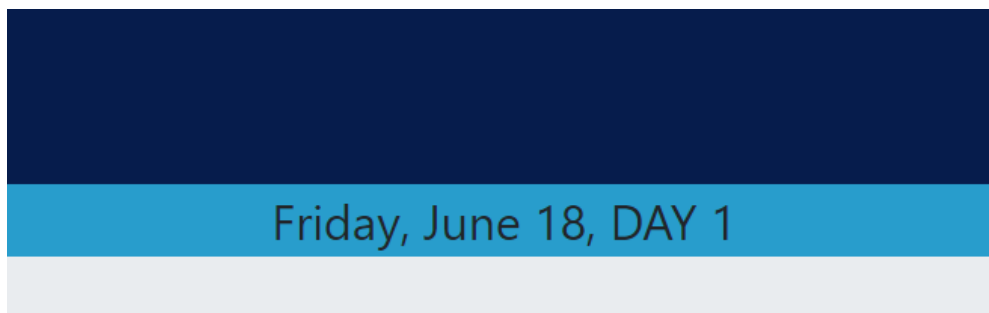
Communication of 6 Day Schedule

Our community has adapted well to the 6-day schedule and new families may take a few weeks to adjust to this schedule system.

Teachers, students, and parents will need to refer to the Community calendar, which is shared across the Google platform, to know which day in the 6-day schedule corresponds to specific weekdays. The September calendar is shown below. In addition, we will post the day of the week on digital screens and in digital communications on a weekly basis.

September 2022						
MON 29	TUE 30	WED 31	THU Sep 1	FRI 2	SAT 3	SUN 4
			1st day of Classes Day 1	Day 2 ● 16:00 Ice Cream Social		
5 Day 3	6 Day 4 ● 16:00 After School Activ	7 Day 5	8 Day 6 ● 16:00 MS Cheer Compe ● 16:10 Coaches Meeting	9 Day 1	10	11
12 Day 2 ● 09:00 New Families Wel ● 15:00 Welcome Coffee	13 Day 3 ● 09:00 New Families Wel ● 16:00 ASB Sports Practi	14 Day 4 ● 09:00 New Families Wel ● 16:00 ASB Sports Practi	15 Day 5 ● 09:00 New Families Wel ● 16:00 ASB Sports Practi	16 Day 6 ● 09:00 New Families Wel ● 16:00 ASB Sports Practi	17	18
19 Day 1	20 Day 2 ● 16:00 ASB Sports Practi	21 Day 3 ● 16:00 ASB Sports Practi	22 Day 4 ● 16:00 ASB Sports Practi ● 18:00 MS Open House	23 Day 5 ● 16:00 ASB Sports Practi	24	25
26 La Mercè Holiday-No Sch	27 Day 6 ● 16:00 ASB Sports Practi	28 Day 1 ● 16:00 ASB Sports Practi ● 18:00 HS /ECC Open Hc	29 Day 2 ● 16:00 ASB Sports Practi ● 18:00 ES Open House	30 Day 3 ● 16:00 ASB Sports Practi	Oct 1	2

The school day is also shown when you log in to MyASB, displayed at the top of the home page.



Academic Calendar

The academic calendar for the entire year can be found on the ASB website [here](#). Below are the dates for the academic reporting periods in each division.

Academic Year 2022-2023	ECC -11th Grade
1st quarter ends	November 3
Progress reports issued	November 11
Parent Conferences	November 17-18
2nd quarter/1st semester ends	January 23, 2023
Semester 1 reports cards issued	February 10
3rd quarter ends	April 17
Progress reports issued	April 28
2nd semester ends	June 23
Semester 2 reports cards issued	June 23-28

* 12th Grade follows a different reporting timeline due to IB Exams in May.

Arrival

Students will be allowed to access the school campus through the main gate on Jaume Balmes Street, Side Gate on C. Miranda and the bus gate located on Vía Augusta. The Vía Augusta entrance is for students and staff use only and closes daily at 9:10 AM. Parents who drive are expected to respect the rules of our Kiss & Ride system at the main entrance in the morning. We will give more details regarding this system in a letter to parents.

ECC: Side gate: C/ La Miranda: (ECC entrance) The entrance will be open at 8:30 to 9:00 for all ECC students to enter. The ECC playground opens up at 8:30 AM. There is no supervision on the playground before this time. Students are not allowed in the ECC building before 9:00 AM except in case of inclement weather.

At 8:55 AM students will line up on the playground and wait for their teacher to lead them to the classrooms. PK3 parents will be allowed to accompany their child to their classroom the first 2 weeks of school. By the end of September, all PK3 students will wait in line for their teacher to lead them inside.

Elementary: Elementary students in grades 1-3 should gather on the Elementary playground in the morning starting no earlier than 8:30 AM. Students in grades 4 and 5 should gather on the red sports court. Students are not allowed in the building before 9:00 AM except in the case of inclement weather, when they should report directly to the cafeteria. When the bell rings at 8:55 AM students should begin to line up on the playground and wait for their homeroom teachers to lead them to the classrooms.

Middle School: Middle School students should gather on the soccer field outside of the Middle School

starting at 8:30 AM. Students can enter the building at 8:50 AM, go to their lockers and wait in the 1st or 2nd floor hallways. When the bell rings at 8:55 AM, students should go to their first period class, which begins at 9:00 AM.

High School: High School students can enter the building at 8:30 AM. They can go to their lockers and wait in hallway areas until homeroom starts. When the bell rings at 8:55 AM, students should go to homeroom, which begins at 9:00 AM.

Dismissal

During dismissal, the bus gate on Vía Augusta opens from 3:40 PM until 4:20 PM. During the school day, parents with specific permission to access campus will access/exit the school campus through the main gate. Students are dismissed between 3:55-4:00 PM (ECC 3:45 PM at Side Gate on C. Miranda). After 4:15 PM, there is no student supervision on campus for the regular school day and all students and parents must leave campus by 4:15 PM. We want to do everything we can to ensure the safety of your child. Students in after school activities and sports must be with their supervisor/coach. After school parents can not remain on the school campus unless they are visiting the library during after school hours (See Library below)

ECC: PK3, PK4 and K5 students are dismissed at 3:45 PM. Parents are requested to wait outside the ECC Side gate on C. Miranda until the support staff opens the gate at 3:45 PM. Parents will pick up and wait out on the playground for their child's class to appear in case of inclement weather

The ECC area closes at 4:00 PM. The rest of the campus closes at 4:15 PM when the buses leave the school. All children, except for those involved in supervised after-school activities, should leave the campus. There is no supervision on the playground after 4:00 PM.

Elementary: Students in grades 1 through 5 should be picked up at the main entrance gate on C/ Jaume Balmes. 1-2nd graders will leave out the sliding car entrance and 3-5th graders out the main entrance.

Middle School and High School students are dismissed at 4:00 PM. Students should either go directly to their assigned bus or exit the campus.

Changes in Pick-up Arrangements

Students must remain on campus during the entire school day, including lunchtime, unless they have been given permission to leave. All students leaving early must be signed out by a secretary.

Parents who are not able to pick up a child directly after school are asked **to send an email to the homeroom teacher and the Division secretary** at the earliest opportunity. Any Elementary student who is not picked up by an adult and walks home unaccompanied or with an older sibling, must bring in a signed document from parents giving permission for this to happen. All ECC students must be picked up

by an adult. Siblings, as of 3rd grade, will be allowed to pick up their ECC sibling presenting a signed document from parents giving school permission to hand over an ECC student.

Throughout the school year, occasions arise when parents need to make changes in the arrangements for picking up their children. Some of the most common changes in the normal pick-up routines are: 1) sending another person to collect your child, 2) taking the child before the regular dismissal time, and 3) taking your child and one or more of your child's classmates for an after-school activity.

As we want to ensure the safety of each child, we require parents to inform the school in writing (email) if there are any changes in the arrangements for going home. Please note that we consider "early pick up" when your child is picked up before 3:15 PM. On the other hand, any student that has not been picked up after 4:00 PM in ECC or 4:15 PM in Elementary, Middle, and High School will be sent to the appropriate division secretary offices.

Information regarding any changes in a child's own daily routine in ECC or Elementary should be given in writing (either a note or an email) to the homeroom teacher and the secretary should be notified no later than 3:00 PM (please add bus@asbarcelona.com when notifying in case bus service is affected by the changes). This is important with regard to changes in transportation arrangements as misunderstandings can cause much anxiety.

Bus

ASB currently has eight bus routes: six to various parts of Barcelona; one to Sant Cugat and Valldoreix; and one to Sitges, Castelldefels and Gavà Mar. Detailed maps and times of the bus routes can be found in the Parents section of MyASB. To ensure safety and a comfortable atmosphere on the school bus, we request that students are on time at designated bus stops and follow the school behavior norms. Buses cannot wait for tardy students. For information on bus availability, please contact the Business Office at bus@asbarcelona.com. The bus service is billed monthly and if you need to cancel it please send a writing message to bus@asbarcelona.com with a minimum 10 days notice to the cancellation date.

All students who ride the school bus must abide by the following rules:

- Access the bus with a face mask when required
- Sit in the seat assigned to you by the bus monitor, put on the seatbelt and remain seated without changing seats until you have reached your stop.
- Follow instructions given by the bus monitor and driver at all times.
- Keep the bus clean and treat bus equipment with respect; refrain from consuming any food or drinks on the bus.
- No sharpened tools/devices are allowed to be used during the service (pencils, scissors,...)
- Be respectful with students, bus monitors and drivers.
- Contact the bus monitor in case of emergency.



ATTENDANCE REQUIREMENTS AND ABSENCE PROCEDURES

Excused Absences

Students are excused for absence from school only with authorization from their parents. Excused absences may be due to illness, official business, school trips or family travel issues. When possible, parents are requested to notify the school via email prior to the student's absence from school. We urge parents to schedule routine medical appointments and travel days outside of school time. Absences are only excused when **an email or written note** that details the student name, date of absence and explanation, signed by the parent/guardian, is received by the appropriate school secretary. In High School, an absence during the evaluation exams at the end of each semester will only be excused with a note from a doctor.

Any student who misses school because of an excused absence will be required to make up assignments and evaluations that were missed. Assignments that were missed will be rescheduled at the teacher's discretion. Evaluations can be given on the first day that a student returns to school. It is the family's/student's responsibility to ask teachers for their make-up work.

Absences which result in a teacher needing to submit a grade of "Incomplete" for the quarter must be made up as soon as possible at the teacher's discretion. Absences resulting in an "Incomplete" at the end of the year require recuperative work or may result in a lack of credit; this recuperative work is assigned at the teacher's discretion with school leadership approval. Incomplete work that is not addressed within 8 weeks of the end of the semester or final school year will receive a score of 1 in the middle and high school accrediting system.

Students will be allowed to leave school before 4:00 PM if a note/email is received by the division secretary from parents. This should be done first thing in the morning or students will not be allowed to leave, unless accompanied by a parent/guardian. A student who feels he/she is too sick to be in school must see the nurse in the health office before requesting that his or her parent or guardian be called for early dismissal and pick up. If the nurse is not available, the student should speak with the appropriate division leader.

For security reasons, students leaving school early must sign out in the Sign Out/In book at the division office.

Unexcused Absences

Parents will be contacted if a student misses school without prior authorization. For absences that are not excused by the parent, such as a secondary school student intentionally not attending classes, the school will communicate with the parents regarding the problem and a solution to it. Work or exams missed due to an unexcused absence may not be given credit in a class.

Multiple Absences

Extended absences for reasons other than illness or family emergency should be shared in advance with the Division principal or Student Support Coordinator. Absences from school for travel on days other than school holidays are strongly discouraged due to their effect on a student's school progress and social and emotional growth. Parents will receive a letter from the Division Principal or the Student Support Coordinator for those students with excessive absences or tardies that exceed 10% of school days in a semester. This letter will go out at the end of each semester, or earlier as deemed necessary, and will be placed in the student's permanent file.

Secondary students who are absent for more than 10% of school days during a semester may be required to meet with the division principal and may not receive credit for that semester.

Tardiness

Students are expected to arrive at school on time daily. All students must be seated in their appropriate classrooms when the bell rings for the start of each period. We consider students tardy if they arrive after 9:00 AM. Students arriving after 9:00 AM must stop at the division secretary to obtain a late pass. We understand that morning traffic does occasionally result in late arrivals of buses and students arriving in cars. However, habitual lateness to school affects the efficiency of student performance and may also result in loss of privileges and notification of parents.

In the ECC, this process is different for each age group and implementation starts in October:

- **K5** parents must accompany their late child to the ECC support staff (ECC building) to get a tardy slip.
- **PK3 and PK4** parents accompany their late child to the door but do not walk in the classroom with their child. The teaching assistant will greet the child at the classroom entrance and help him/her get ready for circle time.

ADULT PROCEDURES FOR ENTERING CAMPUS AND MAIN BUILDINGS

In order to ensure the safety of our students and staff, and to preserve the learning environment, all adult visitors, including ASB parents, must check in with the security guard and wear a visitor's badge or their community ID badge. All parents should then proceed to the main front desk and speak with the receptionist who will arrange their meeting with the appropriate staff member. Unless it is a community event – such as a PA meeting, concert or Open House – visitors and parents must wait for the teacher or staff member to accompany them to their destination within the school building. No parents should be found past the main entrance wandering the halls or campus unaccompanied, even with a badge. On leaving the school, the adult should return the visitor's badge. Please note that no

pets, including dogs, are allowed on the school grounds without authorization from the school's administration.

BOOKS AND SCHOOL SUPPLIES

Materials: Each Division of the school has specific material needs for students. Over the summer, families receive a list of materials that students will need in class.

Because ASB has a one-to-one laptop policy in the secondary school, notebooks are used less frequently. Each secondary school student is given one notebook per academic class at the beginning of the year. Students are expected to record their homework assignments for each class in their digital calendar, and use their digital agendas daily to assist with organization and homework completion.

Trade books and textbooks: ASB supplies its students with textbooks, trade books, and other academic materials. Students are responsible for returning them in good condition. Any damaged or lost books must be paid for. If a book is misplaced, the teacher should be informed in case someone else has returned it. If it is not found, students will be asked to pay for a replacement copy. At the end of the school year, school books are collected. Please remember that all texts must be returned, or replacements paid for, before final reports cards are issued. In Middle School and High Schools, novels read in English, Spanish and Catalan classes are purchased by or billed to the students and belong to the students.

Online Textbooks: ASB also makes use of online textbooks and resources. Students will be expected to actively use the resources at home and report any problems that occur in a timely manner.

APPROPRIATE BEHAVIOR AND DRESS

Expectations for ASB student behavior and dress are founded on two important community principles: the Principle of Safety and the Principle of Learning. Student behavior and dress should demonstrate respect and care for others and fulfill the school's intent to sustain a caring community inclusive of a diverse range of identities.

Expectations for Student Behavior: The overall expectation for behavior at ASB is for students to be safe, respectful and responsible. We also expect students to set high standards of academic performance and to take pride in their achievements and in the achievements of others.

Students should bear in mind the following behavioral expectations:

- In all cases, use of any electronic device may not interfere with learning.
- ECC, elementary and middle school students may not use phones at any time during the school day without explicit teacher consent. Phones should be placed on airplane mode and stored in

lockers or backpacks for safe keeping.

- For High School students only, phones or electronic devices may be used for music or messaging during the morning break or lunch times in designated areas. Students in grades 9 & 10 may not use their phones in class at any time during the school day. With teacher approval, 11th and 12th grade students may listen to music during class time. Repeated misuse may result in a device being confiscated and may include a parent/guardian meeting for the device to be returned.
- No gum chewing is allowed.
- Students may not use skateboards on campus.

Dress Code: The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The school is responsible for seeing that students wear school attire that is appropriate for a learning environment. Our international school has a very tolerant, inclusive school dress code policy. However, we expect students to wear clothing that covers their underwear. In addition, the clothes should not have any offensive words, images, or photos. As dress code issues tend to emerge more among secondary school students, please see details about dress code in these division sections.

The behavior and dress code guidelines shall apply to regular school days and summer school days as well as any school-related events and activities such as graduation ceremonies, dances and prom. Students who feel they have been subject to discriminatory treatment regarding the dress code should contact the division leader or Director.

PARENTAL/GUARDIAN EXPECTATIONS

Parents and guardians play a vital role in student life and in the ASB community. ASB believes that when there's a strong connection and mutual respect between families and school, student achievement increases. The following are considered to be parental/guardian responsibilities. Parents/guardians will support their child(ren)'s learning by following these expectations:

- Support the school's mission, core values, programs and all initiatives towards their achievements.
- Attend parent/teacher conferences, meetings to learn about your child's progress.
- Read and understand the information contained in the Handbooks as well as information posted in the Lantern, MyASB and other emails/letters sent throughout the year.
- Volunteer and participate in a variety of activities, some of which may be PA related.
- Wear the school ID badge inside the school campus and abide by school pick up, drop off and tardy policies.
- Avoid your child's absence from school for extended vacations and appointments, especially during the High School final exams.
- Be sure your child is properly dressed at school and at school functions.
- Notify the school of any health, social-emotional learning problems that may affect your child's education.
- Ensure that report cards, progress reports, and permission slips are signed and returned to school

when requested.

- Cooperate with the school administration and teachers.
- Discuss proper treatment of peers and school property with your child. Parents are financially liable for damage to the school and/or personal property caused by their child.
- Pay attention to the rules regarding visitors, access to the ASB campus and respect and follow the instructions given by the security guard.

Adults in the ASB community are expected to model respectful behavior toward each other. If it comes to the attention of the Director that a parent is being disrespectful or not paying attention to communication norms, the Director may arrange a meeting with the parent or write a letter to the family regarding the situation. If communication procedures are not respected on a repeated basis, the Director may prohibit the parent from entering the ASB campus for an extended or even indefinite period of time.

COMMUNICATION

Communication Chain

First Contact: The student's homeroom/classroom teacher should be addressed first regarding any academic concern. If the concern is about other matters, please contact the following staff members:

- Child Logistics and Notes - Division Secretary (ECC, Elementary, Middle, and High School)
- Financial, Bus and Lunch Matters - Business Office
- After School Activities - After Schools Activities
- Sports - Athletic Director
- Performing Arts - Director of Performing Arts
- Health Office - Nurse
- Social-Emotional Concerns - Division School Counselors

Second Contact: If none of the above contacts are appropriate or successful, contact the appropriate Division Principal.

Third Contact: If you have taken the appropriate steps but do not have a resolution/answer to your concern, please feel free to set up an appointment with the Assistant Director or Director.

See [Appendix I](#) for a detailed list of contact names.

INTERNAL AND EXTERNAL COMMUNICATION PLATFORMS

The Lantern: On a weekly basis you will be sent ASB's weekly digital newsletter, *The Lantern*. This bulletin informs you of recent school happenings and upcoming events or announcements. ASB is proud of the high degree of collaboration between the parents and the school. *The Lantern* is essential for parents to know what is happening and to be best prepared for the events they need to attend in order to



support their student and the school as a whole.

Social Media: The School's communications department runs the institutional website, Facebook, Instagram, Twitter, LinkedIn pages. Following ASB social media is a great way to keep up with the latest happenings at the school, as well as to connect to other members of the community. ASB Parents Association runs the "ASB Community Forum", a Facebook page in which they exchange useful information about living in Barcelona.

Website: www.asbarcelona.com

Twitter: <https://twitter.com/asbschool>

Facebook: <https://www.facebook.com/americanschoolbarcelona>

Linkedin: <https://www.linkedin.com/company/the-american-school-of-barcelona-fundación-privada>

Instagram: [@asbamericanschool](https://www.instagram.com/asbamericanschool)

MyASB (intranet): MyASB is our intranet where parents and students can access school resources. At the beginning of the year, parents will receive instructions on how to access My ASB. Within MyASB, parents can access family directories, report cards & standardized test results, schedules, and other aspects of students' lives. MyASB is also the portal for parents to sign-up for parent conferences, lunch, bus and business service

Seesaw - Instant Push-out Parent Communication for ECC and ES

SeeSaw is a multifaceted tool that allows students to document their learning in an online portfolio, as well as a tool for home-school communication. It is highly recommended that all ECC and ES parents download the SeeSaw Family app to gain insight into student's daily lives at school. SeeSaw guarantees confidentiality of student pictures at all times. Families will only see posts that are relevant to their own child.

In ECC, parents will receive weekly updates of their children's learning. Teachers will be posting student work, pictures, videos, and announcements. In ES, parents will have access to both their child's portfolio of work, as well as important information shared by teachers.

Google Classroom: Google Classroom is a platform used by the Elementary, Middle and High School teachers to communicate with their students and post assignments. Parents can receive daily or weekly emails about their student's assignments throughout the year.

Managebac: Managebac is a platform used by the IB teachers in 11th and 12th grade. Each class has a section where assignments are shared and assessments are managed.

PowerSchool: PowerSchool is our student information system that gives parents and students access to view the student's gradebook and attendance online.

Email: Email is the preferred form of communication between parents and the school. Parents are



reminded that SMS and Whatsapp messages are not appropriate ways to communicate with teachers or secretaries.

Director's Breakfast, Principal and Staff Workshops: The Director hosts a monthly morning discussion and has occasional evening sessions. Principals also have meetings to support parents in collaborating with the school. These are forums in which specific topics of interest to the community are presented to all parents able to attend. The meetings are followed by question and answer sessions. The Parents Association (PA) members will be invited to some given chats as a reminder to our parent community of upcoming school events as well as recruiting volunteers. The meetings are announced in the Lantern and can either be held on campus or virtually via Google Meets.

PARENT MEETINGS AND PROGRESS REPORTS

At ASB, we strive to ensure effective communication between parents and the school. The following channels of communication are provided:

1. **Email Use:** We encourage email as our main form of communication with all staff. See [Appendix VIII](#) for the school's email protocol.
2. **Scheduling Meetings:** Meetings with staff members should be arranged with the appropriate secretary or teacher via email or phone. If you are in the Upper School or Lower School building, you may arrange a meeting by speaking directly to the secretary. See **"Communication Protocol"** section below for more information.
3. **Open House:** In middle to late September, parents are encouraged to come to the school for Open House where teachers introduce their general curriculum to parents.
4. **Progress Reports/Report Cards and Parent/Teacher Conferences:** Progress reports and/or report cards are issued three to four times a year depending on the school division. Parent/Teacher conferences to discuss students' progress are held in November. In ECC and Elementary, there are also second semester parent conferences and in Middle School there are student-led conferences toward the end of the fourth quarter. Parent/Teacher Conferences are scheduled annually through MyASB.

STUDENT SERVICES

Health Office/Medical Procedures

Informing the School of Illnesses: ASB has a full-time nurse that treats students for minor ailments. Parents must inform the Health office when students have been sick for a long period, have a contagious illness or lice (even if they have been treated). Regarding lice, students are requested to see the nurse, once the lice treatment has been completed at home, before entering class first thing in the morning. The

nurse can be contacted by email at nurse@asbarcelona.com, or by telephone at 93 371 4016, extension 112.

Children should not come to school if they are sick, have had a fever during the last 24 hours, if they have been given medication in the morning for a fever, or if they have vomited two or more times in the last 24 hours. In these cases, we ask you to keep your child at home and inform your child's teacher, the Health office or school secretary. This is particularly important if your child has a communicable illness (measles, mumps, chicken pox, lice, etc.), so that other parents in the class can be advised to be on the lookout for possible symptoms in their own children. Your child should not return to school until your doctor recommends it. We ask you to keep your children home 24 hours after a severe cold has been detected or they have been sent home from school due to illness. If your child continues to feel sick, once back in school, you will be called to pick him/her up immediately. We want to ensure that all of our students engage in a healthy and safe atmosphere. Be sure to inform your child's teacher if your child has any allergies (e.g nuts) or other conditions (asthma, seizures) which might need special attention at school. (These conditions should be noted on the school Health Form). Parents are requested to update their children's medical information annually.

If the Health office requests a complete medical checkup of your child and/or a doctor's certificate because he/she suspects a student to be ill, we expect your collaboration in this matter.

In case a child gets sick or is not feeling well in school they must go to the Health office and the nurse is responsible to call the parents in case it is necessary. Students should not contact parents due to illness before going to the Health office.

Accidents: If children have suffered an injury where they are unable to move around independently they must stay at home until they have completely recovered. This may imply missing many days of school. ASB will not be able to provide internal care or an assistant to aid your child throughout the day. If parents wish to send their child to school by providing their own caretaker, please inform the Division Principal in order to organize the best way possible for your child's adaptation back to his/her class.

Medication: The school's general policy is guided by Spanish law and therefore we can not administer medication to students. There are exceptions to this rule if a student requires medication during the school day or throughout the school year. In order to be able to administer any medication to students, the student's parent/legal guardian must submit the following legal documents:

- **Doctor's Prescription:** The doctor's prescription must be attached to the medication with clear indications of dosage and times plus possible side effects.
- **Permission Form:** Parents must fill out a form in which they explain that the medication can only be given to the student at the school and during school hours. By signing this form, parents agree to be responsible for the consequences of the administration of any medicine or treatment and give permission to the school to administer it. This form must be submitted to the health office.

The school may accept or refuse to administer medicine; parents will be informed in writing if the school refuses. The health office will take care of all documents and medicine.

If there is any emergency medication that your child might need, you should provide that for us, together with a note from your doctor and the medication authorization form signed by the parents (e.g., epi-pen, Ventolin, or any other emergency medicine). The documents will be kept in the health office and placed in the first aid kit when the student goes on a field trip.

Emergencies and Hospitalization: First aid will always be provided when needed. However, if a student needs further medical attention, he/she will be taken to the nearest/most suitable hospital and parents/legal guardian will be immediately contacted. Information about the student will be provided to the hospital, always protecting the student's rights. Such information will be given on behalf of parents. If parents are not present at the hospital, the director or the person designated to go with the student will act as his/her legal representative. As soon as the school makes contact with the parents or when they arrive at the hospital, they will be informed of anything that has been said about the student or of any actions taken.

Library

The PK-12 school library is in the main building and has a substantial book, ebook, audiobook, and digital research database; a full list of resources can be found on the Library page in MyASB. There are two teacher-librarians (one for ECC-Elementary and one for Grades 6-12), and 1.5 library assistants. We also often have parent volunteers to support the operation of the library.

The Library is open during school hours and before and after school to allow parents and students to check out books. From 8:45-9:00 or 4:00-5:00, ECC and Elementary students must be accompanied by their parents at all times. Middle and High School students can also access the library from 8:45-9:00 or 4:00-5:00 to check out books. These times are NOT times for students to remain in the library studying. On Fridays the library will close at 4:30. ECC and ES primary students come to the library with their class for regular check-out times. They can also come throughout the day with a library pass. Middle and High School students may be sent by their teachers to the library for research projects. Students may also use the library during lunch and recess time with permission from the librarian. Students are responsible for the books they check out and for returning them on time and in good condition. Damaged or lost books must be paid for or replaced.

Lunch and Cafeteria

Hot, healthy lunches are prepared daily in our kitchen by a contracted food company, SANED. The meals are cooked on site and all students and staff enjoy their meals in our lunch room. Lunch menus are posted monthly on our intranet site. A nutritionist, in conjunction with the Health office, oversees the monthly menu. In addition, weekly required food controls are done to ensure a healthy and well



balanced diet. If you are interested in your child receiving the regular school lunch, please contact the business office at lunch@asbarcelona.com regarding the service and the payment options.

The lunch service is billed on a monthly basis. For organizational reasons, please keep in mind that canceling the monthly service needs to be communicated in writing to lunch@asbarcelona.com with a minimum 10 days notice before the end of the month.

If you are interested in having a daily ticket please send a message to lunch@asbarcelona.com copying your homeroom teacher in case your child attends ECC or Elementary school. For MS & HS just send the email to lunch@asbarcelona.com.

Students also have the option to bring to school their own lunch from home. Students who bring home lunch also need to bring their own eating and drinking utensils. If your child brings a home lunch, please ensure that you send the following items to school each day: a drinking cup (unbreakable), cutlery and a napkin. These items should be packed together with the lunch in a separate lunch bag marked with your child's name.

Teachers and/or assistants supervise classes during the lunch period and encourage the children to try different foods, to have table manners and to be independent eaters. ECC and (early) Elementary (2nd/3rd grade) students are not allowed to use the microwave to heat up their lunch from home, so please only send cold food or warm food in a thermos.

Technology

ASB has Wi-Fi throughout the campus. All classrooms have projectors. PK3-3rd Grade classrooms use iPads, with a full 1:1 iPad program in Grades 1-3. Grades 4-5 have a 1:1 Chromebook program. The Middle and High School divisions are a bring your own device (BYOD) program and students can charge their devices in their lockers. There is a technology helpdesk where students can get assistance, within limitations, with hardware and software issues that may arise.

ASB has partnered with K-Tuin to provide educational discounts on Apple products to our community members. Please review the school laptop standards and our technology use policies [here](#).

ACADEMIC, SOCIAL, AND EMOTIONAL SUPPORT SERVICES

Counseling Services: The counseling program at ASB is built upon the standards and principles outlined by the American School Counseling Association (ASCA) National Model and the International School Counseling Association (ISCA) frameworks for School Counseling. This comprehensive approach focuses on assisting all students in the academic, personal/social, career and global awareness domains. Ultimately, counselors strive to help prepare students to become fruitful, respectful, contributing world citizens. The services provided by the ASB counseling program consists of individual and small group counseling, as well as classroom SEL (Social Emotional Learning) lessons. Counselors consult with



teachers, parents, staff, and administrators, as well as outside agencies for referral as needed.

ASB has the following counselors on staff: one for ECC and Elementary students, one for MS students in grades 6-8, and three HS counselors (university and social emotional services) for students in grades 9-12.

Small Group Counseling: Small group counseling is provided for two or more students sharing the same needs. Participants of the group are referred by teachers, through a self-referral, by a parent(s), by the principal, director or by the school counselor. Groups typically last 4-8 weeks and are carefully planned to reduce the amount of time out of the classroom. The counselor must obtain parental permission before a student can participate in a small group.

Individual Counseling: Individual guidance may be provided temporarily to any student referred to the counselor by themselves, a parent, their teacher, their Division Leader, or by any other school employee. Confidentiality is very important in individual counseling. If a student would benefit from ongoing counseling, parents will be notified and referred to an outside counselor for ongoing service.

Classroom Social Emotional Lessons (SEL): A variety of materials and curriculum are used by the counselors to deliver SEL curriculum. All lessons are directly related to topics that have been identified by the counselors and Director of Teaching and Learning. In ECC/Elementary School the lessons are from an evidence based social/emotional curriculum called Second Step. In Middle School the lessons are based on the Advisory themes. In High School the counselors develop and deliver lessons in the Seminar courses for each grade level. Consideration is also given to the ASCA National Model and ISCA Counseling Standards and Competencies. Classroom SEL lessons may focus on academic and career development, as well as personal and social competence.

Consultation/Collaboration: The school consults and/or collaborates with teachers, parents, staff, and administrators, outside agencies, and community agencies to provide the best care for our students.

Coordination of Referral Services: As the need arises for outside agencies to become involved with the services provided to students, the school counselor coordinates referrals to those agencies and provides follow-up care as needed.

Learning Support Department

Learning Support (LS) Teachers: ASB provides learning support for students with diverse learning needs. ASB uses a response to instruction and intervention model, meaning that we provide academic and behavioral interventions for students when necessary. If the student is not making expected growth in response to the interventions provided then the school could request an outside educational evaluation. This evaluation and recommendations might then lead to the development of an Individualized Learning plan (ILP). The LS teachers or counselors will provide support to meet the

goals of the ILP. Support might mean small group instruction outside of the regular classroom or in-class support. This might also result in the need for students to receive specialized services (psychologists, speech-language pathologists, learning specialists) outside of regular school hours and at parents' expense. ASB can assist parents in locating appropriate services, but does not accept responsibility for the quality or efficacy of such services.

English Language Learners (ELL), Spanish Language Learners (SLL): In ECC, Elementary, Middle and High schools, ASB provides support for English (ELL) Spanish (SLL) and Catalan (CLL) learners. Parents are encouraged to model a positive attitude towards language learning and provide their children with opportunities for practice that go beyond completing homework in the target language.

STANDARDIZED ASSESSMENTS

ASB is constantly looking for ways to improve student learning. The use of data, collected through classroom, grade level and standardized assessments, is essential for teachers to program to meet the needs of students. Some of the assessments include:

Measures of Academic Progress (MAP): We use a computer-based assessment for students called MAP. This adaptive assessment differentiates by question to determine the appropriate instructional level for each student in grades three to ten for reading, mathematics and science. Students in grades nine and ten take the reading and mathematics exams. Results assist teachers in programming for students. We assess students in the winter and spring in the elementary school (except for new students who will take the assessment at the start of the school year), and in the spring for middle school and high school. Please support us by ensuring that your child has a good night's sleep, a healthy breakfast, and encouraging your child to always do his/her best.

International School Assessment (ISA): The International School Assessment is used by hundreds of International Schools to determine school trends and individual school growth and achievement from 3rd to 8th grades. Students are assessed on Reading, Writing, and Mathematical Literacy, including an opportunity to write two authentic pieces. Results include comparisons to "like" schools, or schools with a similar percentage of first language English students, and other participating International Schools, which help ASB determine areas for growth as a school. The assessment is held in February. Please support us by ensuring that your child has a good night's sleep, a healthy breakfast, and encouraging your child to always do his/her best.

PSAT: The Preliminary SAT is given at the school in October to all 10th graders and is optional for 11th graders. The PSAT is a practice SAT exam, which is one of the admission exams commonly used as part of U.S. university applications. At ASB, we use the PSAT exam results to compare our students' academic level to other students around the world. Additionally, students, teachers and parents can use the results to define areas of strength and areas for improvement for each student.

The results of this exam help to evaluate the level of English comprehension and Math skills as

compared to students in the United States. The PSAT is a practice test for the SAT I. (See the High school section for information about the SAT testing)

Benchmark Reading Assessments: The Teacher's College Benchmark Reading Assessment, given three to five times a year in grades K5 to 8, helps teachers ensure that students become successful, independent readers. The assessment measures accuracy, fluency and comprehension. These assessments help our educators identify students' reading achievement through systematic observation, recording, and evaluation of performance. By analyzing the assessment results, teachers can tailor reading instruction to meet each student's needs and provide critical intervention where needed.

DIBELS: The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills. This assessment is a series of short 1 minute measures that assess phonemic awareness, phonics and reading fluency. These measures are used as a screening tool in order to best differentiate the instructional needs of students.

WIDA: The WIDA Measure of Developing English Language (MODEL) assesses students' English language proficiency within each language domain (speaking, listening, reading, and writing) and throughout six proficiency levels. The levels, in order from lowest to highest, are labeled: Entering, Beginning, Developing, Expanding, Bridging, and Reaching. A student at level 6 (Reaching) is considered to be fully proficient in English. The screening test is given to all incoming students (K-8) who speak a language other than English at home. The results help determine if English as an Additional Language (EAL) support is needed on campus. Additionally, all K-Grade 5 ELL students are given the MODEL at the end of each school year. These scores are used, in combination with other performance data, to determine if EAL students have reached English proficiency.

EXTRA-CURRICULAR ACTIVITIES

After-school activities and sports: ASB runs an extensive after-school activities program, including a wide-range of sports, cultural, or academic activities. The activities generally run from 4:00 to 5:30 PM from Monday through Friday with some Secondary activities also from 5:30 to 7:00PM. Some of the sports activities often hold games on Saturdays. ASB believes in providing the best possible activities and therefore many of the activities are run by professional organizations with whom the school has created partnerships. See the [after-school activities program](#) in the Student Life section of the ASB website for descriptions, schedules, costs, and registration information.

Athletic Program and Policy

The athletic program is designed to form athletic teams that will support students' skill development and cooperation as a team. The program consists of teams in Soccer, Basketball, Volleyball, Tennis, Cross Country Running, Cheerleading and Flag Football. The following expectations and policies have been established for students who participate in the athletics program:

- Two of the major benefits of participation on an athletic team are the development of a commitment to a team and the spirit of camaraderie within that team. Neither of these benefits comes about through half-hearted participation. As such, ASB student-athletes are expected to commit themselves fully to that sport during the year.
- ASB Athletes are expected to be on time for all practices, meetings and games.
- ASB athletes should accept the responsibility and privilege of representing your school, and conduct themselves in an exemplary manner at all times.
- ASB athletes should live up to the highest standards of sportsmanship, character, and personal integrity.
- Your commitment should not be based on the amount of time the coach has you playing.
- Each athlete is expected to properly care for all uniform and equipment articles assigned to them for the year. In the event that equipment or a uniform part are lost or damaged, the athlete will be billed for the replacement cost of the article. All returnable equipment and uniforms must be returned to the coach within one week of the last contest or the student will be billed for the replacement cost.
- ASB athletes are expected to have the proper authorization form(s) completed and returned prior to participation in any official practice or competition.
- Players who are unable to participate in a practice because of injury or illness are expected to let the coach know and when possible, be on the bench supporting or assisting the coach.
- If you don't come to school the day of training, you won't be able to practice that day.
- When ASB athletes have more than 3 unexcused missed practices, the coach has the right to decide if the player is no longer eligible to be on the team. Homework or exams won't be accepted as an excused absence.
- Any student athlete who has behavioral concerns or who is on an Academic Cycle of Concern will be ineligible to participate in local and/or international competitions and may be asked to not attend athletic practices with the team until such time that the student is off contract. In such cases, student athletes on Academic Cycles of Concern will meet with both the Student Support Coordinator/IB Coordinator and Athletic Director to devise a plan for re-entry back into the team.
- All student athletes leaving for a competition must fill out an assignment contract outlining the classes and work they will be missing and will need to make up while they are away. Students are expected to have conversations with their teachers, document their missing work into the contracts, and submit a copy of the contract to the HS Secretary prior to departure.
- All families of players on a team are expected to offer housing for visiting players who are competing in ASB sponsored tournaments in Barcelona.
- If your son or daughter tries out for a school team the expectation is that if they make the team, they will represent the school at the tournament for that sport. Once the teams are selected and approved by the administration, each family will be charged the total trip cost. If the athlete is removed from the team due to not meeting the previous outlined expectations, the school may not be able to reimburse the trip costs.

- Athletes understand that the uniform given to them before the tournament should be brought back to ASB when the season is over (if not, 50 euros will be charged to the family.)

COMMUNITY SERVICE/SERVICE LEARNING

ASB has a deep commitment to community service, especially in high school. Following the service learning approach, the school collaborates with a broad range of outside organizations, including the Generalitat, the US Consulate, local governments, Sant Joan de Deu Hospital, a wide range of NGOs and multinational corporations in mutually beneficial projects in which both the broader community and the school, through students' rich learning experiences, benefit. See each division's section of this handbook for more information about the different programs.

PARENTS ASSOCIATION

Since it is in everyone's best interest to strengthen the bond and partnership between the school and the parents, the Parents Association (PA) clearly promotes community building within ASB. The school highly recommends families to volunteer and attend PA meetings as well as take an active role when planning school wide events offered throughout the school year. In order to achieve the PA's commitment many community building events are organized with hopes to fundraise as well as enjoy a morning or evening together. PA meetings are open to all community members. You can read more about the PA at their website: pa.asbarcelona.com.

Events such as Halloween, Winter Holiday Bazaar, Teacher Appreciation Day, International Day, and the Spring party need much planning ahead. The PA schedules regular meetings to recruit volunteers as well as preparation of events. All ideas are welcomed. We ask ASB families to stay informed of such special events.

We expect all divisions to be well represented by a volunteer parent representative. ECC and ES classrooms have an assigned class representative. Middle and High schools have grade level representatives. ASB encourages families to be proactive and volunteer. Volunteering opportunities could be chaperoning field trips, helping with class parties, helping with special class projects and PA school wide events. If interested in volunteering and learning more about the PA, please contact: pa@asbarcelona.com

FREQUENTLY ASKED QUESTIONS

How are students grouped in classes?

We believe students benefit from having the opportunity to relate to different groups rather than remaining with the same basic group year after year and therefore we encourage mixing of groups each

school year. Class lists will be reviewed yearly and revised as needed according to teachers' and principals' recommendations.

Classes are formed into heterogeneous groups using the following criteria:

- an even balance of boys and girls
- an equal number of students in each class
- a full range of aptitudes in each class
- an even proportion of abilities and learning styles across the class
- an even proportion of children with English language proficiency

Factors such as academic, emotional development, language skills, previous school records and teacher recommendations will also be considered. At the end of June, grade level teachers collaborate in compiling the class lists for the next school year. Due to the complexity of the process, we ask parents to refrain from making personal requests about class placement. Changes are also discouraged and it is unlikely that any change will be accepted. All final decisions on class placement reside with the school.

Can my child's friend or relative visit the school during the day?

Former ASB students (alumni) who would like to visit are welcome for part of a day if arrangements are made at least three days in advance with the appropriate division leader, pending approval. On occasion, we have prospective students, or students accepted for the following year, sit in on classes. Unfortunately, we are not able to accommodate friends of students visiting during the school day. Due to end-of-year trips, final exams, and other culminating exams and activities, visits can not be coordinated during the final two weeks of the school year.

What do I do if my child loses his or her belongings?

The child should check the lost and found with the appropriate division secretary about lost items. Any lost items should be turned into the secretary of each division where they may be reclaimed. Remember to clearly mark all clothing and belongings with your child's name. All unclaimed clothing is donated to charitable organizations three times per year.

Our family is moving to another city. How do we withdraw our child and request transcripts?

If a family changes plans and wishes to withdraw a child from ASB, we ask parents to contact the Business Office by notifying in writing of their intention to leave. Please allow at least two weeks for processing records before the transfer. Keep in mind that teachers will not fill in transcripts, recommendation letters nor hand out any other documents until the principal and business staff inform them that the withdrawal process has been officially requested by the family.

EARLY CHILDHOOD CENTER

WELCOME TO THE EARLY CHILDHOOD CENTER

We would like to welcome you to the Early Childhood Center (ECC: PK3, PK4, K5.) Becoming part of a new school, or returning to school, is an important event in the lives of young children and their families.

We are pleased to count your family among the ASB community, and thank you for entrusting us as your partners in supporting the development and education of your child. We believe that an important part of the process is good communication and clear information. This section includes an outline of the ECC educational program and a guide regarding the policy and operation of our center. Because we feel that it is so important that parents be informed, we would like to ask you to read this section carefully. Once read, we suggest you keep it as a reference throughout the school year.

We believe that raising happy, well-adjusted and successful children is a team effort, accomplished as a result of collaboration between the parents and the school. We look forward to sharing this responsibility with you.

Sincerely,

Christina Torrenco
Early Childhood Principal

ECC OVERVIEW

ASB's Early Childhood Center provides children ages 3 through 5 with a comprehensive, hands-on educational experience that supports cognitive, social/emotional, language/communication and physical (gross/fine motor) development. Concepts and skills are taught through an integration of language arts, math, science, physical education, social and fine arts activities. Exposure to many social, sensory motor, artistic and pre-academic activities ensures strong foundations during the early stages of development.

ECC emphasizes the following values: engagement, creativity, autonomy, discovery, critical thinking, problem solving, and play. Through play, we believe children unlock their creativity and imagination, developing reading, thinking, and problem solving skills as well as further develops motor skills. Socially, children discover similar interests and seek out kids like them. They discuss, negotiate and strategize to create elaborate **play** scenes; take turns; and work together toward mutual goals. Play provides the base foundation for learning.

We believe in active learning. We provide a hands-on classroom with learning materials for the different areas of development. Providing a student-centered & experiential environment enhances receptiveness to **learning**. Students need to be **active** rather than passive.

We understand that not all students learn in the same way. We believe children acquire an understanding of concepts and skills when focused & engaged in the process making, more so than the completion of the task or product. This allows us to attend to the individual differences, interests, developmental stages, and growth needs of young children.

We believe in home-school collaboration where families participate in their child's learning process. Parents are experts in many fields. Their contribution helps children's social-emotional development as well as curiosity and wonder. Evidence shows that when there is a strong connection between families and school, student achievement increases thus helping them succeed in school and in their future.

EARLY CHILDHOOD TEACHING STRUCTURE

The ECC is made up of dedicated educators whose primary goal is to ensure a safe, stimulating and interesting environment for children to explore and grow. The ECC staffing structure is made up of the following members:

ECC Supervisor:

Early Childhood Center Principal

ECC Instructional Staff: (Homeroom classrooms)

2 PK3 Head preschool teachers and 2 Teacher Assistants

2 PK4 Head preschool teachers and 2 Teacher Assistants

2 Kindergarten Teachers and 2 Teacher Assistants

Specialist Instructional Staff:

Art	Music and Movement	Physical Education
English Language Learning (ELL)	ECC Spanish	K5 Spanish Language Learning (SLL)
	School Librarian/Tech integrator	

Learning Support Staff:

School Counselor	Student Learning Support	Math/Science Coach	Literacy Coach
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Office Support Staff:

ECC Secretary	ECC Support Clerk		
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ACADEMIC PROGRAM

Curriculum: Our comprehensive-hands-on curriculum is based on American and international standards and offers children the opportunity to learn through a variety of activities. We understand that not all students learn in the same way. Therefore we teach through a balance of teacher and child directed activities, often integrating specific skills into theme or project based units. This allows us to attend to the individual differences, interests, developmental stages, and growth needs of the young children. In every class, there is an emphasis on adaptive and social/emotional skills, since it is important to help children develop the appropriate behaviors needed for years to come, both in and out of school, with peers, teachers, and their families. We feel that children should be excited about coming to school, learn to feel comfortable and understand their role within a group, and develop socialization skills, which will allow them to become more independent and confident about themselves. Learning to express one's needs and ideas, make friends, solve problems, resolve conflicts, follow instructions, as well as participate in academic activities are all important for a child of any age to be successful in school and in life.

The PK3 program focuses on social/adaptive behaviors, language development, and cognitive and motor skills. Activities include outdoor play, movement and music exploration, dramatic play, language expression and communication, story sharing, use of manipulative toys such as puzzles and blocks, and creative expression through exposure to a wide variety of materials and art activities. Language and Math Literacy development is exposed on a daily basis. Children learn to identify and write their name and peer names focusing on the alphabetic principle; letter recognition and sound. Number sense is also introduced and embedded in all activities allowing for number concepts and skills to be learned through real life experiences.

The PK4 program builds upon the social/adaptive and other skills, with increased expectations for children to become more independent and able to work within a group. They enjoy a greater variety of experiences with a focus on fine motor activities such as cutting, drawing, painting and other pre-writing activities. Children are more able to concentrate, remember, as well as recognize and organize materials in a variety of ways, working on patterns and sequences, which are helpful pre-reading/writing skills. Four-year-olds follow the PK Bridges Math program focusing on number sense, geometry, measurement/comparison and developing basic number concepts and problem-solving skills. A more in-depth study begins with topics of interest to children. These studies serve as the vehicle for practicing

many skills, especially language-cognitive development: listening/comprehension and speaking/verbal expression, and vary from year to year. As for language arts, PK follows the Handwriting without Tears program. A combination of Literacy concepts and skills focusing on core and fine motor movement development as early pre-writing begins through drawings and letter strings. The joy of reading is emphasized and worked on throughout the year. Children at this age begin to understand parts of a book, and are exposed to early reading behaviors, alphabetic principle and phonetic awareness. Dramatic play is also emphasized at this age. Taking on roles and acting out familiar scenarios are part of the daily instruction. These skills help them to form symbolic and abstract thinking skills, as well as give them the opportunity to work on negotiation skills and develop their self-concept.

The K5 program: Children combine ideas into more complex relationships, have a growing cognitive capacity, continue to develop more language/communication skills, fine and gross motor skills, and math and science skills. Their adaptive and social skills allow them to function better both within groups as well as independently. They are becoming better at negotiating solutions with peers and collaborating more in play and on projects.

In K5, formalized **Language Arts** instruction is provided through the Readers Writers Workshop model. This unique model approach comes from Columbia University's Teachers College which introduces beginning reading and writing skills. Kindergarten follows the US Common Core Language Arts standards. Children at this age learn letters-phonics, high frequency words, sounds and easy word recognition, rhyming, poetry and literature, while promoting print-rich activities in the environment. In addition, teachers utilize reading benchmarks to determine student's individual reading levels, enabling teachers to gear instruction to individual reading levels. Teachers lead "guided reading" groups to improve students' reading fluency. As for writing, children are exposed to narrative, opinion/persuasive writing as well as learn to write How-to-Books. All of this helps to stimulate the development of language and literacy skills in meaningful contexts.

Math in K5 follows the Bridges Math program and has a set of expectations following the American Kindergarten Common Core Math Standards. Students work on the different domains (e.g. number sense, measurement-comparison, Geometry-shapes, addition/subtraction, algebra: patterns & sequence) through many hands-on, inquiry based tasks. Students are encouraged to explain their thinking when working with numbers and solving a problem.

Social studies and Science: Developmentally, Kindergarten students learn best when given the opportunity to explore, experiment, observe, predict and record (using pictures and words). Using these inquiry skills, the students learn about how to act like a scientist and explain their findings following the scientific method: Kindergarten scientists will demonstrate grade-appropriate proficiency in planning and carrying out investigations. K5 follows the Next Generation Science Standards which teach kids to be inquirers, connecting real-life experiences to make learning more authentic. We want to ensure that K5 students have the overall Inquiry and specific skills necessary for a successful transition into 1st grade.

Students will explore their relationships with families, friends, teachers, and neighbors. Students will learn how to effectively communicate within the classroom, the school, and the world. Introduction to our character education program, Second Step, provides students with skills in the areas of Skills for Learning, Empathy, Problem Solving and Emotional Management

English Language Learning (ELL): English language support is provided for K5 students whose first language is not English. All K5 students receive clear, consistent exposure to English through daily instruction. Added ELL support allows ELL students to acquire the language (listening, speaking, and reading) with more confidence, respecting their pace of development and ensuring that they reach a level of independence in English, where they feel comfortable when engaging with peers, capable of understanding what is being taught in class and accomplishing given tasks with less teacher support. Besides small group work, ELL teachers teach whole class lessons to Kindergarten to support Common Core Standards.

SPECIALISTS

Spanish Language in ECC: PK3, PK4 and K5 receive Spanish instruction on a weekly basis. PK3 and PK4 students are offered Spanish three times a week focusing on children's listening and speaking language development as they socialize with their peers and their Spanish teacher during center time, storytime and through songs.

K5 students receive Spanish instruction 3 times per week. Spanish speaking students are developing their Spanish listening, speaking and reading skills, working towards mastery while the non-Spanish speakers have the opportunity to learn a new language through the many hands-on activities and exposure of stories and songs. SLL(Spanish Language Learning) teachers will push in a couple of times per week to support non-Spanish students during Spanish class. Those students who enter K5 with limited English knowledge will take extra ELL which may coincide with Spanish classes.

Technology in ECC: With computers/iPads being utilized by students in Elementary School as well as Middle and High School, a basic and structured introduction to technology at the ECC level provides students a basis of understanding for further learning. In PK, tech is used as an instructional tool supporting the content & skills of our educational programs. Through songs, movement, Read alouds, counting/matching/sorting and more, young learners practice concepts and skills with peers and their teachers. K5 students receive tech instruction on a weekly basis. They are learning and encouraged to use technology as a learning tool. Students work with tablets (iPads) and are used for interactive activities where students and teachers work together and use educational content to create a fun and exciting learning environment. iPads are embedded during center time and other small-group experiences where teachers are supervising its usage. Digital citizenship as well as coding with Bluebots are also offered by the tech integrator. Children learn the foundations of responsible behavior when utilizing tech whether at home and on school grounds.

Library: All ECC students will receive, apart from regular classroom activities, **weekly library visits** which offer children an additional opportunity to interact with books, and develop many literacy/language and cognitive skills. Since many of our students are English language learners, it is particularly important that sufficient time and effort be given to language acquisition.

Movement and Music experiences are provided weekly for all ECC children. Coordination, balance, body-in-space, rhythm, and music experiences allow children to gain confidence and control over their bodies, which is important to the total development of the child.

Physical Education (PE) classes are offered to ECC students where teamwork, body coordination and control is emphasized. To further this development, PK4 and K5 students participate in swimming classes one afternoon a week (See Swimming Section.)

Students must wear appropriate clothing for their PE classes. This consists of a school T-shirt, athletic shorts and training shoes in warm weather and the ASB track suit in cold weather. The use of the school sportswear is recommended.

Art: All ECC students receive art instruction in the art room on a weekly basis. ECC students learn the elements of art allowing them to explore creativity, and self expression, while strengthening fine motor skills and hand-eye development.

Social Emotional Learning (SEL): ECC students receive once a week SEL instruction given by the primary counselor or learning support teacher. ECC Students will explore their relationships with families, peers, and teachers.. Introduction to our character education program, Second Step, provides students with skills in the areas of Skills for Learning, Empathy, Problem Solving and Emotional Management

Homework Policy

In ECC, homework is rarely sent home. Our principles around homework in the early years are based on the recent educational and brain development research on learning. At this early age, homework is seen as daily reading at home with your child. We ask you to read 15 minutes a day. Reading can be done in your native language. Teachers may occasionally send a family project to do together related to a Unit of study. Our goal is for you to enjoy working with your child as a team effort. As for kindergarten students, fun work packs may be sent home during holidays. If any homework other than daily reading is assigned for Kindergarten, it will be very limited and carefully designed and targeted for specific purposes.

REPORTING

The Early Childhood Center's comprehensive program is reflected in our Report Card which is distributed two times a year, in January and June. The Report Card identifies representative skills and

concepts, which are developmentally appropriate and sequential, building each year upon the previous year's work. Teachers perform a variety of formative assessments, ranging from daily observations to end of unit checkups which closely monitor student development, understanding, consistency and growth. It is important to ensure firm foundations in the early years in order for later student success.

The Progress Reports, distributed in the fall and spring, provide a brief overview of your child's strengths and "next steps" in the different areas of development. PK3/4 students reports show a developmental continuum using the Teaching Strategies **GOLD: Objectives for Development & Learning**. State early learning standards are aligned to identified objectives that address all areas of development as well as content learning in literacy, math, science, social studies and the arts. K5 students progress reports highlight specific social-emotional learning behaviors, L.A literacy and Math skills following the common core standards.

ECC Reporting System: Purpose and Descriptors on Report Card

PK3, PK4, K5 Report card:

Purpose of Reporting
<p>PK3/PK4: The purpose of this report is to communicate to parents specific and useful information about students' level of performance. The Four levels below describe your child's current performance of development in each of the standards found in the areas of social-emotional, Language, Math/Cognitive, Gross & Fine motor skills. There are also clear objectives for development and learning in the area of Music.</p> <p>Kindergarten: The purpose of this report is to communicate to parents specific and useful information about students' level of performance. The Four levels below describe your child's current performance of development in each of the standards found in the areas of social-emotional, Language, Math/Cognitive, Gross & Fine motor skills. There are also clear objectives for development and learning in the areas of Art, Music and Spanish</p>

Developmental Performance Levels			
<i>We encourage all children to work to their full potential respecting their individual stage of development</i>			
<p>Area of Need: AN</p> <p>Child's development and learning is very limited or not observed.</p> <p>Difficulty in understanding content, concepts and skills.</p> <p>The student struggles to apply what is learned, even with support and is not able to produce age appropriate work.</p>	<p>Beginning: BE</p> <p>Child's development and learning is observed.</p> <p>Begins to demonstrate knowledge and understanding of content, concepts and skills with support in order to apply this knowledge in normal situations.</p> <p>Attempts to complete work, but needs assistance to be successful.</p>	<p>Developing: DV</p> <p>Child's development and learning is within the range of expectations.</p> <p>Demonstrates some knowledge and understanding of content and concepts. May need support in order to apply knowledge more effectively in normal situations.</p> <p>Occasionally communicates learning with clarity and accuracy.</p>	<p>Meet expectations: ME</p> <p>Child's development and learning has reached age level expectations.</p> <p>Consistently demonstrates essential knowledge and understanding of content and concepts. Applies knowledge effectively in normal situations.</p> <p>Frequently communicates learning with a</p>

	Begins to communicate learning with a lack of clarity and/or accuracy.	Sometimes applies skills to familiar situations and creates satisfactory work.	considerable degree of clarity and accuracy. Consistently applies skills and makes connections to create good quality work.
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First semester reporting consists mostly of **Developing** and/or **Beginning** to understand the learning that is taking place in class. Children are working towards mastery of skills (ME is mastery of a skill 80% of the time independently) Teachers report current development and growth supported by clear evidence. Parents should use the information from the Report Card as a guide to increase their understanding of what concepts/skills children are practicing and learning during the year, as well as how their child is progressing in their developmental process. They should also be alert, if teachers indicate a need for extra attention or concerns about skill acquisition. If parents have any questions, they should contact their child's teacher immediately.

STUDENT SUPPORT SERVICES AND PROMOTION

Since children mature at different rates, it is often difficult to determine if a child needs more time to grow, or if there may be learning difficulties. Students who have learning differences or difficulties are as intelligent as their peers but may struggle in some or all areas of development if taught in conventional ways. In K5, the academic requirements become more challenging. Learning support is offered in Kindergarten. This service is given by the Learning support teachers. They may offer small group instruction or in-class support in reading, writing, and/or math. The learning support teachers implement research based reading interventions in small groups for struggling readers.

When a child demonstrates difficulties the classroom teacher will contact the Learning Support Team and the parents to explore options to support the student. These options may include pull-out small group instruction, support in the classroom, tutoring, additional work at home with the family, and in-school and/or outside testing. It is important that parents collaborate closely with school, especially when the school requests outside testing, documentation and support from specialists. In order for the Learning Support department to create an Individual Learning Plan (ILP) for a student, the school may require test results and other official diagnoses to be shared with the classroom teacher and Learning Support team.

Students who have special needs in the areas of learning differences and/or emotional challenges, may be required to receive specialized learning support in order to meet the academic demands of ASB. When necessary for academic success, parents are responsible for providing intervention support from specialized providers (psychologists, speech-language pathologists, learning specialists, occupational therapists, etc.) during or outside of regular school hours and at their own expense. There are cases when the school requires a shadow/paraprofessional, a few hours or all day, to assist in the student's

educational development. If this were to occur, parents will be responsible for providing and paying for this service.

ASB can assist parents in locating appropriate services, but does not accept responsibility for the quality or efficacy of such services. It is the responsibility of the student's parents to check references, when appropriate, and closely monitor their child's progress. All providers operate independently and are not affiliated in any way with ASB. ASB does not accept responsibility for their credentials, intervention techniques, results or fee.

Promotion to The Next Grade and Retention

In a very small percentage of cases, we need to consider if promotion supports the academic development for an early childhood student. Sometimes students demonstrate young or socially-emotionally-academically immature behaviors. Although this is not a common practice, retention may be an option to consider when a child needs more time to develop social-emotional and academic skills. There are many variables to be considered before a student is retained. Close monitoring of progress will be necessary. The teacher will discuss the child's progress with the ECC Principal and parents. If necessary, the Learning Support Team and/or other specialists will also give input before a final decision is taken. If, after this educational team review (family, teacher, ECC Principal, and Learning Support department), it is determined that the child has not met the minimum academic requirements, does not meet the minimum English language requirements, or does not demonstrate the maturity to move on to the next grade level, the school reserves the right to make the final decision about the most appropriate class placement for a child. By repeating the year, the child may benefit from an extra year of social-emotional growth, feeling more confident of actions as well as more time to solidify skill development.

If a child has repeated a grade and has received learning support services for at least a full school year and still scores an AN/BE in English, is below a DV in academic performance affecting the child's social-emotional development, the school reserves the right to make the final decision regarding the child's continued placement at ASB. The school may not have the academic resources or be the proper academic environment for students with high special needs. Our goal is for all children to be successful throughout their educational development and receive proper support and school environments.

BEHAVIORAL EXPECTATIONS AND DISCIPLINE OVERVIEW

Young students' misbehavior is seen as a process of growing up and treated as educational opportunities. Children at this age are developing socially and emotionally and may become more physical during peer interactions and teachers. Children are learning how to verbalize their feelings: wants and needs rather than using force. Being safe towards oneself and others is our primary goal. Adults provide guidance, assist students through negotiations and discuss alternatives to their behavior.

Homeroom teachers establish class expectations from the very first day of school.

Our 3 ECC rules are: Be Safe, Be Respectful, Be Responsible. If a student continually makes the same mistake, the teacher will meet with the parents to inform them of such concerns.

If inappropriate behavior is a continual problem, the teacher will request input from the school's counselor, learning support team and ECC Principal about such issues. In such cases, individualized behavior plans are implemented and assessed for effectiveness. If improvement is not seen, school may request an evaluation and official diagnosis from an outside specialist.

Sometimes students need quiet time to reflect on their behavior, calm down, or contemplate their feelings. All classrooms have a quiet place where students can be by themselves, called the "cozy corner". Some classrooms have a time out or a thinking chair for students to sit quietly while they reflect.

When a child is being aggressive or overly disruptive, students may need to be removed, or remove themselves from the situation. In many cases, there may be consequences to destructive or aggressive behavior, such as needing to draw a picture or "write" an apology letter, sitting out for a period of time, or having to repair items that are damaged.

Parents will be notified when behavioral issues occur repeatedly. If a pattern of disruptive behaviors affect a child's academic performance, own safety as well as classmates, the ECC Principal may require outside referral and services. A shadow (paraprofessional) may be required to assist the student throughout the day. If this were to occur, parents will be responsible for providing this service at their own expense. In special cases the school director may send a discipline referral to parents. If these behaviors continue to endanger the child's own safety as well as the safety of others, the school reserves the right to make the final decision regarding the child's continuity in ASB. Parents are responsible for closely monitoring their child's behavioral progress, ensuring that behavioral plans are being followed, and attending meetings when requested by the school.

FREQUENTLY ASKED QUESTIONS

What are the English language expectations at ASB?

It is a goal of ASB to speak and expose children to the maximum amount of English possible throughout the day. Although most of the ECC teachers are bilingual (English/Spanish), we use English from the first day as the primary language of instruction and interaction. Obviously, we understand in ECC that there are children who begin the year with little or no English. We have found that, although children who are beginning language learners may not always speak to us in English at first, they understand basic things (daily instructions, songs, rhymes, stories) very quickly and feel comfortable in an English environment. This also holds true for most children who come into our center speaking limited English, Spanish, Catalan.

Teachers use many strategies to increase student understanding such as modeling, gesturing, hands on

activities, small groupings, individual instruction and visuals. While students are processing information in class or in distress, they can use their home language. We want to encourage English while ensuring that children feel comfortable as well as that their home language is celebrated.

If children are at lunch, recess, or in the hallway, they may use the language of their choice. We also expect our students to limit their English use in Spanish classes.

What should my child wear to school and bring to school?

Clothing: We like to have fun both in and out of the classroom. Children will get dirty, so please keep that in mind as you choose clothing for your child, since generally smocks are not worn all day. It would be helpful to your child and his/her teacher if you would have your child dress in clothes which are appropriate to his/her level of development. While we use washable paints and magic markers, and put smocks on the children for particularly messy activities, we do not recommend sending children to school in their best clothing.

Clothing should be comfortable for the child and facilitate his/her participation in school activities. For our three and four year old students, we recommend clothing free of belts, buckles, and suspenders as children need to be able to go to the bathroom independently. Label your child's clothing so that in case of loss, we are better able to help you recuperate the item. On rainy days, students may want to wear rubber boots to school. In that case, parents should send another pair of shoes that can be worn inside the classroom on these days.

Children at this age tend to be very active . Many times they are rolling around the ground and doing all kinds of physical activity. In order for our students to stay safe from hurting themselves, it is recommended for children to wear clothes that cover their front, back and belly. These body areas are most sensitive when scratched , bumped or bruised when climbing, rolling on the ground and playing outside. Many times during the hotter months of the year, children tend to hurt themselves more often as these body areas are more exposed to harm if not protected.

All children should bring an extra set of clothing to be left at school in case of an “accident”. These clothes should also be labeled with the child's full name. Extra clothing should include: a shirt, underwear, pants, socks and shoes, or other seasonally appropriate clothing.

Active wear/Tracksuit It is recommended for ECC students to wear a tracksuit, or check with merchandising regarding ASB T-shirts, when on field trips and school outings. This includes swimming for PK4 and K5 students. A tracksuit is also required on days that children have physical education classes and Music and Movement. Please label your child's tracksuit with their full name.

Student Backpack: Backpacks with wheels are not permitted in ECC. As young children, they find these backpacks difficult to manage and they can cause accidents among our students. Storage is also a problem. Backpacks should be brought to school daily and checked regularly for announcements,

teacher notes, and work that your child has completed. To encourage responsibility and independence, your child should carry his/her own backpack by him/herself. Each child should have a backpack clearly marked with his/her name and class.

How will I receive information regarding my child during school hours?

Seesaw - Instant Push-out Parent Communication for ECC

SeeSaw is a multifaceted tool that allows students to document their learning in an online portfolio, as well as a tool for home-school communication. It is highly recommended that all ECC parents download the SeeSaw Family app to gain insight into student's daily lives at school. SeeSaw guarantees confidentiality of student pictures at all times. Families will only see posts that are relevant to their own child. ECC parents will receive weekly updates of their children's learning. Teachers will be posting student work, pictures, videos, and announcements.

Will my child attend any field trips throughout the school year? How are we notified?

Field Trips: During the school year, ECC classes will go on various field trips. Agreeing to the Statement of Understanding gives the school permission for ECC children to take part in the field trips offered throughout the school year. Parents will be notified prior to the different excursions and may be asked to volunteer as chaperones.

Most of our field trips require a maximum of 4 chaperones. There may be some exceptions when more help is needed, especially when visiting a place where more vigilance is necessary. Teachers will inform parents prior to the trip the exact number of helpers that will be needed. A waiting list will be created in case there is more demand for a specific outing. Chaperones will be responsible for following teacher instructional activities and safety norms. They are responsible for supervising their assigned group of children once they leave school grounds. School norms and regulations are applied throughout the field trip. We request chaperones to refrain from using cell phones during these trips. We encourage parents to enjoy and participate in school trips. Teachers appreciate their collaboration.

Can my child celebrate his/her birthday during school hours?

Birthdays: We are more than happy to help your child celebrate his/her birthday at school with his/her teacher and classmates. However, in order to celebrate birthdays at school, we ask that parents discuss birthday party plans (confirm day, time and activity if any) with the classroom teacher at least a week in advance. If you decide to bring a birthday cake to share with peers, the cake or party food treats will have to be store bought and not baked at home.

If you would like to give party favors, please consider a small toy, pencil, bubbles or other small prize instead of candy. These supplies should be brought to school at 9:00 in the morning, and left with your child's teacher. Schedule changes sometimes occur during the day, which might affect the time of the birthday party.

If parents are planning to celebrate their child's birthday after school with his/her classmates, we will be

more than happy to pass out invitations to all of the children in the class. If parents are planning a smaller party with only a few classmates, then they will need to make these arrangements outside of school. For after-school parties, please notify the classroom teacher ahead of time. We need to know: 1) the names of the children you will be collecting, 2) what time they will be collected, and 3) where they will be collected. Likewise, if your child is attending a classmate's birthday party after school and will be collected by someone other than the person who regularly picks him/her up, parents must notify the teacher in writing. Many children take the school bus home, and if the teacher is not aware that a child will be attending an after-school activity, the child will go home on the school bus as usual.

Regarding purchasing birthday gifts, we ask parents to make arrangements with the class representative if money envelopes are being sent to school. Teachers **will not accept or handle** any money or envelopes from parents for birthday purposes and other external reasons that are not school related.

Can my child bring toys to school?

ECC requires that personal toys from home stay home. Toys and/or cell phones shouldn't be brought to school, since toys are a distraction and may be broken or lost. We also feel that children have ample time to play with their toys at home and should be engaged and focused upon other materials and activities at school. However, PK3/PK4 teachers may allow a small toy from home during quiet time only.

Do I have to prepare a snack for my child?

Snacks: Please send a healthy morning snack with your child. We recommend that you send: fruit, yogurt, crackers with cheese, plain cookies, dry cereal, small sandwiches, muffins or rolls, juice or milk. No candy, chocolate buns and treats, gum, nuts or seeds are allowed at school. Parents will be notified if their child is eating a chocolate bun on a daily basis. Chocolate and high amounts of sugar make children feel uneasy and irritated throughout the school day, hindering their work and attention skills. Because we eat lunch at 11:45 AM, the morning snack should be light. The school provides all ECC students with an afternoon snack between 2:00-3:00 PM.

We especially request **no nuts or nut products** be brought to school. We have children with allergies to these foods.

What is the swimming program and how does it run?

Swimming program: Swimming classes are scheduled for PK4 and K5 students as part of our physical education program and are obligatory. Children become more confident in the water, learn to be more independent in dressing, and enjoy the physical and social aspects of this program. The children ride a bus to the municipal pool (La Plana) in Esplugues de Llobregat for their classes.

The classroom teachers/assistants will accompany classes to the pool and supervise them in the dressing rooms. The swimming monitors are with our students at all times during the lesson. There is also a safety guard supervising swimming classes. Our teachers are not allowed to enter the pool area unless there's a

special event or issue with a child. The Plana swimming facility and staff are extremely caring yet firm with their safety measures and protocols.

Swimming is a structured program in which the swimming instructors group the children according to swimming levels. If you are a new family and have a child entering PK4/K5, please notify your child's classroom teacher whether your child knows how to swim or has no swimming skills. It is important that children participate on a consistent basis in swimming if progress is to be made. Children who frequently miss swimming class sometimes find it difficult to follow the routine in the pool, in the dressing rooms and have unnecessary fears due to lack of familiarity. This can be frustrating for everyone. If a child misses more than 3 months of class, the monitors will not be able to evaluate your child correctly. At the end of the school year, the swimming instructors pass out a swimming participation diploma, a reflection of effort and involvement.

Swimming is an integral part of our ECC curriculum. It is a life skill included in the school's Physical Education program. All PK4 and K5 children are required to attend. Those students who are unable to participate, because of a **long-term** medical condition, must bring a signed medical statement to that effect and discuss it with the ECC Principal. Other students that are unable to attend swimming class due to illness should send a note to the teacher. For both long-term and day absences, children must be picked up before students go to the pool. PK4 and K5 swimming happens during the afternoon. Students who can't attend class will be picked up at 1:00 PM.

In other cases, such as forgetting to send the swimming gear on swim day, teachers will call you to remind you of what gear is missing so you can send it to school before they depart to the pool. If it is impossible to send the swimming gear, ECC will provide spare swim items such as bathing suits or caps.

A detailed list of swimming instructions and equipment will be sent home to parents early in the new school year. We suggest that parents routinely check swim gear to make sure that all items are in good working order. Families can greatly help their child by encouraging independent dressing at home, as children dress and undress themselves for swimming. Teachers will mention swimming during the Open House/back to school night in September. Swimming starts the first week of October and ends a week before school is out in June.

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All swim gear must be labeled with your child's name and class. Swimming classes usually begin in October. The school tracksuit, distributed at the beginning of the school year, should be worn on swimming days.

Your child should bring swimming items to school in a separate backpack that can be easily carried on the back. Backpacks should not have wheels, and should be comfortable for children to wear getting on and off the bus. **PLEASE LABEL** these bags.

What is the Hand in Hand Program? How do I participate in it?

Hand in Hand Program: A transition into school is a new beginning, and an appropriate time for commencing a partnership with families, children, teachers and all the school community. A variety of studies confirm that parent involvement in school makes an enormous impact on students' attitude, social skills, attendance, and academic achievement. Evidence shows that when there is a strong connection between families and school, student achievement increases thus helping them succeed in school and in their future.

The Early Childhood Center strongly believes in such partnership and is always looking for ways to increase and support effective home-school collaboration. We are aware that many parents have work commitments and time constraints impeding them to contribute their expertise and/or hobbies to our students, but when teachers plan in advance and communication is frequent and positive, everyone finds time to participate in their child's educational process. In order to invite and enhance parent participation, the Early Childhood Center has created a community partnership program called **Hand in Hand**.

This is an opportunity for families, children and teachers to work together and learn from each other. This is a way for parents to be involved in classroom activities, to enjoy and understand their child's learning progress and how to work with their child at home.

The ECC teachers will provide information with clear parent instructions and expectations on how to collaborate best in their child's classroom. Please see them for any other clarifications about this program.

The ECC teachers are very excited and hope to see the majority, and if possible all, of the ECC parents participate in the **Hand in Hand** program. Parents are asked to indicate in a form given to them at the beginning of the school year in which area(s) they are willing to support the learning process of their children. This information will help teachers when planning themes and other projects throughout the school year.

Parent involvement is essential in order for this program to become successful and beneficial to all the ECC community. Success in the Early Childhood Center in terms of social, emotional and academic competence is predictive of later school success. We are a team willing to work and improve together.

Who is eligible to Pick up ECC students at dismissal time?

In order to ensure our student's safety, Homeroom teachers will ask families to give the name(s) of those who will be responsible for picking up ECC children from school. If a person not on the list shows up during dismissal, the Homeroom teacher will not allow for the ECC child to leave school campus until the parent confirms of this unexpected Pick up change.

If parents and assigned people, on the list, are unable to pick up their child at 3:45PM , parents will

inform their child's teacher the person's full name in advance. We kindly request that you notify the Homeroom teacher in writing or by email before 3:00pm. You may also contact the ECC secretary to inform of this change and the Bus service in case the child takes the school bus.

Can I volunteer at school?

All ECC classrooms have an assigned class representative. Class reps are closely in contact with the PA (Parent Association) We are always in need of class reps. This is the best way your help is most appreciated by the ECC staff. Volunteering opportunities could be chaperoning field trips, helping with class parties, helping the class rep with special class projects and school wide events.

If I were interested in becoming a class rep what would my responsibilities be?

Class Parent Representative responsibilities may include:

1. Recruit volunteers for field trips (teachers will inform if necessary).
2. Create a class parent group communication system: parent group email and parent WhatsApp group.
3. Gather volunteers to help with class parties and handle children's birthday gifts where money is involved from other class parents. Please note: teachers will not accept money nor envelopes from parents regarding gifts or other non school related events.
4. Find parents to help with class projects, cutting, collecting and preparing materials, etc. (Teachers will inform parents when necessary.)
5. Coordinate food donations for parties.
6. Help the Parent Association with school events such as Halloween, Winter Bazaar, International Day, etc.
7. Help organize a few social events such as coffee mornings or dinners for parents to get to know each other in their child's class.

Class Parent Representatives are not responsible for collecting money from other class parents for teacher gifts. The purpose of the class reps is to support and aid teachers with extra-curricular projects and miscellaneous tasks that don't imply academic instruction.

Class representatives are not responsible for reporting sensitive issues regarding students or teachers. These issues will be handled through the appropriate channels of communication stated in the Family Handbook. We remind our class representatives that all information related to children in the classroom must remain confidential and not shared with other parents.

ELEMENTARY SCHOOL

WELCOME TO THE ELEMENTARY SCHOOL

We would like to welcome you to the Elementary School. We look forward to collaborating with your family as a part of the ASB community.

Our goal is to partner with parents to inspire curious minds and promote the joy of learning in each child. As you read through this section of the handbook you will see that we strive to meet the needs of all students by providing support, structure and clear expectations for children.

Our staff is dedicated to cultivating the unique potential in each child, empowering them to become active, compassionate global citizens. We believe that in order to accomplish this, parent collaboration and communication is important. Please read this section carefully and we suggest you keep it as a reference throughout the school year. We look forward to working with you and your children at ASB this year!

Kristen MacConnell
Elementary Principal

THE ELEMENTARY TEACHING STRUCTURE

Elementary School Supervisor
Elementary Principal

Homeroom Teachers and Assistants

2 First Grade Teachers and 2 Assistants
2 Second Grade Teachers and 1 Assistant
2 Third Grade Teachers
3 Fourth Grade Teachers
3 Fifth Grade Teachers

Specialist Teachers

1 Students Support Services Coordinator
5 Learning Support Teachers/ English Learner Teachers
2 Spanish Language Learning Teachers
2 Spanish Teachers
2 Catalan Teachers
1 Counselor

- 1 Librarian
- 1 Math and Technology Coordinator
- 1 Science Coach
- 1 Art Teacher
- 2 Music Teachers
- 2 Physical Education Teachers

ELEMENTARY OVERVIEW

Our caring, professional, and collaborative staff teach a progressive, American, international standards-based curriculum. We help children achieve their personal and academic best through varied learning activities and interdisciplinary projects. We believe in the uniqueness of each individual, therefore we provide a program of studies that encourages differentiation, meeting students at their academic level and teaching them to reach their highest potential. We are proud of our international community and the richness of our cultural and linguistic differences. Our comprehensive academic programs inspire curious minds and promote a joy of learning, allowing children to reach their highest potential.

ACADEMIC PROGRAM

Curriculum: Our curriculum includes English Language Arts, Mathematics, Science, Social Studies, Spanish, Catalan, Technology, Art, Music, Library, and Physical Education. Reading, Writing, and Math instruction is aligned with the Common Core standards from the United States. Below is a breakdown of approximately how many minutes are devoted to content areas over a 6-day cycle children have in each content area.

Class	Minutes per 6 Days
Homeroom	90
Language Arts (Reading/Writing)	645
Intervention and/or Enrichment	180
Math	405
Science	135
Spanish (inc. Sociales)	270
Catalan	90
Physical Education	90
Music	45
Library	45

Reading and Writing: Our balanced approach to reading and writing begins with a readers’ and writers’ workshop model which comes from Columbia University’s Teachers College. The workshop approach begins with a specific mini lesson and then allows students time to deeply engage in reading books or writing at their independent level while the classroom teacher focuses on small group instruction and one-on-one conferencing with students. Through detailed assessments and conferencing with students, teachers are able to help each student to become a more skilled reader and writer. In the workshop model, resources such as classroom libraries, guided reading books and online reading resources are used in harmony with interactive teacher “read-alouds”, shared reading and writing, word study, and guided reading lessons to help students develop their reading and writing skills. Our goal is for students to become independent and avid readers and writers.

Math: The math program encourages students to make real world connections which not only teach and reinforce math concepts but also demonstrates the importance of math in everyday life. Our math program is called Engage New York and follows the American Common Core Standards. At ASB we ensure that students have a deep understanding of mathematical concepts and multiple strategies for problem solving. Students are encouraged to explain their thinking and share their process when finding the solution to a problem. Students will have weekly math homework and will have access to online math practice resources.

Science: Elementary students in each grade build their knowledge in the areas of life science, earth science, and physical science. Students use inquiry skills to learn to observe, try out their ideas and explain their findings following the scientific method. We are following the Next Generation Science Standards (NGSS) which teach kids to be inquirers and to incorporate engineering, science and technology in the way they think about the world around them.

Spanish and Catalan: All students receive 5 classes of Spanish and 2 periods of Catalan per week, which includes 1-2 periods of *sociales*. Students develop the literacy skills necessary for effective oral and written communication in Spanish and Catalan. There is an emphasis on reading as teachers help students with fluency and comprehension. Students are also given many opportunities to use the language in hands-on-situations through the use of role plays, oral presentations and drama.

English Language Learning (ELL): ELL support services are provided for students whose first language is not English. Students learn the social and academic language that will enable them to fully participate in their mainstream classrooms. ELL teachers teach whole class lessons to support the Common Core Language Standards as well as provide intensive language classes for students who are new to English. ELL teachers work closely with their students in the classroom or in small groups outside the classroom to support listening, speaking, reading, and writing needs. ELL services are generally provided in place of Spanish or Catalan classes.



Spanish Language Learning: (SLL) Spanish Language Learners (SLL) Support is provided for students whose first language is not Spanish. Students receive SLL classes during the Spanish and Catalan times in the schedule. Lessons are taught in separate small classrooms. Children learn the social and academic language that will enable them to fully participate in school life.

Catalan Language Learning: (CLL) Catalan Language Learners (CLL) Support is provided for students whose first language is not Catalan. Students receive CLL classes during Catalan times in the schedule. Lessons are taught in separate small classrooms. Children learn the social and academic language that will enable them to fully participate in school life.

Physical Education: Students take part in physical education (PE) classes unless they have a medical reason for being unable to participate. Students must wear appropriate clothing for their PE classes. This consists of a school T-shirt, athletic shorts and training shoes in warm weather and the ASB track suit in cold weather. Use of the school sportswear is encouraged.

Music: The ASB elementary music program incorporates an interactive approach to teaching the fundamentals of music education through singing, playing instruments, movement, aural awareness and creativity.

Art: The Elementary Art Program's focus is on art production, aesthetics, art criticism and art history. A sequential curriculum is followed. All students participate in art class. Students are requested to bring in a smock, or an old shirt to protect their clothing from possible damage. The school does not provide smocks. These smocks are kept at school and will be sent home to be washed periodically. All smocks should be marked with the student's name.

The Library: Our library is open to Elementary students from 8:45 AM to 5:00 PM. We believe that the acquisition of good reading habits is essential to a child's academic growth. Every class has a regular scheduled time to visit the library and check out books. The media specialist will also support students and teachers for research skills and projects. Please remember that no food or drinks are permitted in the library area. Students are responsible for the books they check out, and for returning them on time and in good condition. Damaged or lost books must be paid for or replaced. If the book has not been returned to the library or the replacement fee paid by the last day of school, this fee will be charged to your school account.

Technology: Students are encouraged to use technology as a learning tool. Responsible behavior on the school's computer network is expected. Before using the school's computer system students and parents must read our Acceptable Use Policy ([see Appendix IX](#)).

The Elementary School has a one-to-one (1:1) device program divided as follows: Grades 1-3 utilize iPad devices in all content areas as part of our integrated curriculum. Grades 4-5 utilize Chromebook convertible laptops in all content areas as part of our integrated curriculum.

Learning Support Services: We believe that students with a variety of learning profiles can be successful when instruction is tailored to address their academic strengths and struggles. Students who have learning differences may need additional support in academic subjects or behavior. These students may require modifications, differentiated instruction, or support and intervention from a learning specialist. Learning support teachers may offer small group instruction or in-class support in reading, writing, and/or math. The learning support teachers implement research based interventions in small groups for students.

When a child demonstrates difficulties, the school will contact the Student Support Team and the parents to explore options to support the student. These options may include pull out small group instruction, support in the classroom, tutoring, and in-school and/or outside testing. It is important that parents collaborate closely with the school, especially when the school requests outside testing, documentation and support from specialists. In order for the Learning Support department to create an Individual Learning Plan (ILP) for a student, the school may require test results and other official diagnoses to be shared with the classroom teacher and Learning Support team.

Students who have special needs in the areas of learning differences and/or emotional challenges, may be required to receive specialized learning support in order to meet the academic demands of ASB. When necessary for academic, social or emotional success, parents are responsible for providing intervention support from specialized providers (psychologists, speech-language pathologists, learning specialists, occupational therapists, etc.) during or outside of regular school hours and at their own expense. There are cases when the school requires a shadow/paraprofessional, a few hours or all day, to assist in the student's educational development. If this were to occur, parents will be responsible for providing and paying for this service.

ASB can assist parents in locating appropriate services, but does not accept responsibility for the quality or efficacy of such services. It is the responsibility of the student's parents to check references, when appropriate, and closely monitor their child's progress. All providers operate independently and are not affiliated in any way with ASB. ASB does not accept responsibility for their credentials, intervention techniques, results or fee but will collaborate to align strategies and methodology as best as possible.

Low Performance and Exiting: Students who have academic performance and standardized test scores well below grade level may receive additional support with English Language Learning, Special Education teachers, and intervention plans based on their needs. If a student's academic performance in classroom and standardized assessments remains beyond 1 grade level (ie. 1 full year behind using the Teachers College Benchmark Assessment) below for two consecutive years while receiving intervention and support services, the student may not be invited to return the following school year. If there is a parent appeal, a final decision will be determined based on the following data: current and previous grades, a student's transcripts, faculty recommendations, standardized test scores, student

social-emotional maturity, student's age, and outside evaluations. The final decision of being dismissed from the school will be made by the Director in consultation with the Division Leader and his or her educational team. The school will communicate this information in a meeting and in writing. The school will communicate this information in a meeting and in writing at the beginning of the second semester.

Grade level acceleration: Grade promotion is a form of academic acceleration, often used for academically advanced students that involves the student entirely skipping the curriculum of one year of school. This is done when a student is sufficiently advanced in all school subjects so that he or she can move forward in all subjects rather than in only one or two areas.

A student who is excelling in school and is well above grade level may be considered for promotion to a grade above the normal annual trajectory in exceptional circumstances. If a parent would like to make a "promotion" request, or an educator would like to make a "promotion" recommendation, the process should first begin with a formal communication with the division principal. The division principal will review the request or recommendation with his or her educational team through a systematic process. The process will take into consideration the following data: current and previous grades, a student's transcripts, faculty recommendations, standardized test scores, student social-emotional maturity, student's age, and outside evaluations. The director will need to approve the educational team's final recommendation.

These promotions are done with extreme caution and after careful consideration and usually apply to the following academic school year.

Curriculum Resources: Teaching materials are purchased from the United States, Spain and Great Britain and are reviewed and updated as needed to meet our program requirements. Our curriculum is monitored and regularly updated by staff, administration and visiting experts in order to provide consistent development of all academic skills. Courses are taught by well-qualified and experienced professional teachers.

Classroom studies are also complemented by several scheduled field trips and in-school performances and presentations throughout the year. In addition, an optional extra-curricular program of activities is available after school.

The Elementary School follows the International Baccalaureate learner profile and attributes which support the social and emotional learning of all students. Monthly Elementary assemblies, class discussions, visits from our school counselor, activities/projects, plays, stories, and articles supporting our themes are some of the ways that these programs are integrated into our daily curriculum throughout the year.

ELEMENTARY REPORTING SYSTEM

The Elementary School uses a standards-based reporting system based on the US Common Core standards for reading, writing and math and other state and national standards for other courses. Students are graded on a 1 to 4 scale for academics and are also given a behavior and effort grade for each course. The students are given a behavior grade of excellent, good, fair or poor depending on their effort and behavior in the class.

Achievement levels for a standard	Descriptors	1-4 Scale
Exemplary	<ul style="list-style-type: none"> Consistently demonstrates an in-depth understanding of grade level concepts, skills and processes taught in the reporting period and achievement exceeds grade level standards. Consistently demonstrates extensive knowledge and understanding of content and concepts. Communicates learning with a high degree of clarity and accuracy. 	4
Proficient	<ul style="list-style-type: none"> Consistently demonstrates essential knowledge and understanding of grade level content, skills, processes and concepts taught in this reporting period. Frequently communicates learning with a considerable degree of clarity and accuracy. 	3
Developing	<ul style="list-style-type: none"> Student is beginning to develop an understanding of the standard Demonstrates some knowledge and understanding of required content and concepts. Occasionally communicates learning with clarity and accuracy. Sometimes applies skills to familiar situations and creates satisfactory work. 	2
Limited or No evidence	<ul style="list-style-type: none"> Demonstrates limited knowledge and understanding of grade level required content, skills and concepts. Achievement falls much below the grade level standards. Skills are limited and creates work that needs improvement. 	1

HOMEWORK POLICY

Homework Guidelines: Supported by the most current research on homework and academic success in elementary school, homework *may* be assigned for non-school hours. We believe that the most important homework assignment is reading - fostering a love and culture of reading should be the priority. Outside of reading, elementary students should have opportunities to be active and creative and we believe that homework should not interfere with family engagement and activities. Furthermore, homework should

not be a one-size-fits-all approach meaning every student has different needs and this should be reflected in homework.

Teachers may encourage students to complete “genius hour” projects, which align with student’s interest and occasionally, a teacher may send home required work if they feel extra practice would benefit a student.

BEHAVIORAL EXPECTATIONS AND DISCIPLINE OVERVIEW

We expect our Elementary students to be safe, respectful and responsible with their teachers and peers at all times. We support children to make good decisions at school by teaching behavioral expectations and providing clear consequences.

Within the first week of school each homeroom teacher establishes class expectations and consequences together with the students that align with school wide expectations. Any major discipline issues will be referred to the Elementary Principal who will determine, along with the teacher, the type of action to take depending on the severity of the incident. Our three Elementary rules are:

- be safe
- be respectful
- be responsible

Communicating with Parents about Student Behavior: It is the responsibility of the student, teachers, school staff, and parents to work together to support students in making good decisions and choices. Parents’ support is necessary and appreciated to encourage children to observe school rules and procedures. Discipline referrals will be used to document behavioral problems which are deemed serious or for repeated incidences and will be sent home to keep parents informed. Students may also be asked to complete a behavior reflection form to reflect on their behavior and establish a better plan of action in the future. These referrals or reflections should be signed and returned to school.

Discipline: Student discipline incidents are classified as minor or major infractions. Disciplinary consequences could include loss of recess or school privilege, in school suspension, out of school suspension, meeting with parents, a phone call home, written reflections or letters to resolve the problem. ASB reserves the right to not allow a child to attend an excursion off campus due to unsafe or disrespectful behavior.

Minor Infractions: Minor infractions such as those listed below are usually dealt with by teachers discussing the problematic behavior with the student and/or redirecting their behavior. The student may also be asked to complete a reflection form. The school may need to follow-up on recurring minor infractions by:

- Calling a conference with the parents of the student
- Having the student complete a reflection form

- Requiring the student to perform community service during lunch recess
- Issuing a discipline referral

The following are considered minor infractions:

- Any minor disruption of the classroom learning or teaching environment
- Breaking class rules and school norms
- Disrespecting personal and other peer belongings
- Throwing objects
- Rough playing/displaying aggressive behaviors
- Inappropriate use of electronic devices such as laptops and iPads
- Disrespecting friends or property

Major Infractions: Any serious violation of class or school rules will be referred to the Elementary Principal who will determine, along with the teacher, the type of action most suitable depending on the severity of the incident. In addition, a meeting with parents and out-of-school suspension may also be required.

The following examples are considered serious infractions and will usually earn the student a discipline referral:

- Physical, written, verbal or cyber disrespect towards a fellow student, a teacher, or staff member
- Using inappropriate language or gestures
- Damaging school or other property
- Copying/cheating
- Lying to a teacher or staff member
- Stealing
- Fighting
- Behaving inappropriately on a field/class trip
- Repeatedly disrupting classroom learning
- Violation of technology rules

FREQUENTLY ASKED QUESTIONS

What are the English language expectations at ASB?

It is a goal of ASB to speak and expose children to the maximum amount of English possible throughout the day. ASB understands that there are children who begin the year with little or no English. Although children who are beginning language learners may not always be able to speak English, they come with a rich academic foundation in their home language. Teachers use many strategies to increase student understanding such as modeling, gesturing, or the use of images, graphic organizers etc. While students are processing information in class or in distress, they can use their home language. ASB wants to encourage English while ensuring that children feel comfortable as well as that their home language is celebrated. If children are at lunch, recess, or the hallway, they may use the

language of their choice. We also expect our students to limit their English use in Spanish and Catalan classes.

Are there student leadership opportunities at school?

The Student Council is a vehicle for experiencing the democratic process through discussion of school related issues and the planning, organization, and administration of various projects. We hold student council elections in October for the school year. The Student Council is composed of elected officers and class representatives from grades 3-5 and is sponsored and guided by Elementary teachers. In addition to Student Council, the 5th grade Student Ambassadors are student leaders who are selected through an application process. Ambassadors help with new student orientation, open house, Elementary assemblies and other student leadership events.

What should my child wear to school and bring to school?

Clothing: We do not have a school uniform. Children should wear comfortable clothing which facilitates his/her participation in school activities. On rainy days, students may want to wear rubber boots to school. In that case students should have another pair of shoes that can be worn inside the classroom on these days.

Student Backpacks: Backpacks with wheels are not permitted in Elementary School. These backpacks are difficult to manage and are difficult to store in the classroom. Backpacks should be brought to school daily and checked regularly for announcements, teacher notes, and work that your child has field trip completed. Each child should have a backpack clearly marked with his/her name and class.

Will my child attend any field trips throughout the school year? How are we notified?

Field Trips: During the school year, ES classes will go on various field trips. Agreeing to the Statement of Understanding gives the school permission for ES students to take part in the field trips offered throughout the school year. Parents will be notified prior to the different excursions and may be asked to volunteer as chaperones.

Most of our field trips require a maximum of 4 chaperones. Teachers will inform parents prior to the trip the exact number of helpers that will be needed. A waiting list will be created in case there is more demand for a specific outing. We encourage parents to enjoy and participate in school trips. Teachers appreciate their collaboration.

Our 5th grade students will participate in a 4-day overnight field trip sometime during the 4th quarter that emphasizes team-building, communication, independence, and outdoor education. More information about this trip will be shared with 5th grade parents throughout the school year.

Can my child celebrate his/her birthday during school hours?

Birthdays: ASB is more than happy to help your child celebrate his/her birthday at school with his/her teacher and classmates. This is usually celebrated once a month for all student birthdays together.

However, in order to celebrate birthdays at school, we do ask that parents discuss this with the classroom teacher at least a week in advance.

If parents are planning to celebrate their child's birthday after school with his/her classmates, then students can hand out invitations to **all** of the children in the class. If parents are planning a smaller party with only a few classmates, then they will need to make these arrangements outside of school. For after-school parties, please notify the classroom teacher ahead of time. We need to know: 1) the names of the children you will be collecting, 2) what time they will be collected, and 3) where they will be collected. Likewise, if your child is attending a classmate's birthday party after school and will be collected by someone other than the person who regularly picks him/her up, parents must notify the teacher in writing. Many children take the school bus home, and if the teacher is not aware that a child will be attending an after-school activity, the child will go home on the school bus as usual.

Can my child bring toys or phones to school?

Personal toys and phones from home stay home! No toys should be brought to school, since toys are a distraction and may be broken or lost. We also feel that children have ample time to play with their toys at home and should be engaged and focused upon other materials and activities at school. Toys that are brought to school may be collected by teachers. Cell phones, if absolutely necessary can be brought to school but must remain in the child's backpack all day and turned off. If a child uses their phone on recess or during the day, the phone will be given to the elementary principal to be picked up by the parent.

Do I have to prepare a snack for my child?

Snacks: Please send a healthy morning snack with your child. We recommend that you send: fruit, yogurt, crackers with cheese, plain cookies, dry cereal, small sandwiches, muffins or rolls, juice or milk. No candy, gum, or nuts are allowed at school. Because we eat lunch around 12:30 PM, the morning snack should be light.

Can I volunteer at school?

If you are interested in volunteering in your child's classroom, please contact the teacher directly to discuss potential projects. Volunteering opportunities could be chaperoning field trips, helping with class parties or helping teachers plan and prepare for special projects. Volunteering opportunities depend on the comfort level of the teacher and the children in the classroom. If you are a volunteer parent all information related to children in the classroom must remain confidential and not shared with other parents. If this confidentiality is not kept we will ask that parents no longer volunteer in the classroom.

MIDDLE SCHOOL

WELCOME TO THE MIDDLE SCHOOL

Dear Students and Parents,

Welcome to the ASB Middle School. We are delighted to have you as part of our community and look forward to working with you.

The Middle School years are a unique time for students as they develop strategies for academic success and explore and strengthen individual character traits. We are pleased to be a part of this important stage of maturation and growth. Our goal is to support students' development as organized, independent learners who use information and technological tools effectively and responsibly. We encourage students' active participation in their own learning and strive to develop respectful, open-minded communicators who care about their community.

This handbook provides you with the details of our support structures and outlines clear expectations for our students. If you have any questions regarding any of the expectations and procedures in this handbook please do not hesitate to consult with one of your child's teachers or the Middle School Principal.

The entire ASB Middle School staff is looking forward to a positive and enriching school year.

Maggie Stuhan
Middle School Principal

PROFILE OF THE MIDDLE SCHOOL

Middle School Overview: Our goal is to provide a balanced educational program within a positive, supportive and stimulating environment so that students can fully reach their potential. The curriculum takes into account the developmental needs of students in the transition from the structured learning environment of Elementary to the more independent learning environment of High School at ASB. Our end goal is that upon entering High School, our students not only have developed a solid academic foundation, but also are well on their way to becoming balanced and caring individuals, committed to lifelong learning.

Middle School Grade Equivalents: With respect to the Spanish educational system, the Middle School grade equivalents are listed below:

American/International System	Spanish System
6 th grade	6º de Educación Primaria
7 th grade	1º de ESO
8 th grade	2º de ESO

Middle School Teachers: Our professional, collaborative, and caring teachers are specialists in the content they teach.

Support Services: The Middle School support services team includes the Principal, the Middle School Assistant Principal, the Middle School Instructional Coach, the Middle School Counselor, and two Middle School Learning Support Teachers.

ACADEMIC PROGRAM

Curriculum: The Middle School offers our students a rigorous academic program. The course of study taken at each grade level includes: Humanities (Language Arts and Social Studies), Integrated Math, High Level Math (8th grade), Integrated Science, Spanish (*Castellano*), Spanish Social Studies (*Sociales*), Catalan or Catalan Language Learning, Technology, Art, Music, Physical Education, and Advisory.

The curriculum of each academic course is aligned with specific American and Spanish standards and benchmarks. Spanish and Catalan courses are given in their respective languages, and fulfill the Spanish co-validation requirements. For students at various language learning levels, additional language support courses include Catalan Language Learning (CLL), English Language Learning (ELL) and Spanish Language Learning (SLL). For international families, Spanish Language Learning is offered in place of *Castellano* and *Sociales*, and Technology class is offered in place of Catalan for the student's first year at ASB.

Daily Schedule: The Middle School begins its school day at 9:00 AM and ends at 4:00 PM. The school day consists of a homeroom, four 70-minute class periods, a morning break, a 45 minute lunch and recess block and Lynx Time (see description below). There is a 6-day rotating schedule. The following is a sample of the daily schedule for the Middle School:

Sample Middle School Class Schedule

	HR 9:00 - 9:07	pd 1 9:10 - 10:20	Break	pd 2 10:40 - 11:50	pd 3 11:55 - 13:05	gp1 13:10 - 13:55	gp2 14:00 - 14:45	pd 4 14:50 - 16:00
Day 1	HR	Humanities	B	PE	Music or Art	Recess and Lunch	Lynx Time	Math
Day 2	HR	Catalan or Technology	R	Humanities	Science	Recess and Lunch	Advisory	Castellano or SLL
Day 3	HR	Castellano or SLL	E	Science	Math	Recess and Lunch	Lynx Time	Humanities
Day 4	HR	Humanities	A	Music or Art	Catalan or Technology	Recess and Lunch	Lynx Time	PE
Day 5	HR	Castellano or SLL	K	Humanities	Math	Recess and Lunch	Advisory	Science
Day 6	HR	Math		Science	Humanities	Recess and Lunch	Lynx Time	Castellano or SLL

Lynx Time: Lynx Time is a 45-minute class period that is paired with lunch each day in order to better support our struggling learners and to add some extra *Castellano*, *Catalan*, independent reading and academic enrichment opportunities for students.

The Middle School Student Support Team uses standardized tests, curriculum-based assessments, progress reports and teacher input to determine students who need extra support and assistance. Two to four out of six days, these students meet in small groups to help them improve their reading, writing, math or organizational skills. Other students will have those 45-minute periods for independent reading, additional Spanish/Catalan practice, academic enrichment, visual/performing arts, science and technology sessions.

Students will be regrouped quarterly according to their changing needs and preferences. During our first assembly, non-academic support students will hear a short description of the enrichment block and be given an opportunity to select their session preferences.

Middle School Advisory Program: A Middle School Advisory program has been developed for the students in grades 6 to 8. This program has been designed to help develop the academic, social and life skills of our adolescent students. In that the Middle School is the bridge between the Elementary School and the High School, this program aims to support students in the transition to becoming more responsible and independent students. The Advisory classes meet two out of six days and will have special activities throughout the year. This program is coordinated by the Middle School Assistant Principal, the Middle School Counselor, and teachers.

ENRICHMENT PROGRAMS AND SPECIAL EVENTS

ASB supports many special programs to enhance our curricular programs. Participation in each program may be restricted due to limited capacity, academic requirements, and/or disciplinary actions.

Students on academic/behavioral probation may not be allowed to participate. Below is a description of some of these programs.

Middle School Student Council: The Student Council is a vehicle for experiencing the democratic process through discussion of school related issues and the planning, organization and administration of various projects. Council members must show a responsible and committed attitude to learning and leadership.

Field Trips: The Middle School plans class field trips for each grade to support the academic programs. Agreeing to the Statement of Understanding gives the school permission for MS students to take part in the field trips offered throughout the school year. Most of the local trips are made at no extra cost to the students. However, special trips out of town, overnight, or within Barcelona but not directly related to the academic program, may require additional expenses which will be requested from the students. Parents will also receive notification prior to each field trip.

Overnight Trips: Traditionally, the 8th graders have an overnight trip during the final week of school to celebrate their promotion to High School.

Community Service: Middle School students have several opportunities to participate in community service with RotaKids, the Esplugues *Càritas* and *Banc d'Aliments* (Food Bank), reading in English to students in local elementary schools, and environmental projects in Collserola Park. School-based community service includes specific classes helping younger students during events such as Halloween, Sports Day, and during Little Tikes Lynx.

MUN: Eighth graders have the opportunity to be involved in the Middle School Model United Nations (MUN) as a Lynx enrichment session. These students can travel to Madrid for the MADMUN event in March or April.

NESDA: Seventh and eighth grade students have the opportunity to be involved in the Northern European Speech, Debate, and Acting program during Lynx enrichment sessions. Participation in this program may lead to invitations to one or more local or international competitions or events. Interested students will be provided more information regarding registration and costs for the events.

Honor Choir: ASB Middle School students can participate in the Honor Choir during their Lynx Enrichment period. As part of their participation they may be invited to participate in one or more regional choir events or competitions. Interested students will be provided more information regarding registration and costs for the events.

Ski Week: During an entire week in February, students and teacher chaperones go skiing, often to a center in Puigcerdà. All students in the secondary school are encouraged to participate. No classes are given during this week.



ASB Summer Camp: ASB offers a summer camp for students directly after the end of the school year. More information will be provided at the end of the school year.

Special Events: The ASB Middle School participates in school-wide events such as International Day, Halloween, and St. Jordi celebrations. In addition, there are events specific to the Middle School, such as spirit week, Spring Fling, and Middle School Team Building and Service Days at different times during the year.

ACADEMIC MATTERS

Standards-Based Approach: ASB has adopted a standards-based approach to teaching and learning. Through standards-based grading, we can better communicate learning expectations and provide feedback on a student's level of proficiency at meeting specific content and learning behavior standards.

Ongoing formative assessments are an important part of the teaching and learning process and give students multiple opportunities to demonstrate their learning and, more importantly, areas for improvement. Our assessments are expected to be: continuous and varied; transparent and predictable; modeled and defined by rubrics; challenging; differentiated; formative and summative; individual and collaborative.

Subject Specific Standards: Our teachers design a course around a curriculum that has many standards of learning with the expectation that all students can gain proficiency in these standards. Each course has a course outline that specifies the subject specific standards that will be assessed and reported in each semester of the year. These standards often represent a series of sub-standards that are defined in each curriculum, but act as general categories for teaching and learning.

Assessment

Formative assessments allow teachers to measure the skills and knowledge that students are learning in class. Formative assignments are usually given in the form of daily homework (reading, problem solving, answering a series of questions), quizzes, or small projects. Feedback from a teacher on these assignments should be used to help improve on the next assessment for the standards being addressed. Homework is part of the process which helps to develop proficiency in a standard and students are expected to complete all homework on time. Sometimes formative assessments are graded and the grades can be used towards the final grade for a standard.

Summative Assessments are usually related to larger assignments or examinations, designed to assess a student's proficiency for given standards. These assessments often take the form of final presentations or unit exams. These assessments are usually weighed more heavily when trending a final grade on a standard.

Assessment: Teachers will use a variety of assessment techniques to evaluate the progress of each student. These techniques include tests, quizzes, homework, oral and written projects, and participation. These evaluations will then be used, together with other assessments, to determine a grade for each student. Grades are reported to the parents in the PowerSchool program as well as through report cards. Students may be required to show graded major assignments to their parents, and return them signed to the class teacher as acknowledgement.

Homework

It is part of the ASB philosophy that homework is a necessary part of learning and provides students with the opportunity to strengthen and deepen their understanding of the concepts being studied in class. As an extension of classroom work, homework fosters development of independence, self-discipline, and responsibility, and may conserve class time for those lessons better taught with close teacher guidance and supervision. Homework is intended to provide an appropriate challenge for students of all abilities, recognizing individual and group needs. Homework is also used to evaluate the progress of each student and may be collected and graded.

Teachers define and describe in detail the homework requirements for each course. It is the student's responsibility to keep track of upcoming assignments and make sure that they understand them prior to leaving class. If a student is unable to complete their homework, the opportunity to make up the assignment is at the teacher's discretion. Middle School students should expect to spend approximately 1-2 hours on homework each night. Major assignments are posted on Google Calendar and through Google Classroom so students and parents may keep track of them. Students who struggle to meet homework requirements may be assigned to Homework Help during their Lynx Enrichment time.

Grade Reporting

Grading is designed to report a student's progress and the ASB Secondary School will report two sets of grades for each course.

- Academic Achievement Grades are reported continuously in Powerschool and are reported more formally in mid-term progress reports and final semester report cards. Achievement grades communicate a student's level of proficiency with respect to the subject specific standards. Both summative and formative assessments will be used to determine a student's level of proficiency and the expectation is that students will continuously improve, demonstrating higher levels of proficiency over time. Achievement grades will be reported on a 1-4 scale, as described below in the *Middle School Assessment Criteria*.
- Learning Behaviors are also reported in the mid-term progress reports and final semester report cards. Academic behaviors have been grouped into 2 categories, *Responsibility and Work Habits* and *Participation and Collaboration* as described below in the *MS Assessment Criteria*. These categories demonstrate important areas of development for students that are the foundation for

their present academic success and their future professional success. While we understand that Academic Achievement grades are very important for a student's transition to university studies, the refining and mastering of a high level of learning behavior is critical for achieving high grades. We expect that teachers, students and parents will focus on the development of academic learning behaviors to support our students' success.

Late work: Teachers assign homework and projects for students to develop their knowledge and skills, and to meet a rigorous curriculum schedule. Students are expected to be responsible for completing their homework and projects on time. Teachers will clearly communicate their expectations for their courses in their course summaries at the beginning of the year. When students do not complete their assignments on time, this will be reflected in the Learning Behavior grades and could additionally be reflected in Academic Grades. In some cases, assessments that are not completed on time may result in a student not being able to demonstrate his/her proficiency at a given moment, resulting in a grade of non-proficient (1) being awarded for that assessment. Students who foresee problems with completing work on time should be contacting a teacher at least 48 hours prior to the due date to ask for an extension. In all cases, it is the teacher's discretion to award an extension.

Reassessment: In some cases, students who are below proficiency may be given reassessments in order to demonstrate proficiency in a standard. Reassessment should happen within two weeks of the original assessment. Reassessments will be awarded based on individual need.

Middle School Assessment Criteria: ASB uses a standards-based grading system to report academic achievement in progress reports and report cards. Assessment grades in PowerSchool will be reported using a 1-4 point scale. The table below gives reference to the grading system.

Achievement levels for a standard	Generic Descriptors	1-4 Scale
Exemplary	<ul style="list-style-type: none"> Consistently demonstrates extensive knowledge and understanding of content and concepts. Communicates learning with a high degree of clarity and accuracy. Makes insightful connections and applies skills in new situations to create high quality, original work. 	4
Proficient	<ul style="list-style-type: none"> Consistently demonstrates essential knowledge and understanding of content and concepts. Frequently communicates learning with a considerable degree of clarity and accuracy. Frequently applies skills and makes connections to create high quality work. 	3
Developing	<ul style="list-style-type: none"> Demonstrates some knowledge and understanding of required content and concepts. Occasionally communicates learning with clarity and accuracy. Sometimes applies skills to familiar situations and creates 	2

	satisfactory work.	
Limited or No evidence	<ul style="list-style-type: none"> • Demonstrates limited knowledge and understanding of required content and concepts. • Communicates learning with a lack of clarity and/or accuracy. • Skills are limited and creates work that needs improvement. 	1

Important Note: While the grade ‘2’ is considered passing in the US system and ‘*Suficiente*’ in the Spanish system, it is considered below standard. A grade of ‘1’ is considered a failing grade. Traditional American Grades (A-F) and traditional Spanish Grades (1-10) are not used in the ASB Middle School. The numbers 1-4 will be used to assess students’ proficiency in various content and skill standards in each course.

Learning Behaviors Grade: Report cards and progress reports will also communicate student’s development with respect to the learning behaviors of *Responsibility and Work Habits* and *Participation and Collaboration* as indicated in the table below and to be rated on a scale of 1-4:

4- Always or Almost Always, 3- Frequently, 2- Sometimes, 1- Rarely or Never.

Learning Behavior	Included skills or traits	4 Exemplary	3 Proficient	2 Developing	1 Limited
		Always or Almost Always	Frequently	Sometimes	Rarely or Never
Responsibility and Work Habits: The responsible student will:	Come prepared for class with required materials.				
	Manage time in class effectively.				
	Complete work on time.				
	Follow rules and instructions.				
	Take initiative in and advocate for his/her own learning (i.e. manage absences, apply teacher feedback, use organizational tools).				
Participation and Collaboration: The engaged student will:	Listen actively during classroom activities.				
	Collaborate effectively with their peers and teachers.				
	Be kind and caring.				

Report Cards and Progress Reports: The academic year is divided into four quarters. Progress reports are issued at the end of the 1st quarter and the 3rd quarter. Report Cards are issued at the end of the 1st semester (2nd quarter) and the 2nd semester (4th quarter). Achievement grades communicate a student’s level of proficiency with respect to the subject specific standards. First and second semester report card grades are included in the students’ permanent file.

Both summative and formative assessments will be used to determine a student's level of proficiency and the expectation is that students will continuously improve, demonstrating higher levels of proficiency over time. For this reason, *reporting category grades will be determined by looking at the trend in a student's level, rather than just using weighted averages.* The report cards and progress reports include attendance information, an academic achievement grade broken into content and skill standards and learning behavior grades for each subject of study, along with teacher comments for each subject regarding academic progress and level of achievement.

8th Grade Honors and Awards: During the 8th grade promotion ceremony, students who have demonstrated high academic achievement during their years at ASB are eligible for the Presidential Award for Academic Excellence or the Presidential Award for Educational Achievement in addition to the Robert Sills and IB Learner Profile Character Awards

President's Award for Educational Excellence

The purpose of this award is to recognize academic success in the classroom and is given to all the students that have had at least a 3.5 grade point average on a 4.0 grading scale on each semester report card.

President's Award for Educational Achievement

The purpose of this award is to recognize students that show outstanding educational growth, improvement, commitment or intellectual development in their academic subjects but do not meet the criteria for the President's Award for Educational Excellence. It is meant to encourage and reward students who work hard and give their best effort in school, often in the face of special obstacles to their learning. These students are nominated and then voted on by the members of the ASB Middle School Faculty.

Robert Sills and IB Learner Profile Awards

The purpose of these awards are to recognize students who show outstanding character development during their Middle School years. These students are nominated and then voted on by the members of the ASB Middle School Faculty.

Student Speakers During Promotion Ceremony

Student speakers are nominated by their peers every year to represent each respective homeroom class during the 8th grade promotion ceremony.

Grade 8 HL Math Placement

Students may be placed into *Higher Level Math* beginning in 8th grade. Eligibility for placement in this class is based on a combination of standardized test results, academic and learning behaviors grades, and teacher recommendation. Families will be notified if their child has been placed in the *Grade 8 HL Math (Integrated I)* class no later than the first week of July following the completion of the child's 7th

grade year.

Grade Level Acceleration

Grade promotion is a form of academic acceleration, often used for academically talented students that involves the student entirely skipping the curriculum of one year of school. This is done when a student is sufficiently advanced in all school subjects so that he or she can move forward in all subjects rather than in only one or two areas.

A student who is excelling in school and is well above grade level may be considered for promotion to a grade above the normal annual trajectory in exceptional circumstances. If a parent would like to make a “promotion” request, or an educator would like to make a “promotion” recommendation, the process should first begin with a formal communication with the division principal. The division principal will review the request or recommendation with his or her educational team through a systematic process. The process will take into consideration the following data: current and previous grades, a student’s transcripts, faculty recommendations, standardized test scores, student social-emotional maturity, student’s age, and outside evaluations. The director will need to approve the educational team’s final recommendation.

These promotions are done with extreme caution and after careful consideration and usually apply to the following academic school year.

Students in both the *Standard Level and Higher Level Math* courses will be reevaluated for potential eligibility for placement in the *Grade 9 HL Math (Integrated II)* course at the end of their 8th grade year.

Academic Probation or Dismissal: Students who have one course with an averaged academic grade below a 2.0 at the end of semester 1 or semester 2 will begin the cycle of academic concern for the following semester. Students who have two or more courses with an averaged academic grade below a 2.0 at the end of semester 1 or semester 2 will be placed on academic probation.

Students who are in the cycle of academic concern will receive a letter and have a meeting with the Secondary Student Support Coordinator and/or Principal. Students on academic probation may be limited from participating in afterschool programs, extracurricular field trips, and other activities. The school and family will create an intervention plan to support the student and remind him or her of the school's expectations.

Students who have academic performance or standardized test scores well below grade level may receive additional support with English Language Learning or Learning Support teachers, and intervention plans based on their needs.

If a student's academic performance in the classroom in core classes (Humanities, Spanish, Math, &

Science) remains below a 2.0 in two or more core classes over multiple semesters while receiving intervention and support services, the student may not be invited to return the following school year.

If there is a parent or student appeal, a final decision will be determined based on the following data: current and previous grades, a student's transcripts, faculty recommendations, standardized test scores, student social-emotional maturity, student's age, and outside evaluations. The final decision of being dismissed from the school will be made by the Director in consultation with the Division Leader and his or her educational team. The school will communicate this information in a meeting and in writing.

GENERAL INFORMATION

Lockers: At the beginning of the school year, grade 6, 7 and 8 students will be assigned a locker in the Middle School hallway. If students forget their combination they should ask the MS Secretary for the numbers. Students may not change lockers or use more than one locker without the Principal's permission. Students are responsible for the contents of their locker and must keep their lockers clean. *The school reserves the right to inspect students' lockers at any time.*

Locker Procedures: Students may access their lockers before the first class of the school day, at the morning and lunch recess, in between classes and after the school day ends. Students need to be aware of what materials and books they will need for their classes. Students must keep their lockers locked at all times and they should not tell anyone their combination. The school encourages students to leave their valuables at home. The school is not responsible for valuables brought to school.

School ID Cards for Printing, Lunch and Elevator

All students from 6-12th grade are issued an ASB IB card to help automate processes like printing and lunch charges. The card has a student's own ID information that is recorded every time it is used. Students will use the same card for all the years that they are in MS or HS.

The ID Card allows students to:

- Release any documents to be printed that were previously sent to a copier/printer
- Receive lunch in the cafeteria by swiping the card on the screens in the lunch line
- Use the elevators when authorization is given by the division secretary

Printing/Copying: Photocopiers are available for student use. For printing, students have a 300 page quota to begin the year. After reaching their quota, a student can request more print credit through the division secretary. If a student needs to make multiple copies for a class project, they should ask the teacher to have the copies made.

EDUCATIONAL TECHNOLOGY

The ASB Middle School has a 1:1 laptop program where students must bring a laptop to school each day. Laptops can be stored and charged in a student's locker and teachers integrate technology usage in their classwork using online resources and interactive programs.

The purpose of the Information and Computer Technology (ICT) and Media Literacy programs at ASB is to support the students' learning process in all subject areas by ensuring that students become highly skilled in using the tools available to the 21st century learner. Students are guided in developing understanding of as well as respectful use of online tools for working collaboratively through the use of emails, blogs, wikis, chats, forums and online communities. They develop good research skills (collecting, evaluating and synthesizing information) while developing an understanding of copyright issues and learning to use MLA formatting to cite sources. Our aim is to balance optimum educational use of the internet with the safety and privacy rights of our students. The active use of computers and Internet access by a student means that the student (and their parents) inherently agrees to our Acceptable Use Policy (AUP) ([see Appendix IX](#)). ASB users who do not follow the rules outlined below and in the AUP will be subject to disciplinary actions, including losing their computer usage and network access privileges.

The school and legal responsibility: Computers are educational tools that need to be supervised by the school's administration (article 1903, section 5 of the Spanish Civil Code). They should not be considered as toys or games when used in the school's physical and cyber space. Personal laptops can be used on the school premises only for school assignments. If a student damages another student's computer, the families are responsible for handling this matter themselves. The school assumes no responsibility for damage done to or theft of digital devices that are brought on campus.

Use of laptops: The teacher controls the use of computers and technology tools in his/her classroom. In the classroom, the teacher will decide when computers can be on or off. The screen should also be off unless otherwise instructed.

When computers are not used for authorized purposes, they must be kept in the students' lockers. The following uses of computers are prohibited on campus unless authorized by a teacher:

- using computers and cellphones in the hallways, on the playgrounds or on sports fields
- using headphones
- downloading movies, programs, games, music, videos or any other type of file
- playing online games or video games
- connecting to chats, Skype, Facebook, Twitter, Snapchat or any other social network

Before school, during morning break and lunch recess, Middle School students can only use their personal laptops if supervised in a classroom by a teacher.

Under special circumstances, students can borrow a laptop computer from the school but must return it by the end of the day or lose this privilege.

Connections to networks: In order to use a network (public, private or social) it is necessary to have the teacher's permission. Students implicitly have permission to use the network with either the school's computers or their own laptops. The school's networks are monitored using a firewall that protects the users and records user internet traffic.

Students and parents can access school and course information through the MyASB Intranet. Students are expected to use the MyASB Intranet to access general school information and Google Classroom for specific course information (about assignments and assessments). Students should use their ASB email when at school and can use their private email when authorized by a teacher. Documents and files should be saved on the school Google Drive network to ensure easy access.

Students must have an updated antivirus program and operation system.

Username and passwords to access the school's Intranet and server are personal and cannot be shared. The school system network (and school laptop) configurations cannot be changed.

It is prohibited to use (and install on school computers) programs that exchange information – P2P (such as Emule, Edonkey, BitTorrent, Ares, etc.).

Care of laptops: Students must make sure that laptop batteries are fully charged at the beginning of the school day. During the day personal laptops can be charged using the power outlets in the classrooms or in the student lockers.

Personal laptops must be protected from damage with a case. Computers should be handled with care and not exposed to sunlight. Students can customize their personal computer hardware and screensaver. Students may not customize a school computer hardware and screensaver. Students must respect community standards and must refrain from using offensive messages or images.

The student and their legal guardian are responsible for handling the computer and programs from/to home or vice versa. Students are not allowed to share their computer with a peer unless their legal guardian and a teacher agree. When not in use, personal laptops should be kept in a student's locker and should not be left in the hallways or play areas.

Digital Rights and Responsibilities: ASB users are expected to use digital information appropriately. Forgery or attempted forgery of email messages or other electronic documents is strictly prohibited.

Technology Problems: In the event of a technical problem, students must inform the teacher. If the teacher cannot solve the problem, the student should go to the help desk and either request to have a

technician try to solve the problem or request a temporary replacement computer.

ASB users who do not follow the technology guidelines and the AUP will be subject to disciplinary action, potentially losing their computer usage and network access privileges.

BEHAVIOR EXPECTATIONS AND DISCIPLINE OVERVIEW

ASB wants to ensure that students are safe and respectful of the community. Furthermore, we believe it is important for community members to be clear about what the consequences are for students who do not meet ASB behavior expectations. Students are also expected to be conscious of their social behavior within and around our school. Students should be particularly conscious of respectful behavior towards teachers, staff and parents as they move through the hallways. Students should not be yelling, shouting, running, littering, or pushing others. Affectionate behavior between students should be limited.

The success of the ASB behavior expectation depends on the continual support of the entire ASB community: students, parents, administrators, and teachers. In order to maintain a productive, nurturing and safe, educational environment for all students, the following responsibilities must be respected. Each student is expected to respect the rights and privileges of the other students, teachers, school staff, and any member of our community. Students shall conduct themselves responsibly in accordance with the rules and policies established for maintaining a productive learning environment.

Discipline: The following plan is designed to encourage students to develop self-discipline, while at the same time fostering a positive learning environment. When a student is having a discipline problem, it is the responsibility of the student, teachers, school staff and parents to work together to correct the problem. The Middle School Assistant Principal will assist the Middle School Principal in the resolution of discipline problems and ensure the policy is administered in a fair, timely, and just manner.

Actions taken to discipline students will vary depending on the severity of the infraction. ASB has categorized student infractions into three groups, *minor infractions*, *major infractions* and *severe infractions*. Disciplinary consequences could include loss of recess or school privileges, in school suspension, out of school suspension, meeting with parents or guardians, a phone call home, written reflections or letters to resolve the problem. ASB reserves the right to not allow a child to attend an excursion off campus due to unsafe or disrespectful or defiant behavior.

School detentions will be used for minor infractions as a way of limiting a student's privileges during school hours. Detentions during lunch periods will require students to eat separately from their peers and do one or more of the following:

- reflect on their actions in writing and/or orally
- correct the situation to any degree possible
- perform community service

- perform any other related activity linked to the nature of the infraction

Discipline referrals will be used to document behavioral problems which fall into the categories of “minor” “major,” and “severe” infractions and will be sent home to parents with the expectation to sign and return. In addition, when a student has had three detentions and/or other disciplinary incidents or conversations a discipline referral will be issued. Each referral is considered a serious violation of the school’s code of conduct, even though each detention or previous disciplinary action may have been given for a relatively minor infraction. Receiving repeated discipline referrals will lead to more severe sanctions as defined below.

First Referral: Letter is sent to parents

Second Referral: Conference with parents

Third Referral: One day suspension from school and a conference with parents

Fourth Referral: One week suspension and the opening of a discipline record determine if expulsion from the school is warranted

During a suspension, students may not receive credit for assignments or evaluations they may miss, at the discretion of the Principal.

Minor Infractions: Minor infractions such as those listed below are usually dealt with by the supervising teacher using in-class discipline procedures. In the case where the in-class procedures are not effective and the infraction is repeated, a detention may be given to the student and/or a referral may be sent home. The school may need to follow-up on recurring minor infractions by:

- Meeting with the other teachers of the student
- Calling a conference with advisor and/or parents of the student
- Forming a discipline contract with the student
- Removing the student from the classroom. In this case, the student will be sent to the Middle School Offices or another supervised space.

The following are considered **minor infractions**:

- Any minor disruption of learning or generally unsafe behavior
- Repeated tardiness to class
- Disrespectful language
- Littering
- Misuse of technology (laptop, cell phones, etc.)

Major Infractions: The following are considered major infractions and will earn a student a discipline referral and additional corrective consequence.

- Showing disrespect towards a fellow student, a teacher or staff member, whether it be verbal, written, or physical
- Using obscene language or gestures

- Damaging school or other property
- Skipping a class
- Lying to a teacher or staff member
- Plagiarism, forgery, cheating (see below for more detail)
- Not attending an assigned school detention
- Violating technology rules (see below for additional detail)
- Repeatedly disrupting learning
- Inappropriate display of affection

Severe Infractions: In the case of serious misconduct, the disciplinary action will be reviewed by the administration and/or the discipline committee and may include, but is not limited to, the following actions:

- In school suspension with restorative project and/or reflection
- Out of school suspension
- Expulsion

The following are considered severe infractions:

- Possession or use of alcohol, drugs or weapons (see below for more detail)
- Smoking on campus during a school day or school function
- Bringing a weapon to campus
- Stealing
- Destroying or causing serious damage to school, staff or student property
- Repeated incident of an academic integrity violation
- Aggressive or abusive behavior towards members of the community, either physically or verbally
- Fighting
- Bullying/cyber bullying/harassment (see below for more detail)
- Leaving school grounds without proper permission
- Grossly disrespectful, defiant or provocative behavior

Alcohol, Drug Abuse, Weapons and Contraband: In order to promote a safe educational environment for all students at ASB, the school has a very strict policy on Alcohol, Drug Abuse, Weapons and Searches.

The use, possession, buying, selling, giving or offering of any of the following objects or substances by any student of ASB on campus, in the immediate environment or during an ASB sponsored event is prohibited:

- alcoholic beverages
- narcotics or other illegal or dangerous drugs (including marijuana and hashish)
- weapons, explosives or other dangerous contraband

Any student who violates this policy shall be immediately suspended from ASB. A student in violation of this policy will then be subject to expulsion from ASB after an investigation by the administration.

All ASB property is under the control of the school Board and the administration. A search of ASB property, including but not limited to lockers, may be made at the discretion of the Director or the Middle School Principal, if a reasonable suspicion arises that objects considered illegal, disruptive, or a general nuisance to the educational process are being kept at ASB. Personal searches will be made in the presence of another adult and a report will be made to the parents.

Plagiarism, forgery, cheating: As students develop the skills to be good academics, ASB is aware that breaches of academic honesty will occur, some unintentional and some very intentional. Students will be taught how to avoid situations that may be considered academically dishonest by understanding how to properly use and reference resources, how to work collaboratively and how to plan assignment completion in a timely manner. In most cases, breaches of academic honesty come from students not following the basic rules outlined by their teachers.

Breaches of academic honesty will be taken seriously and the consequences are designed to hold students responsible for their actions and give students learning opportunities to develop important academic skills. The consequences of a breach of academic honesty will vary depending on the severity of the situation. In most cases, the assessment or evaluation will not receive credit and the student will receive a discipline referral. The teacher and the Student Support Coordinator or Principal will review the situation to consider if the work can be resubmitted. Repeated breaches of academic honesty can result in a suspension or even expulsion.

Violation of technology rules includes visiting inappropriate websites either on the school's computers or using the school's network, using someone else's account without permission, negligence in taking care of the school's hardware, and recording or photographing others without permission. Following a verbal warning, students may receive a discipline referral, suspension of computer privileges during non-class time, and/or suspension.

ASB takes issues related to bullying and harassment - verbal and/or physical contact, or through social media and other technology -- very seriously and sets high expectations for students' social, emotional, and physical well being. Any harassing, bullying, or threatening language will earn the student a disciplinary consequence and may lead to a suspension. In addition, any provocative photos, videos, or chats found on the computers, phones or other devices will not be tolerated and will result in a discipline referral and suspension.

Phone Use and Messages: In the Middle School, students are not permitted to use mobile phones during the school day. In urgent situations the student should speak to the MS Secretary to make arrangements for a call to be made. Parents are reminded that the office staff is very busy and should avoid leaving messages for their children unless it is an emergency. Violations of the phone use policy may result in the phone being confiscated for the day. Repeated violations of the phone use policy will be considered a major infraction.

APPROPRIATE DRESS

Middle School Dress Code Specifications*: In addition to the general guidelines for behavior and dress as stated previously in this Handbook, the following specifications apply to Middle School:

1. Clothes must be worn to cover private parts such as buttocks and chest. All items listed in the “must wear” and “may wear” categories below must meet this basic requirement.
2. **Students Must Wear:**
 - A shirt (with fabric in the front, back, and on the sides under the arms; bottom shirt line must cover the upper torso), AND
 - Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts), AND
 - Footwear

*Courses that include attire as part of the curriculum may require assignment-specific dress and footwear. (Example: athletic clothing and shoes for P.E.)

3. **Students May Wear in School**:** The following items are allowed although teachers have discretion in their classes to request removal:

- Hats (face visible to staff, and not interfere with the line of sight of any student or staff)
- Hoodie sweatshirts (face and ears must be visible to school staff)
- Religious headwear (face and ears must be visible to school staff)

** **Students Cannot Wear:**

- Violent language or images
- Flags as attire
- Images or language depicting drugs or alcohol (or any illegal item or activity)
- Hate speech, profanity, pornography
- Images or language that creates a hostile or intimidating environment
- Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed)
- Swimwear
- Any item that obscures the face or ears (except as a religious observance approved by administration)

Teachers, Assistant Principal, Principal and staff members may request the removal of any particular item of clothing that does not meet the above guidelines (sweatshirt, headgear), or, if in need of a clothing change, may request the student go to the MS Offices. Teachers and staff may also email the Assistant Principal/Principal/MS Secretary regarding the matter.

Students will be provided three (3) options to be dressed more to code during the school day:

1. Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.
2. Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day.
3. If necessary, students’ parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.

TRANSITIONS

As Middle School is the bridge between Elementary and High School, we support ASB students through the transitions between each program. Students in 5th grade are visited by student ambassadors and teachers for question and answer sessions during the final two months of school. In addition, all 5th grade students participate in a ‘Fly-Up’ day during the last weeks of the school year, in which they come to the Middle School and participate in activities designed to get them to meet their teachers and get a sense of what their classes will be like in 6th grade. ASB also provides parent chats at the end of the 5th grade year and throughout the 6th grade year as well. For the transition to High School, our 8th grade students are visited by 9th grade students, who provide insight into expectations and strategies needed to succeed in high school. The High School Principal also provides a presentation to students, and parent chats are also provided for parents in order to prepare them for the transition to High School.

We are looking forward to working with your child and family this school year. Please do not hesitate to contact us if you have any additional questions or need more information.

HIGH SCHOOL

WELCOME TO THE HIGH SCHOOL

Dear High School Students and Families,

We are honored and delighted to welcome you as a part of our ASB community and look forward to our partnership in cultivating a positive, safe and inclusive learning environment for all.

The ASB High School program is a transformational experience where young learners develop their identities in becoming young adults striving to be their very best. Our exceptional teaching staff generate student-centered inquiry learning experiences and our extracurricular programs aim to give students a wide range of opportunities to develop their personal awareness, healthy lifestyles and global perspectives. Through our community service activities all students learn they can make a difference in the way people live and treat each other.

This High School Handbook outlines our university-preparatory program, learning support services and behavioral expectations for achieving a rigorous and innovative learning environment. Please do not hesitate to contact teachers or high school leadership if you have questions as we are here to help. We look forward to a productive and positive school year.

Omar Ugalde
High School Principal

PROFILE OF THE HIGH SCHOOL

The American School of Barcelona (ASB) is fully accredited by the Middle States Association of Colleges and Schools, the International Baccalaureate Organization (IB), the Spanish Ministry of Education and Culture and the Catalan Department of Education. The High School at ASB includes grades 9 to 12. Grades 11 and 12 include the International Baccalaureate Diploma Program (IBDP) and the American High School diploma. The grade equivalents with respect to the local Spanish educational system are listed below.

American / International System	Spanish System
12 th grade / IBDP year 2	Bachillerato 2
11 th grade / IBDP year 1	Bachillerato 1
10 th grade	4º de ESO
9 th grade	3º de ESO

Program of Study: Due to the wide variety of students' backgrounds, a combined International/American/Spanish/Catalan program of study is offered to prepare students for entry into North American, Spanish and other European universities. The curriculum in grades 9-12 has been designed to meet the criteria and requirements of American, International and Spanish educational systems. All students in our High School are in a program that leads to an American Diploma upon graduation from 12th grade. Students also have the option to follow the International Baccalaureate Diploma Program (IBDP), or pursue IB courses in conjunction with the American diploma. Our curriculum is periodically reviewed by faculty, administration, and official certification agents in order to remain current and allow for continuous development and improvement. The complete curriculum and course descriptions are available on the ASB website www.asbarcelona.com/learning/highschool.

High School (Grades 9-12) Course Offerings

Grade 9	Grade 10	Grade 11	Grade 12
World Literature I	World Literature II	IB English/Spanish Language and Literature	IB English/Spanish Language and Literature
Integrated Math 1 and 2	Integrated Math 2 and 3	IB Math	IB Math
World History I	World History II	IB Economics	IB Economics
Biology/Earth and Environment	Physics/Chemistry	IB History	IB History
Castellano/ Geography or Spanish Language Learning	Castellano/History or Spanish Language Learning	IB Psychology	IB Psychology
Catalan/CLL	Catalan/CLL	IB Global Politics	IB Global Politics
Physical Education	Physical Education	IB Environmental Systems and Societies	IB Environmental Systems and Societies
		IB Physics	IB Physics
		IB Biology	IB Biology
		IB Chemistry	IB Chemistry
Electives and Clubs		IB Computer Science	IB Computer Science
Music, Art, Debate, Drama, Technology		IB Visual Arts	IB Visual Arts
MUN, Entrepreneurship, Service		IB Music	IB Music
Choir, Musical Theater, and others		IB Spanish B/ab initio	IB Spanish B/ab initio
		Catalan	Catalan
		Theory of Knowledge (TOK)	Theory of Knowledge (TOK)

Note that Spanish and Catalan courses are given in their respective languages.

Daily Schedule: ASB begins its school day at 9:00 AM. Students may enter the building at 8:30 AM and a bell rings at 8:55 to allow students to enter their homeroom by 9:00 AM. Homeroom is an important part of the day for students to organize and manage their time and all students are expected to arrive on time. The school day consists of four 70-minute block periods, with a break between 1st and 2nd periods, and HS Lynx, a 45-minute Academic Extension & Enrichment period before lunch. A sample schedule is shown below.

Sample Grade 9 Schedule								
	Homeroom	Period 1		Period 2	Period 3	Lynx	Lunch	Period 4
	9:00 - 9:05	9:10 - 10:20	Break	10:40-11:50	11:55 - 13:05	13:10 - 13:55	13:55-14:45	14:50 - 16:00
Day 1	HR	Biology		World Literature I 9	Math 1 - 9	Guided Study / Support Classes	Lunch	World History I 9
Day 2	HR	Physical Education		Leng. Castellana y Sociales	Biology	Advisement	Lunch	Catalan / Alternative Class
Day 3	HR	World History I 9		Elective choices 9	Math 1 - 9	HS Lynx - Enrichment	Lunch	Biology
Day 4	HR	World Literature I 9		Leng. Castellana y Sociales	Biology	Seminar	Lunch	Math 1 - 9
Day 5	HR	Elective choices 9		Catalan/ Alternative Class	World History I 9	Guided Study / Support Classes	Lunch	Leng. Castellana y Sociales
Day 6	HR	World Literature I 9		Leng. Castellana y Sociales	Math 1 - 9	HS Lynx - Enrichment	Lunch	Physical Education

UNIVERSITY COUNSELING AND EXAMINATIONS

International University Information

The high school counselors work closely with students planning to attend universities outside of Spain. Beginning in grade 9 students receive grade-level appropriate information on university and career planning through their Seminar classes, with a strong emphasis placed on the process starting in grade 11. Grade level parent presentations, covering similar information, are scheduled throughout the year. The school counselors are available for individual meetings with students and parents throughout the application process and are knowledgeable about universities around the world.

ASB uses an online platform called MaiaLearning to help organize a student's path to university. Through MaiaLearning, students are able to search programs from many international universities as well as complete personal interest inventories to help guide their university course and career decisions.

Spanish University Information

Spanish Law gives full homologation for students who successfully complete the full IB Diploma Program and have previously received the ESO certificate. However, some Spanish university public programs may also require specific *Selectividad* exams for ALL students applying from the IB program. The Spanish Technical Director and the Spanish faculty are available for counseling about which Spanish universities are appropriate for a student's needs. Parents/guardians need to be attentive to the requirements for entering Spanish universities and help their child in choosing a field of study. Presentations to parents/guardians are also scheduled throughout the year.

Standardized Exams

PSAT: The PSAT test is given at the school in October to all 10th grade students and is optional for 11th grade students. The PSAT is a practice SAT exam, which is one of the admission exams commonly used as part of U.S. university applications. At ASB, we use the PSAT exam results to compare our students' academic level to other students around the world. Additionally, students, teachers and parents can use the results to define areas of strength and areas for improvement for each student. There is no charge for this exam.

SAT: The SAT is an exam commonly used as part of the admissions process for US universities. If a student is interested in applying to the US, it is important to consider whether or not the SAT is required. You may find that some US universities are now test flexible and/or do not require an SAT score as part of their admissions evaluation. As a recommendation, students wishing to sit the SAT should make a plan to test in the spring semester of 11th grade and/or fall semester of 12th grade. Students who do not plan to apply to the US or are younger than 11th grade do not need to take the SAT.

For more information regarding the test and what it covers, please visit the [College Board's website](#).

ASB is an SAT test center for the following 2022-2023 test dates:

- August 27, 2022
- October 1, 2022

Testing at ASB for 2023 (usually in March and May) will be confirmed in the fall of 2022.

Registration must be completed by the student on their CollegeBoard account before the registration deadline, which is usually one month before the test date.

CollegeBoard has partnered with [Khan Academy](#) to deliver official, free, comprehensive SAT prep. We encourage students to use Khan Academy for their preparation. Students can use their PSAT results or

a diagnostic test on Khan Academy to create a personalized test prep plan.

SPECIAL PROGRAMS

ASB supports many special programs to enhance our curricular programs. Participation in each program may be restricted due to limited capacity and/or academic requirements. Students on academic or behavioral concern cycles may not be allowed to participate. The following programs have been consistently and successfully run each year:

High School Student Council (HS StuCo): The Student Council has become a significant student-led organization that supports activities and events throughout the school. The StuCo is composed of elected student officers (President, Vice-President, Treasurer, Secretary and Public Relations Officer) and elected student class representatives. Council members must maintain at least a 3.0 GPA average in all their classes (without discipline referrals) to be eligible to participate.

MUN Programs: Each year, ASB has the privilege of sending students as delegates to various Model United Nations (MUN) programs, all of which are student run. Preparation happens during the 9th/10th grade elective classes, during HS Lynx periods, and after school. The big event is the BCNMUN that ASB runs in Barcelona in November, hosting over 400 student delegates coming from local schools and schools around Europe. Depending on interest, the following MUN conferences may be attended by ASB students:

- IMUN in Lisbon in November
- THIMUN in The Hague in January
- BMUN in Barcelona in April
- Other local/international conferences at various times

The cost of these programs/trips range from 450 to 2,400 euros.

NESDA: The New European Speech, Debate, and Acting Association (NESDA) was conceived in 1985 to promote speech activities in the English-speaking schools in Europe. Two tournaments are held a year to provide students with the opportunity to improve their speaking, listening, communicating and performing skills. All students should be looking for personal growth and development that come from participating: the aim is to learn rather than to win. Each NESDA tournament consists of five events: Debate, Duet Acting, Impromptu Speaking, Oral Interpretation of Literature, and Original Oratory. Tournament cost varies depending on the location of the event (approximately 400 euros).

Community Service Trips: Students must fulfill a community service requirement (see Academic Matters) in the High School and the school often organizes group events or trips around community service activities. Contact the Community Service, Activity and Creativity (CAS) coordinator for more information.

GENERAL INFORMATION

Senior/Junior Privileges: With parental permission and administration approval, Seniors (12th grade) and Juniors (11th grade) have the privilege of leaving campus during their break and lunch recesses. Students are expected to return to campus responsibly for their next class. Non-compliance with these parameters will result in disciplinary actions and/or the loss of the privileges.

Lockers: High School students are assigned a locker at the beginning of the year. Students must keep their locker locked at all times and they must make sure not to tell anyone their combination. If students forget their combination they should ask the HS secretary for their combination. Students may not change lockers or use more than one locker without the Principal's permission. Students are responsible for the contents of their locker and must keep their lockers clean. The school reserves the right to request to inspect students' lockers at any time.

Phone Use and Messages: Our responsible use policy for cell phones allows students to use their cell phones when not in class. The expectation is that students may check their messages and listen to music during their free time at school. Between classes students are expected to go directly to their next class without being distracted by their phones. If a student needs to make or receive emergency calls or texts from parents/guardians during class, they should ask for permission from their teacher. Students are encouraged to socialize during lunch times in the cafeteria and remain off phones. Parents/guardians are reminded that the office staff is very busy so they should avoid leaving messages for their children unless it is an emergency.

School ID Cards for Printing, Lunch and Elevator

All students from 6-12th grade are issued an ASB IB card to help automate processes like printing and lunch charges. The card has a student's own ID information that is recorded every time it is used. Students will use the same card for all the years that they are in MS or HS.

The ID Card allows students to:

- Release any documents to be printed that were previously sent to a copier/printer
- Receive lunch in the cafeteria by swiping the card on the screens in the lunch line
- Use the elevators when authorization is given by the division secretary

Printing/Copying: Photocopiers are available for student use. For printing, students have a 300 page quota to begin the year. After reaching their quota, a student may request more print credit through the division secretary and the technology helpdesk. If a student needs to make multiple copies for a class project, they should ask the teacher to have the copies made.

Recess Rules: During the morning break and lunch recess students may go to the cafeteria, the HS terraces or designated sports fields.

In the case of rain, students may be allowed to stay in open classrooms under adult supervision. Students may go to the library if they are doing schoolwork or research related projects. Students may not be in a classroom unsupervised at any time. During the lunch period, there may be classes taking place in High School rooms so students may not be in the hallways making noise.

EDUCATIONAL TECHNOLOGY

The ASB High School has a Bring-Your-Own-Device (BYOD) laptop program where students must bring a laptop to school each day, these personal devices should be charged when brought to school. Laptops can be stored and charged in a student's locker. Teachers integrate technology usage in their classwork using online resources and interactive programs.

The purpose of the Information and Computer Technology (ICT) and Media Literacy programs at ASB are to support the students' learning process in all subject areas by ensuring that students become highly skilled in using the tools available to the 21st century learner. Students are guided in developing understanding as well as respectful use of online tools for working collaboratively through the use of emails, blogs, wikis, chats, forums and online communities. They develop research skills (collecting, evaluating and synthesizing information) while developing an understanding of copyright issues and learning to use MLA formatting to cite sources. Our aim is to balance optimum educational use of the internet within the safety and privacy rights of our students. The active use of computers and Internet access by a student means that the student (and their parents/guardians) inherently agrees to our Acceptable Use Policy (AUP) ([see Appendix IX](#)). ASB users who do not follow the rules outlined below and in the AUP will be subject to disciplinary action, including possibly losing their computer usage and network access privileges.

The school and legal responsibility: Computers are educational tools that need to be supervised by the school's administration (article 1903, section 5 of the Spanish Civil Code). They should not be considered as toys or games when used in the school's physical and cyber space. Personal laptops can be used on the school premises only for school assignments.

Use of laptops and other technical devices: The teacher controls the use of computers, devices and technology tools in the classroom. Laptops must be turned off at teacher request when in the classroom. Device screens should also be off and headphones removed unless otherwise instructed.

When computers or other technical devices are not used for authorized purposes, they must be kept in the students' lockers. The following uses of computers and devices are prohibited on campus unless authorized by a teacher:

- using computers on the playgrounds or sports fields
- downloading or playing movies, programs, games, music, videos or any other type of file
- playing online games or video games
- connecting to chats, Facebook, Twitter, or any other social network

During break periods, High School students can use their personal laptops in the lunchroom, library or when supervised in a classroom.

Connections to networks: In order to use a network (public, private or social) it is necessary to have the teacher's permission. Students implicitly have permission to use the network with either the school's computers or their own laptops. The school's networks are monitored using a firewall that protects and logs the users and records user internet traffic.

Students and parents can access school and course information through MyASB, Google Classroom (Grades 9-12) and/or the Managebac system for grades 11-12. Students are expected to use these platforms to access general school information and specific course information (about assignments and assessments). Students should use their ASB email when at school and can use their private email when authorized by a teacher. Documents and files should be saved on the school Google Drive space to ensure easy access.

Students must have an updated antivirus program and operation system.

Username and passwords to access the school's digital resources are personal and cannot be shared. The school system network (and school laptop) configurations cannot be changed.

It is prohibited to use (and install on school computers) programs that exchange information – P2P (such as Emule, Edonkey, BitTorrent, Ares, etc.).

Care of laptops: Students must make sure that laptop batteries are fully charged at the beginning of the school day. During the day personal laptops can be charged using the power outlets in the classrooms or in the student lockers. It is highly recommended that students protect personal laptops from damage by using a case. Computers should be handled with care and not be exposed to sunlight. Students can customize their personal computer hardware and screensaver. Students may not customize a school computer hardware and screensaver. Students must respect community standards and must refrain from using offensive messages or images.

The student and their legal guardian are responsible for handling the computer and programs from/to home or vice versa. Students are not allowed to share their computer with a peer unless their legal guardian and a teacher agree. When not in use, personal laptops should be kept in a student's locker and should not be left in the hallways or play areas.

Digital Rights and Responsibilities: Each High School student is given an @asbarcelona.com gmail account. In the High School, teachers and administration will use Google digital communication platforms to communicate with students throughout the year. Students are expected to check and reply to emails in their account DAILY. ASB users are expected to use digital information appropriately.

Forgery or attempted forgery of email messages or other electronic communication is strictly prohibited.

Technology Problems: In the event of a technical problem, students must inform the teacher. If the teacher cannot solve the problem, the student can request to go to the Helpdesk for assistance or to borrow a computer.

ACADEMIC MATTERS

Student Expectations: The curriculum at ASB is very demanding due to the fact that students study in three languages and cover material for the American, IB and Spanish educational systems. New students may find it hard to earn the grades they may have received at other schools. Students will be expected to work diligently both in class and on homework assignments.

All students are expected to arrive to classes on time with the required materials. These materials include textbooks, notebooks, laptops, pens, pencils, calculators, proper clothing (for Art and P.E.) and other materials or assignments as specified by each teacher.

Standards-Based Approach: The ASB secondary division has recognized that current assessment practices in education are moving to a more standards-based approach to teaching and learning, which has transformed the way we assess and report student development and achievement. The goal is to better communicate specific targeted feedback to students and parents/guardians about learning expectations in a subject and to progressively report on a student's level of proficiency at meeting subject specific standards. We believe that assessment is an important part of the teaching and learning process in order to give students an opportunity to demonstrate their learning and, more importantly, to detail areas where students can improve. Our assessments are expected to be: continuous and varied; transparent and predictable (modeled and defined by rubrics); challenging; differentiated; formative and summative; individual and collaborative.

Subject Specific Standards: Our teachers design a course around a curriculum that has many standards of learning with the expectation that all students can gain proficiency in these standards. Each course has a course outline that specifies the subject specific standards assessed and reported in each semester of the year. These standards often represent a series of sub-standards that are defined in each curriculum, but act as general categories for teaching and learning.

Assessments

Formative assessments include work students do to help them develop the skills and knowledge they are learning. Formative assignments are usually in the form of daily homework (reading, problem solving, answering a series of questions), quizzes, or small projects. Feedback from a teacher on these assignments should be used to help improve on the next assessment for the standards being addressed.

Homework is an important part of the process to develop proficiency at a standard and students are expected to complete all homework on time. Sometimes formative assessments are graded and the grades can be used towards the final grade for a standard.

Summative Assessments are usually related to larger assignments or examinations and designed to assess a student's proficiency for given standards. These assessments often take the form of final presentations, and unit or semester exams. These assessments usually have a significant weight towards a final grade on a standard and for a subject.

Homework: It is part of the ASB philosophy that homework in secondary school is a necessary part of learning and provides students with the opportunity to strengthen and deepen their understanding of the concepts being studied in class. As an extension of classroom work, homework fosters development of independence, self-discipline, and responsibility, and may conserve class time for those lessons better taught with close teacher guidance and supervision. Homework is intended to provide an appropriate challenge for students of all abilities, recognizing individual and group needs. Homework is also used to evaluate the progress of each student and may be collected and graded.

Teachers define and describe in detail the homework requirements for each course. It is the student's responsibility to enter the details into their agenda and make sure they understand the assignments before leaving class. If a student is unable to complete their homework, the opportunity to make-up the assignment is at the teacher's discretion. Students and parents are advised to expect homework every night in all core subjects. Students in grades 9 and 10 should expect to spend approximately 2-3 hours on homework each night. Students in grades 11-12 should expect to spend approximately 3-4 hours on homework each night. Assignment details are also posted on Google Classroom and/or Managebac for the benefit of tutors and parents/guardians, as well as to encourage student responsibility if they are absent from class.

Grade Reporting

Grading is designed to report a student's progress:

- Academic Achievement Grades are reported continuously in PowerSchool and are reported more formally in mid-term progress reports and final semester report cards. Achievement grades communicate a student's level of proficiency with respect to the subject specific standards. Both summative and formative assessments will be used to determine a student's level of proficiency and the expectation is that students will continuously improve, demonstrating higher levels of proficiency over time. For this reason, final grades may be determined by looking at the trend in a student's level, rather than just using weighted averages. Achievement grades will be reported on a 1-7 scale, as described below in the *High School Assessment Criteria*.
- Learning Behaviors are also reported in the mid-term progress reports and final semester report cards. Students and parents will receive feedback on whether students are proficient or not yet proficient in the following learning behaviors:

Learning Behaviors	Included Skills or Traits	Exemplary (7-6)	Proficient (5-4)	Developing (3-2)	Limited (1)
Responsibility and Work Habits: A successful ASB High School student will independently:	come prepared for class with required materials and/or completed work				
	manage time using organizational tools effectively				
	take initiative and advocate for their learning				
	apply teacher feedback to his/her work				
Participation and Collaboration: A successful ASB High School student will independently:	listen actively and follow instructions in class				
	participate actively and positively in classroom activities				
	collaborate effectively with their peers and teachers				

While we understand that Academic Achievement grades are very important for a student's transition to university studies, the refining and mastering of a high level of learning behavior is critical for achieving high grades. We expect teachers, students and parents/guardians to focus on the development of academic learning behaviors to support our students' success.

Achievement Grading: ASB uses a Standards Based Reporting System. Student progress will be reported using a 1-7 point scale reflecting a standards-based assessment approach aligned with the IB in Grades 9-12. The table below provides an overview to grading:

Achievement Levels for a Standard	General Descriptor	ASB 1-7 Scale
<i>Exemplary</i>	<ul style="list-style-type: none"> Consistently demonstrates extensive knowledge and understanding of content and concepts. Communicates learning with a high degree of clarity and accuracy. Makes insightful connections and applies skills in new situations to create high quality, original work. 	7
Approaching Next Level		6
<i>Proficient</i>	<ul style="list-style-type: none"> Consistently demonstrates essential knowledge and understanding of content and concepts. Frequently communicates learning with a considerable degree of clarity and accuracy. Frequently applies skills and makes connections to create high quality work. 	5
Approaching Next Level		4
<i>Developing</i>	<ul style="list-style-type: none"> Demonstrates some knowledge and understanding of required content and concepts. Occasionally communicates learning with clarity and accuracy. Sometimes applies skills to familiar situations and creates satisfactory work. 	3
Approaching Next Level		2
<i>Limited or No Evidence</i>	<ul style="list-style-type: none"> Demonstrates limited knowledge and understanding of required content and concepts. Communicates learning with a lack of clarity and/or accuracy. Skills are limited and creates work that needs improvement. 	1

Late work: Teachers assign homework and projects for students to develop their knowledge and skills, and to meet a rigorous curriculum schedule. Students are expected to be responsible about completing their homework and projects on time. Teachers will clearly communicate their expectations for their courses in their course summaries at the beginning of the year. When students do not complete their assignments on time, this is reflected in the Learning Behavior grades. In some cases, assessments that are not completed on time may result in a student not being able to demonstrate their proficiency at a given moment, resulting in a grade of Limited (1) being awarded for that assessment. Students who foresee problems with completing work on time should be contacting a teacher at least 48 hours prior to the due date to ask for an extension. In all cases, it is the teacher's discretion to award an extension of up to one week. Note that students who are habitually asking for extensions or habitually missing testing days due to illness will be evaluated for possible academic misconduct.

PowerSchool is our online grading program where students and parents (password protected) can view if assignments have been turned in and what the achievement grade is.

Reassessment: In some cases, students who are below proficiency may be given reassessments to demonstrate proficiency in a standard. Prior to reassessment, students will need to complete remedial work that is reviewed by the teacher. Reassessment should happen within two weeks of the original assessment. Reassessments will be awarded based on individual need.

Report Cards and Progress Reports: The academic year is divided into four quarters. Progress reports are issued at the end of the 1st quarter and the 3rd quarter. Report Cards are issued at the end of the 1st semester (2nd quarter) and year end (2nd semester). In grades 9 to 12, significant summative assessments in the form of major projects and semester exams are given before long holiday breaks, at the end of January, and in the final weeks of school. It is critical students attend school at these times for maximum learning impact in completing these scheduled assessments.

Often summative exams require up to 2 hours for completion and vary in terms of the weighting for a semester or final grade. The table below shows the timing designated for grading periods, semester exams, and report distribution.

High School Assessment and Reporting Dates Academic Year 2022-2023

Academic Year 2022-23	12th Grade	9th-11th Grade
1st quarter ends	November 3	November 3
Progress reports issued	November 11	November 11
Parent Conferences	November 17-18	November 17-18

1st Semester Exams	December 15 - 21	December 15 - 21
1st semester ends	December 21	January 23
Semester 1 reports cards issued	January 21	February 10
3rd quarter ends	March 14	April 17
12 th IB Mock exams	March 6 - March 14	NA
Progress reports issued	April 1	April 28
12 th IB Final exams	April 28 - May 19	NA
2nd Semester Exams	N/A	June 12-16
2nd semester ends	April 28	May 12
Final report cards issued	May 12	June 23

Achievement grades communicate a student's level of proficiency with respect to the subject specific standards. Both summative and formative assessments will be used to determine a student's level of proficiency and the expectation is that students continuously improve, demonstrating higher levels of proficiency over time. For this reason, *final grades may be determined by looking at the trend in a student's level, rather than just using weighted averages.* The report cards and progress reports include attendance information, an academic achievement grade broken into content and skill standards, and learning behavior grades for each subject of study along with teacher comments for each subject regarding academic progress and level of achievement. Both report cards and progress reports will be sent home electronically.

Final Grades: For each academic subject, our report cards display the final achievement grade for each category in a subject using the 1-7 point scale. The category grades will then be combined to give an overall final grade (1-7) for the subject. Only the Theory of Knowledge class in the IB program is graded on an A-F scale as per program requirements. Lynx classes and the Advisory class receive pass/fail grades and appear on the report card.

School Transcripts: An official school transcript detailing academic performance in grades 9 through 12 is kept for each student. Final grades and the proper credits are added to the transcript upon the completion of each school year. Lynx classes and the Advisory class do not appear on official school transcripts.

Honors and Awards: At the end of each semester students who have shown high academic achievement will be recognized by being placed on the Principal's List or the Honor Roll. The criteria for each category are:

Honor Roll: 5's, 6's and/or 7's in all courses

Principal's List: 6's and/or 7's in all courses

At the end of 12th grade, members from the graduating class may be chosen by the faculty and administration to receive the following awards during graduation:

- **President's Award:** These certificates are awarded to students who have shown outstanding excellence in their studies or outstanding improvement in their studies.
- **ECIS Award for International Understanding:** This certificate is awarded to the student that has been a good representative of his/her own country, with a positive attitude towards the life and culture of others. The student should be able to converse in at least two languages and demonstrate the ability to bring different people together to develop a sense of community, thus furthering the cause of international understanding.
- **The Ambassador's Award for Exceptional Leadership:** The Ambassador's Award is presented annually to that graduating senior at each American International School in Spain who has exemplified exceptional leadership qualities. It is given in the spirit of honoring the unique educational and cultural ties that exist between Spain and the United States of America.
- **The Athletic Scholar Award:** This award is granted to grade 12 students who have participated on an ASB sports teams in their final year and maintained a 5 average while demonstrating the following characteristics: commitment to their teams in practices and games; improvement in their own skills and demonstrated leadership, spirit and a positive attitude.
- **Community Service Award:** This award is given to students who have shown dedication throughout their high school years to the spirit of community service and worked to make the world a better place.

Subject and Grade Level Acceleration

Subject acceleration: Students will only be accelerated after the recommendation of the teacher and appropriate meeting with the HS principal. Subject acceleration in another ASB course will only occur if the schedule allows it. If a student opts for subject acceleration through online methods, this must have the approval of the HS principal. All online course costs are the sole responsibility of the family.

Grade level acceleration: Grade promotion is a form of academic acceleration, often used for academically talented students that involves the student entirely skipping the curriculum of one year of school. This is done when a student is sufficiently advanced in all school subjects so that he or she can move forward in all subjects rather than in only one or two areas.

A student who is excelling in school and is well above grade level may be considered for promotion to a

grade above the normal annual trajectory in exceptional circumstances. If a parent would like to make a “promotion” request, or an educator would like to make a “promotion” recommendation, the process should first begin with a formal communication with the division principal. The division principal will review the request or recommendation with his or her educational team through a systematic process. The process will take into consideration the following data: current and previous grades, a student’s transcripts, faculty recommendations, standardized test scores, student social-emotional maturity, student’s age, and outside evaluations. The director will need to approve the educational team’s final recommendation.

These promotions are done with extreme caution and after careful consideration and usually apply to the following academic school year.

IB Diploma Program (IBDP), American Diploma with IB Courses, or American Diploma only

Students in 10th grade choose their program of study and specific courses for their final two years of school. Once the year has begun, students have until September 30th to make any changes in their selections. Any changes must have the Principal’s approval. Changes made after the two week period may result in loss of credits.

Graduation Requirements: There are two different types of diplomas or certificates offered upon graduation from ASB: the **American High School Diploma** and the **IB Diploma**.

The **American High School Diploma** is received by every student graduating from ASB: This diploma is equivalent to a diploma received by students in high schools in the USA. The requirements for receiving this diploma include the accumulation of at least 22 credit hours over the four years of High School. These credits must include:

- English 4 credits
- Science 3 credits
- Social Studies 3 credits
- Mathematics 3 credits
- Physical Education 2 credits
- World Language 3 credits
- Choice Courses 3 credits
- Community Service 1 credit

Full credit is given for year-long courses that meet at least two to three times in the 6-day cycle. Semester long science courses that meet four times in the 6-day cycle are given 0.5 credit. Half credit may be given for partial completion of the full credit course at the administration’s discretion after reviewing the student’s academic performance. No credit is given for a failing grade or withdrawal from a class.

The American High School Diploma is valid for entrance into North American universities and some

other private universities across Europe. Students completing the High School diploma have the option to enroll in any number of IB courses as part of the High School diploma. Students can receive course certificates from the IBO if they sit for and pass the subject exams.

In addition to the High School diploma, the **IB Diploma** is received by students who complete the full IB Diploma Program (IBDP) of study in the 11th and 12th grades. This program of study includes 7 core subjects (three higher level, three standard level and the Theory of Knowledge). In addition, students complete an extended essay and an intensive Creativity, Activity and Service (CAS) requirement. The IBDP is accepted for admission in most American, International and Spanish universities. Due to the high rigor of the program, if students are not passing an HL course (1-3) or have two or more 3's in SL courses, they will have a meeting with the IB Coordinator / HS principal and will be removed from the program unless successful in the appeals process. Students in the IB Diploma Program who fail any course with a score of 1 or 2 will be removed from the IB Diploma Program without appeal and be placed in the American Diploma program. The High School diploma may still include IB Certificate courses in which the student is successfully passing.

Successful completion of the Spanish/Catalan Ministry of Education requirements in grades 7-10 allows co-validation of the *Título de Graduado en Educación Secundaria* (ESO).

Community Service: ASB requires students to successfully carry out a commitment to the community outside the normal activities of the school. Beginning in 9th grade, students must begin to accumulate community service hours. While students can accumulate hours for work done at school, students are encouraged to do volunteer work off campus. Their work must be approved by the administration and cannot be work done for parents or relatives. The Principal, Student Support Coordinator and Counselor will help students manage and coordinate their work hours. To fulfill this credit, a student must work at least 35 hours by the end of 10th grade and either complete the IB CAS program or another 35 hours in the 11th and 12th grades.

Federated Athletes: Students who meet the criteria of earning the status of “federated athlete” may apply to secure a study hall in lieu of elective courses in 9th and 10th grades. Federated athlete status can not be used to substitute a study hall for the required P.E. classes in grades 9 and 10. Exemption from required Physical Education classes is at the discretion of the P.E. Committee and based on evidence of extensive physical activity associated with sport that impedes typical time dedicated to the learning process.

Physical Education: In 9th and 10th grades, students are required to take part in Physical Education classes unless they have a medical reason for being unable to participate. Parents should send a note of explanation to the Physical Education teacher when a student is unable to participate on a given day. If the student needs to be excused from Physical Education classes for an extended period, an official medical certificate is required. Students must wear appropriate clothing for their gym classes. Appropriate P.E. attire in warm weather consists of a T-shirt, athletic shorts and training shoes, with

addition of a track suit in cold weather.

Class Trips: The High School plans class trips for each grade to support the academic programs. Most of the local trips are made at no extra cost to the students. Agreeing to the Statement of Understanding gives the school permission for HS students to take part in the field trips offered throughout the school year. However, special trips out of town or overnight may require additional expenses which will be requested from the students. The High School may also propose special trips to museums or theater productions that may incur extra costs to students. Parents will also receive notification via email and the school bulletin (*The Lantern*) prior to each field trip.

Application to American Universities: To apply to any American university/college (either in the United States or Europe), students must have an American High School Diploma and may need to have taken the SAT I at least once. American universities will also base their acceptance of students on reference letters, and the student's transcripts showing grades, honors and participation in special activities. Completion of the IB Diploma program gives students a special advantage in American university applications due to the rigorous reputation of the program. Our college/university counselors will assist in preparing students for application to these schools. Special meetings will be held to inform parents and students about the university application process.

Application to Spanish Universities: Spanish education law gives complete homologation for students who receive the full IB diploma. Hence, students who successfully complete the **IB Diploma** in 11th and 12th grades can request a Spanish credential. The credential certifies the final IB grade of the student and reports an equivalency score (5-10) used for Spanish university applications.

Admission into different specialist schools (*Facultades*) may depend on the score the student receives on the final IB diploma score. Some University programs may also require specific *PCE* exams (Prueba de Competencia Especificas) for students applying from the IB program.

External *Selectividad*: ASB's Spanish Technical Director will arrange for those students who have successfully completed the American High School Diploma and who meet the requisites established by the Technical Secretary of the Spanish Ministry of Education, to take the *PCE* exams which are given through the University for Distance Education (the UNED). The tests are given at the end of May/beginning of June and are in Spanish. ASB will assist students in preparing and registering for the exams.

Special Note: *Changes in Spanish/Catalan government educational regulations may change the system for students entering into the Spanish University system. The ASB High school administration and counseling department closely follow the implementation of any changes and will inform the community at the appropriate time.*

ACADEMIC INTEGRITY AND MATTERS OF ACADEMIC CONCERN

Academic Integrity Policy: The school takes academic honesty seriously and understands that students need to be educated about how to study and work in an honest way. The school gives workshops and seminars to students on how to work without cheating, copying, plagiarizing and colluding in the context of a student's homework, projects, assessments and evaluations. Students are expected to use proper referencing and citation techniques that will be developed across the curriculum. Serious consequences will be incurred if academic integrity is not demonstrated, including ineligibility for the IB program or dismissal from the IB program. See the ASB Academic Integrity Policy in Appendix I for more information.

Academic Cycle of Concern and Probation: All students earning a 1 or 2 (*failing grades on the 1-7 scale*), or earning two or more 3's in academic subjects at the end of quarters or semesters will be placed on Academic Cycle of Concern. In addition, 11th and 12th grade students in the Diploma Program earning less than a 4 (1-7 scale) in any HL class at the end of a quarter or two or more 3's in SL courses will be placed on Academic Cycle of Concern. This becomes Academic Probation if such grade achievement persists for consecutive reporting periods.

Any student at the end of the school year who is predicted by his or her academic teachers as in danger of failing a course or at risk of Academic Cycle of Concern may be prohibited from attending year end trips, such as El Camino, in order to complete any necessary school work.

When a student is on Academic Cycle of Concern or Probation:

- A letter will be sent to the parents by the Student Support Coordinator or IB Program Coordinator
- The student will be placed on an academic contract with specific goals and requirements for the upcoming quarter; this may include a meeting involving parents, the student and members of the High School Student Support and Referral Team.
- The Student Support and Referral Team will regularly monitor the student's progress
- Participation in Lynx activities, extracurricular activities and various field trips and athletic trips may be conditional or temporarily revoked depending on the stipulations of the contract
- Off campus privileges will be revoked

A student will be removed from Academic Cycle of Concern or Probation at the end of a quarter in which the student receives all passing academic grades with no more than one 3 if not in the Diploma Program, and all HL classes above 4 and no more than one 3 in SL classes if in the Diploma Program.

Support Regarding Academic Concerns: Students who have academic performance or standardized test scores below grade level may receive additional support with English Language Learning and/or Learning Support teachers, and intervention plans based on their needs.

Credit Recovery and Retention Policy: Students in 9th - 12th grades who do not pass a course at the end of a year may need to recover the course credit by taking an online equivalent course or, for Spanish and Catalan only, a recuperation exam. The principal and counselors will communicate the recovery credit expectations to the student and parents. All online course costs are the sole responsibility of the family.

In 9th and 10th grade, *students who do not pass one course of credit recovery continue into the next grade but will not receive credit for that course, which may impact whether or not students are able to be awarded the US HS Diploma needed credits.* Students who still have two or more failing grades in academic subjects after attempting credit recovery will undergo an academic review and may not be promoted to the next grade or may be dismissed from the school.

In order to obtain the Spanish ESO, students **must** complete all expectations by June of the 10th grade year in order not to repeat a grade level.

When the online course or recuperation exam is successfully completed, the original grade remains on the student's transcript with the addition of the new credit recovery course grade and credit awarded.

Eligibility for IBDP Program

- **10th Grade Students** -- If a student's academic performance includes two or more core subjects (English, Spanish, Social Studies, Math, & Science) with a 3 or below in final marks for 9th grade or first semester marks in 10th grade, the student may not meet the criteria for entrance into the IBDP in 11th grade. The determination of the IB Diploma Program or American Diploma with options for IB Courses program placement will be decided based on the following data: current and previous grades, a student's transcripts, faculty recommendations, standardized test scores, student social-emotional maturity, student's age, and outside evaluations. A student in such circumstances will have a family meeting with the HS principal. The director will make the final program approval.
- **11th & 12th Grade IBDP Students** -- Students who have chosen the IB Diploma Program must earn a minimum of 24 points in their chosen 6 IB SL/HL courses, with a minimum of 4 points in each of their 3 chosen HL courses or they may no longer be eligible to be in the IB Diploma Program unless allowed to continue by appeal. These students will finish with the American Diploma. This Diploma may still include IB Certificate courses. Specific modified schedules will be defined and communicated to the student and parents/guardians. Should families wish to appeal a decision to remove a student from the IBDP, they should notify the HS Principal who will consider the matter with the IB Coordinator and the Director. An appeal ruling will be determined based on the following data: current and previous grades, a student's transcripts, faculty recommendations, standardized test scores, student social-emotional maturity, student's age, and outside evaluations.

Students in the IB Diploma Program who fail any course with a score of 1 or 2 will be removed from the IB Diploma Program without appeal and be placed in the American Diploma program. This Diploma may still include IB Certificate courses.

Academic Dismissal from High School

- If a student's academic performance in two or more core classes remains below 3 over multiple semesters while receiving intervention and support services, the student may not be invited to return the following school year.
- Students who have 2 or more final failing grades in academic subjects after attempting credit recovery will be dismissed from the school.

The school will inform students and parents of program acceptance, credit recuperation, and/or dismissal after semester or final grades are reported. Due to the dates of ASB's final semester exams, the school will not be able to inform students and parents about credit recovery, repeating a grade, or dismissal until the end of June. However, meetings with students and parents/guardians will be held during the year if these situations are possible. If there is a parent or student appeal, a final decision will be determined based on the following data: current and previous grades, a student's transcripts, faculty recommendations, standardized test scores, student social-emotional maturity, student's age, and outside evaluations. The final decision of being dismissed from the school will be made by the Director in consultation with the Division Leader and his or her educational team.

BEHAVIOR PRINCIPLES AND CONSEQUENCE OVERVIEW

ASB wants to ensure that students learn in a safe and respectful community. Furthermore, it is important for community members to be clear about the consequences for students who do not meet ASB's principles of safety and learning. Students should be conscious of their social behavior within and around our school, particularly towards teachers, staff and parents/guardians as they move through the hallways; this means being aware of respectful voice, physical space and movement, and taking responsibility for school cleanliness. Affectionate behavior between students should be limited.

The success of our safety and learning principles depends on the continual support of the entire ASB community: students, parents/guardians, administrators, staff and teachers. In order to maintain a productive, nurturing and safe educational environment for all, each person is expected to respect the rights and privileges of others: students, teachers, school staff, and any member of our community.

Families and students should note that all behavior principles and expectations set by ASB apply to all field trips and overnight trips, such as MUN, Athletic trips and El Camino. Failure to comply with any behavior expectations or redirection by chaperones regarding behavior will result in consequences that follow the infractions process for school campus outlined below.

Consequence Guidelines: The following guidelines are designed to encourage self-discipline, while at the same time foster a positive learning environment. When a student is not fulfilling our safety and learning principles, it is the responsibility of the student, teachers, school staff and parents/guardians to

work together to redirect behavior. The Assistant Principal will coordinate the resolution of behavior concerns and ensure the policies and norms are administered in a fair, timely, and just manner.

Consequences for students will vary depending on the severity of the infraction. ASB has categorized student infractions into three groups, *minor infractions*, *major infractions* and *severe infractions*. Consequences include limits to school privileges and documentation in the form of referrals.

Limits of Privileges and Documented Referrals: School limits to privileges will be used for minor infractions as a way of redirecting student behavior. Documented referrals provide a record of behavior concerns and may be sent to parents/guardians to inform them of repeated concerns.

When a student has committed an infraction, a subsequent referral will be documented. Each referral is considered concerning when it comes to the school's code of conduct including minor infractions. Repeated documented referrals lead to increased consequences as defined below.

Referral Process for Minor Infractions:

First Referral: Communication to parents/guardians

Second Referral: Communication with parents/guardians and recess consequence

Third Referral: Elevated to Major Infraction

Referral Process for Major Infractions

First Referral: Communication and/or conference with parents/guardians and silent lunch with reflection

Second Referral: Conference with parents/guardians and administration and half to full day of suspension with reflection work and restitution as determined by the infractions

Third Referral: Elevated to severe infraction

Severe Infractions: In case of severe misconduct, the behavior will be reviewed by the HS Principal and HS Assistant Principal. Depending on the severity of the infraction, the Director may also be involved. The consequence for a severe infraction may include but is not limited to the following immediate consequences:

- In school suspension (full day)
- Out of school suspension (up to two weeks)
- Expulsion

During in-school suspension, students are responsible for all assignments and/or evaluations. Students may not receive credit for assignments or evaluations during out of school suspension.

Minor Infractions: Minor behavioral issues such as those listed below are usually dealt with by the supervising teacher using in-class management procedures. In the case where the in-class procedures are not effective and the misbehavior persists, an infraction shall be documented. The consequence may also include a student going to the office of the HS Assistant Principal.

The following are considered minor infractions:

- Any minor disruption of the classroom learning or teaching environment
- Consistently not bringing necessary materials to class, including textbooks, notebooks, homework and writing materials
- Eating outside designated areas
- Playing outside designated areas
- Inappropriate attire
- Repeated tardiness to class/school
- Throwing objects
- Rough playing
- Misuse of technology (i.e., laptop, cell phones, etc.)

Major Infractions: The following are examples of major infractions and will earn a student an immediate documented referral. For the instances below, the student will also be asked to speak with the HS Assistant Principal:

- Failure to attend an assigned behavior consequence
- Disrespect towards a fellow student or staff member
- Use of obscene language or gestures
- Skipping a class
- First incident of an academic integrity issue
- Ignoring restricted areas on campus
- Inappropriate behavior on a class trip
- Disregard of technology policy
- Damage to school or other property

The following are examples of severe infractions:

- Smoking, vaping or having such paraphernalia on campus on campus during a school day or school function
- Forgery or lying to a teacher or staff member
- Stealing
- Destroying or causing serious damage to school, staff or student property
- Repeated incidents of an academic integrity issues
- Aggressive or abusive behavior towards any member of the community, either physical or verbal
- Fighting
- Leaving school grounds without proper permission
- Any form of bullying
- Possession or use of alcohol, drugs or weapons

Alcohol, Drug Abuse, Weapons and Contraband: In order to promote a safe educational environment for all students at ASB, the school has a very strict policy on alcohol, drug abuse, weapons and searches.

The use, possession, buying, selling, giving or offering of any of the following objects or substances by any student of ASB on campus, in the immediate environment, or during an ASB sponsored event is strictly prohibited:

- alcoholic beverages
- narcotics or other illegal or dangerous drugs (including marijuana and hashish)
- weapons, explosives or other dangerous contraband

Any student engaging in such activity shall be immediately suspended from ASB and will then be subject to expulsion after an investigation by Administration.

All ASB property, including but not limited to lockers, is under the control of the School Board and its officials. A search of ASB property with the consent of student/legal guardian may be made at the discretion of the Director or the HS Principal, if reasonable suspicion arises that objects considered illegal, disruptive, or a general nuisance to the educational process are being kept at ASB. Personal searches will be made in the presence of another adult and a report will be made to the legal guardian(s). Students and families should be aware that refusal to allow a search may result in ASB contacting Spanish police to conduct the search.

APPROPRIATE DRESS

High School Dress Code Specifications: In addition to the general guidelines for behavior and dress as stated previously in this Handbook, the following specifications apply to the High School:

1. Clothes must be worn to cover private parts such as buttocks and chest. All items listed in the “must wear” and “may wear” categories below must meet this basic requirement.

2. **Students Must Wear:**

A shirt (with fabric in the front, back, over the shoulders, and on the sides under the arms; bottom shirt line must cover the upper torso), AND

pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts), AND footwear

*Courses that include attire as part of the curriculum may require assignment-specific dress and footwear. (Example, athletic clothing and shoes for P.E.)

3. **Students May Wear in School:** The following items are allowed although teachers have discretion in their classes to request removal:

- Hats (face visible to staff, and not interfere with the line of sight of any student or staff)
- Hoodie sweatshirts (face and ears must be visible to school staff)
- Religious headwear (face and ears must be visible to school staff)

4. **Students Cannot Wear:**

- Violent language or images
- Flags as attire
- Images or language depicting drugs or alcohol (or any illegal item or activity)
- Hate speech, profanity, pornography
- Images or language that creates a hostile or intimidating environment

- Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed)
- Swimwear
- Any item that obscures the face or ears (except as a religious observance approved by administration)

Teachers, Assistant Principal, Principal and staff members may request the removal of any particular item of clothing that does not meet the above guidelines (sweatshirt, headgear), or, if in need of a clothing change, may request the student go to the office for alternative clothing. Teachers and staff may also email the HS Assistant Principal/Principal/HS Secretary regarding the matter.

Students will be provided three (3) options to be dressed according to ASB guidelines during the school day:

1. Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.
2. Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day.
3. If necessary, students' parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.

APPENDIX I

IMPORTANT CONTACT INFORMATION

To reach a contact by phone first call the school number: 34 933.714.016 and then the extension indicated below.

Reception:

reception@asbarcelona.com ext. 101

Divisions' Secretaries

ECC/Elementary Secretary: Valerie Thiercy
vthiercy@asbarcelona.com ext. 140

Middle School Secretary: Carolina Calderón
ccalderon@asbarcelona.com ext. 117

High School Secretary: Minú Yzaguirre
myzaguirre@asbarcelona.com ext. 207

Business Office : Tomás Balza
businessoffice@asbarcelona.com ext. 104

School Counselors

ECC and Elementary Counselor: Heather Witthoff
hwitthoff@asbarcelona.com ext. 126

Middle School Counselor: Randi Burns
rburns@asbarcelona.com ext. 220

High School Counselors:

Allison Davis
adavis@asbarcelona.com ext. 147

Samantha Huner
shuner@asbarcelona.com ext. 215

Carolina Barajas
cbarajas@asbarcelona.com ext. 166

Health Office: Anikó Bacsa

nurse@asbarcelona.com ext. 112



After School Activities & Community Service Administrator: Javier Caparros
afterschool@asbarcelona.com ext 167

Head of Activities and Community Service: Marta Vernet
mvernet@asbarcelona.com ext. 103

Athletic Director: Shawn Plancke
splancke@asbarcelona.com ext. 145

Performing Arts Director: Kevin Hebden
khebden@asbarcelona.com ext. 236

Division Principals

ECC Principal: Christina Torrenco
ctorrenco@asbarcelona.com ext. 124

Elementary Principal: Kristen MacConnell
kmacconnell@asbarcelona.com ext. 111

Middle School Principal : Margaret Stuhan
mstuhan@asbarcelona.com ext. 117

High School Principal: Omar Ugalde
ougalde@asbarcelona.com ext. 282

Director: Mark Pingitore
mpingitore@asbarcelona.com
34 93 371 4016

Assistant Director: Bill Volchok
bvolchok@asbarcelona.com
34 93 371 4016

Director of Teaching and Learning: Johanna Cena
jцена@asbarcelona.com
34 93 371 4016

Directors' Secretary: Samara Cogolludo
scogolludo@asbarcelona.com ext. 224

APPENDIX II

ASB LANGUAGE POLICY AND RECOMMENDATIONS

English is the main language of instruction at ASB. The vast majority of instruction and homework is done in English at ASB. Also, most communication within the school, from announcements to assemblies, is carried out in English. It is of vital importance that all students master the language in order to succeed at ASB.

ASB is a multilingual school. Many classes are taught in Spanish and Catalan as well as English. Our international students attain high levels of proficiency in the local languages while maintaining their fluency in English. In addition, the first language of many international students is one other than English, Spanish or Catalan. ASB students and staff are therefore all language learners. Given this context, we must underline the following:

Language learner classes: Language learner classes, whether for English, Spanish or Catalan, provide the students opportunities for safe, guided language practice, as well as the chance to learn about correct and effective use of language.

Positive attitude of students and parents: In order to improve their English, Spanish or Catalan, it is important for students and their families to have a positive attitude to learning the target language. They should seek opportunities for practice, such as participating in after-school activities, watching TV or movies, reading magazines and books, enrolling in summer camps in the target language, or participating in exchanges and/or traveling to places where the target language is spoken.

Home language classes: ASB also values the maintenance and improvement of students' native languages even if they are not English, Spanish or Catalan. In this light, home language classes can be organized for home languages (ie: Swedish, French, Arabic) communities after school. These communities have made arrangements for the teachers; ASB provides the space. We encourage our other nationalities to make arrangements for the development of home language classes.

APPENDIX III

ASB COMMUNITY RESPECT POLICY

In view of the Mission of ASB and the values we wish to inculcate in our community, it is the objective of ASB to raise sensitivity and awareness to the diversity within the total school community.

It is considered unacceptable for any member of the community (staff, students or parents) to behave in any manner deemed intolerant, insensitive or violent to another member of the community.

APPENDIX IV

ANTI-BULLYING POLICY

The ASB school community is committed to making our school a safe and caring place for all students. We will treat each other with respect, and we will refuse to allow bullying of any kind at our school.

Bullying is mean or hurtful behavior that keeps happening. It is unfair and one-sided. Our school defines bullying by three primary characteristics: It is aggressive behavior that is usually repeated over time, occurs in a relationship where there is an imbalance of power, and intends to cause harm or distress and/or has a serious harmful or distressing impact on the target.

Bullying includes repeated instances over time of the following:

Hurting someone physically by hitting, kicking, tripping or pushing

- Stealing or damaging another person's things
- Ganging up on someone
- Teasing someone in a hurtful way, or name calling
- Using put-downs, such as insulting someone's race or making fun of someone for being a boy or a girl
- Touching or showing private body parts
- Spreading malicious rumors or untruths about someone
- Leaving someone out on purpose, or trying to get other kids not to play with someone
- Threatening
- Any of the above behaviors using electronic devices

Our school's consequences for bullying apply when bullying happens:

- On school grounds: Immediately before or after school hours, during school hours, or at any other time when the school is being used by a school group
- Off school grounds: At a school activity, function, or event

- When traveling: To or from school or a school activity, function, or event
- When using property or equipment provided by the school
- On or off school grounds: When the behavior has caused significant disruption to the learning environment or interfered with an individual's ability to learn

Reporting Procedures

It is our school's expectation that all bullying incidents be reported.

- Teachers witnessing or who become aware of a bullying situation should address it right away; many times the situation can be rectified before it requires complicated interventions
- Referrals to the school counselor
- Referrals to an office

*Serious cases of bullying will go directly to the principal.

Teachers and staff will:

- Closely supervise students in all areas of the school and playground
- Watch for signs of bullying and stop it when it happens
- Respond quickly and sensitively to bullying reports to ensure the safety of all students involved
- Look into all reported bullying incidents
- Assign consequences for bullying based on our school's discipline code
- Provide immediate consequences for those who retaliate against students who report bullying
- Students knowingly making false accusations of bullying will be subject to disciplinary action

Once a bullying report is received, our school's administration will conduct an investigation within three days. If it is determined that bullying has occurred, our school's administration will:

- Take appropriate disciplinary action
- Notify the family of the bullied student
- Notify the family of the student who bullied
- Create a safety plan for the bullied student
- Create a behavior change plan for the student who bullied

Written records of all bullying incidents and their resolution must be maintained using the following forms:

- Our school's discipline-tracking form
- Student safety plan
- Student behavior plan

In addition, written records of communication between our school and the involved parties and their families may be required.

Consequences: There will be consequences and appropriate remedial action for those involved in bullying. The developmental maturity levels of the parties, the levels of harm, the reasons surrounding the incident, the nature of the bullying, the context in which the alleged incidents occurred, and the past

history of the parties involved should be considered when posing consequences.

Our school takes a proactive approach to dealing with bullying by providing the following training and prevention education for our students and staff:

- Social skills lessons are a regular part of the curriculum at our school. The Second Step program and its Bullying Prevention Unit are taught in grades K-5 and addressed in the advisory curriculum grades 6-12.
- In addition to the general all-staff training, teachers, counselors, and administrators are trained on how to coach and create safety and behavior plans and continue to follow-up with students involved in bullying.
- Staff members are trained and given resources to help create a positive classroom climate to minimize the likelihood that bullying will occur.

APPENDIX V

STUDENT PROTECTION POLICY

At ASB, our school community is committed to making our school a safe and caring place for all students. We believe that the educational experience of all students should be free from any type of bullying, neglect or abuse of any kind. The safety of our students is our highest priority. ASB has developed a Child Protection Policy to guide our staff and families in matters related to the health, safety and care of our children at ASB.

ASB is committed to maintaining the appropriate procedures to ensure proper reporting of suspected child abuse that may occur in or out of school. Such reporting is the responsibility of any employee who suspects that a student has been abused and includes provisions for self-reporting of abuse by students. The school will investigate all reports and will take appropriate action to ensure the safety of the child/youth in accordance with Spanish law.

Child Protection Policy is based on international law and on the United Nations Convention on the Rights of the Child of which Spain is a signatory. Additionally, ASB is required to follow local Spanish Law. The two key articles from the U.N. Convention on the Rights of the Child that drive our Child Protection Policy are:

Article 19 – Protection from abuse and neglect

The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programs for the prevention of abuse and the treatment of victims.

Article 34 – Sexual exploitation

The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

(ASB) endorses the Convention on the Rights of the Child* of which the host country, Spain, is a signatory and seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. ASB is committed to communicating this policy annually to all parents and applicants, communicating this policy annually to students, providing annual training for all staff, and will make every effort to implement hiring practices to ensure the safety of children.

By enrolling students at ASB, parents agree to work in partnership with the school and adhere to the policies adopted by the school. Student Protection Policy that defines the standards by which all students should be treated with respect and dignity at all times.

1. Provide age appropriate lessons for all grade levels to help students understand personal safety, needs and rights.

2. Provide parent materials and information sessions to help parents better understand our programs and policy.
3. Ensure school employees and contracted staff are given Professional Development to recognize and report issues of abuse and neglect.

Working together we can ensure our children are safe and are knowledgeable about their rights and responsibilities to themselves and to each other so that they can grow and learn free of fear in a safe and supportive environment. I thank you for your support of our efforts and invite you to contact the school counselor or principal regarding any specific questions you may have.

APPENDIX VI

ASB ACADEMIC INTEGRITY POLICY

The Academic Integrity Framework

Academic integrity is maintained when a student is not involved in malpractice during their studies. Malpractice covers any situation where a student gains an unfair advantage over their peers when completing assignments or during assessments. At ASB, we have grouped malpractice into 4 categories:

Cheating involves bringing unauthorized material into exams and/or receiving unauthorized help while completing an assessment.

Plagiarism is the use of another person's work (words or images) *without proper referencing*. Students will be taught how to paraphrase and create accurate quotations, along with how to use the correct referencing techniques to cite the work of others.

Collusion results when there is a collaborative effort between students and one student presents the work as their own. While ASB does promote collaboration amongst students, each student must contribute and reference the work of others. When a student has an individual assignment, handing in the work of another student demonstrates malpractice being committed by *both parties*.

Other misconduct involves areas where student behavior results in an unfair advantage over others, such as repeatedly missing school during assessments, misrepresenting the degree of participation in an activity, falsifying documentation or not reporting a known instance of malpractice by another student.

Breaches of Academic Integrity

As students develop the skills to be good academics, ASB is aware that breaches of academic integrity will occur, some unintentional and some very intentional. Students will be taught how to avoid situations that may be considered academically dishonest by understanding how to properly use and reference resources, how to work collaboratively and how to plan assignment completion in a timely manner. In most cases, breaches of academic integrity come from students not following the basic rules outlined by their teachers.

Breaches of academic integrity will be taken seriously and the consequences are designed to hold students responsible for their actions and give students learning opportunities to develop important academic skills. The consequences of a breach of academic integrity will vary depending on the severity of the situation. In most cases, the assessment or evaluation will not receive credit. The teacher and the

Principal, Student Support Coordinator and/or IB Coordinator will review the situation to determine whether or not the work can be resubmitted. Repeated breaches of academic integrity may result in removal from a class and/or removal from the IB Diploma program (i.e. IB).

Roles and Responsibilities

The Director, Principals, Assistant Principals, IB Coordinator and Student Support Coordinator understand and actively encourage academic integrity, provide a positive environment for teaching and learning, and provide resources to support academic integrity and its implementation at the school.

Teachers understand and actively encourage academic integrity in all areas of their courses as well as share the responsibility of reinforcing best practices and provide students with detailed guidance on academic writing and referencing systems. In addition, teachers emphasize research skills, monitor the writing process to authenticate the writing, and create/structure assignments to encourage students' own ideas through problem-solving, comparison, synthesis, analysis, etc.

Teachers have clear, transparent expectations and consequences regarding classwork, assignments, and projects.

Teachers observe the same practices and procedures in order to model referencing, citations and conventions of academic writing and research.

Parents provide support by encouraging ethical behavior and monitoring students' work at home, asking questions of students about projects and process, and being familiar with ASB's academic honesty policy.

Students receive instruction towards the ideals of academic integrity and are encouraged to behave ethically in their studies, including digital citizenship. Students have the obligation to adhere to guidelines with integrity and with respect to others as well as themselves. Students take responsibility for their actions and the consequences that accompany them.

Students are expected to make a best effort to learn academic writing and research, and apply skills of documentation and citation in all their work. They shall seek clarification from instructors when unsure of when or how to document, or if questions of collusion occur. They shall use time-management strategies to avoid situations that may compel them towards malpractice.

Both **Students** and **parents/guardians** of the IB Diploma Program receive a copy of the *General Regulations: Diploma Programme* and understand and agree with its content. They must be aware that the IB does randomly check candidate work for plagiarism using a web-based plagiarism prevention service and imposes severe penalties when plagiarism is discovered, such as withholding or revoking a

diploma.

Examples of conventions for citing and acknowledging original work

At ASB, we teach and encourage the use of the Modern Language Association (MLA) Style of documenting and referencing. The *MLA Handbook for Writers of Research Papers* by Joseph Gibaldi is available online at <http://www.mla.org>, while links to resources showing examples of conventions are available through the Purdue Online Writing Lab: <http://owl.english.purdue.edu>

Online Citation tools may be used to help students with their documentation:

Easybib <http://easybib.com>

Noodle Tools <http://www.noodletools.com>

Bibme <http://www.bibme.org>

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APPENDIX VII

DISCIPLINE PLAN

Below is the legal process for addressing discipline issues within schools according to the current law.

1. Warning referral file

An informative investigation referral file will be opened by the Director at the request of any member of the staff or the school community. The investigation referral file can also be opened at the Director's discretion when a person who doesn't belong to the educational community or school makes a formal complaint or concern.

1.1 Proceedings

Investigation referral files will be written on paper or digitally or using any other media, provided that they have the digital signature or verbal authorization of the person who reports the incident or requests for the investigation file to be opened.

1.2. Steps

Once the Director has been informed, he will then have to decide whether a warning referral file is to be documented or not. If the Director thinks that it is not necessary, the complaint will be filed and the person who made the formal complaint or concern will be notified.

If the decision is made to open a warning referral file, the person who made the formal complaint or concern will be informed. The Director will ask that anybody involved in the incident report to the Director in an objective manner.

Once all the necessary information to clarify the situation has been gathered, the warning referral file will be dismissed if the Director thinks that the issue doesn't constitute an offense.

If the Director thinks that the incident constitutes a more serious criminal, civil, administrative, moral or religious offense, or is a violation of internal discipline regulations, a discipline referral file will be opened.

1.3. Consequences of the referral file

If the incident has been resolved, the warning referral file will be closed and it will be recorded in the Referral File Record. The name of the reporting person will be recorded, as well as the name of the person accused, the reason for opening the warning file and the reason that caused the incident.

When the decision has been made to open a discipline referral file, the incident will also be recorded in the Referral File Record. In this case, the date in which the warning referral file was closed and the reason for opening a new referral file will be recorded.

In addition, the parties involved will be informed and they will have 15 days to lodge any complaints they deem necessary.

If, after 15 days, no allegations have been made, the Director's decision cannot be changed. If there is an appeal, the Director will make a decision within 15 days. This decision can be appealed through the regional Education Inspection Department if it is related to educational issues, and through the Personal Data Protection Bureau if it is related to a violation of the law on Personal Data Protection. In all the other cases, appeals have to be made through the corresponding governmental agency.

2. Discipline referral file

2.1. Proceedings

A discipline referral file will be opened at the Director's discretion when there is evidence that suggest that a criminal, civil, administrative, moral or religious offense, or a violation of the internal discipline regulations has been committed, as well as offenses found in the Law on Personal Data Protection and the Law of Information and Electronic Commerce Bureau Services.

A discipline referral file might also be opened when the school is informed of an alleged violation of the regulations on the OLPDP or on the LIECBS. The complaint has to be submitted in writing and proof of identification of the person making the complaint has to be attached.

2.2. Steps

Proof of identification of the person reporting the complaint must be attached to the written complaint, together with any necessary documents that support it. Such documents should be submitted to the school's Director who will make a decision within the following 15 days. If the Director doesn't respond within 15 days, it is understood that the Director rejects the complaint and will not open a discipline referral file.

After 15 days, if the decision is not satisfactory or if the Director has not responded, a written appeal can be submitted to the Board of Trustees.

If the formal complaint is admitted, a discipline referral file will be opened.

2.3. Opening of the discipline referral file

2.3.1. To initiate the process

If the discipline referral file has been opened as a consequence of a warning referral, the parties involved will be informed so that they can appeal the decision within the next 15 days.

If no allegations have been made within 15 days, the Director will set the disciplinary actions to be taken according to the school's internal discipline regulations.

If a discipline referral file is opened following a formal complaint, the Director will submit the complaint and all the documentation related to it, together with his decision, to all the parties involved and they will be able to appeal within the next 15 days.

2.3.2. Appeal period

The involved parties will be able to accuse, defend themselves, submit any evidence or meet with whomever they deem necessary within 15 days. All requests should be in writing and addressed to the school's Director.

After this, the appeal period will be closed and the Director will not accept any other written documents or allegations and will notify the involved parties.

2.3.3. Lawyer's Report

After the appeal period, the school's lawyer will write a non-binding report in which he/she will describe the process of the discipline referral file. In this report, the lawyer will suggest to the Director that the referral should be filed or that disciplinary actions should be taken.

2.3.4. Proposed disciplinary actions

The process will be divided into seven steps:

Step one:

description of the facts supported with admitted evidence and not objected or contradicted by any of the involved parties.

Step two: description of circumstantial evidence and proof.

Step three: review of the written request of the involved parties.

Step four: qualification of the presented facts.

Step five: the legal regulations in which the qualification is based, with a copy of the articles.

Step six: proposed disciplinary action.

Step seven: indication of the possibility of appealing the decision through the Education Inspection Department, Bureau or corresponding institution.

2.4. Disciplinary action

Following the lawyer's advice, the Director will decide if the referral is filed or if any disciplinary actions shall be taken.

The involved parties will be notified with a written discipline referral. Steps one, two, six and seven will

be included in the lawyer's report and its content can be modified at the Director's discretion after the lawyer's report has been submitted.

2.5. Appeal

Decisions related to violation of the law on Personal Data Protection can be appealed through the Personal Data Protection Bureau.

Decisions regarding discipline or educational issues can be appealed through the regional Education Inspection Department.

Decisions regarding criminal offenses can be appealed through the corresponding legal justice institution.

Decisions regarding family and interpersonal conflicts or any other measure concerning students and/or their family can be appealed through the corresponding civil institution.

2.6. Follow-up

Once the decision has been given to all the involved parties, the Director will record the file on the school's Referral File Record (Excel file indicating file number, dates in which actions were taken, dates in which the decisions were notified, and indicating whether it was a discipline referral or warning referral).

The file will be kept in the school's log file, under the "Discipline Referral Files" section. If the school has a digital filing system, it will be filed under the administration's "Robinson" file.

APPENDIX VIII

ASB – EMAIL PROTOCOL

Consistent and appropriate communication between stakeholder groups in an international school is paramount for harmony within the community. These days, one of the most important forms of communication in any organization is email. This protocol is designed to encourage standardized use of email among ASB stakeholders.

In general, all “to” emails which include a question, a request for a meeting, or for information, or for some kind of feedback, should be answered within the time frame limits below (**working days only**).

Email Sent To:	Response Time:
Board Member	1 Week
Administrator	24 hours (recommended); 48 hours (maximum)
Teacher	48 hours (maximum)
Parents and Students	72 hours (recommended)

1. If there is no time for a concrete response, acknowledgement of having received the email should be made. In this case, if possible, the responder should indicate when they are going to give a more complete answer and they should respect this commitment.
2. Purely informative or *cced* emails do not need to be answered.
3. Emails should be clear, concise, and easy to read. Senders should proofread them before sending.
4. Emails should **not include confidential or potentially sensitive information**. We strongly recommend that emails concerning such information be used for setting up meetings to discuss the issues in person.
5. Emails and email attachments **should not be forwarded** without the original writer’s permission.
6. Email is not always the best form of communication. In an emergency or when a response is required the same day as the initial communication is made, it should be done in person or via telephone.

APPENDIX IX

ACCEPTABLE USE POLICY (AUP) FOR TECHNOLOGY

Use of electronic devices, programs and networks in the school's physical and cyber space:

1. Only teachers can decide when and how electronic devices, programs and networks are to be used in class.
2. Students are not allowed to use programs, electronic devices or networks without authorized teacher's permission in either the school's physical or cyber space.
3. Laptops must have an antivirus program. If the student is using his/her personal laptop and infects other users, he/she will be responsible for all damages caused.
4. Students will not be able to use any kind of instant messenger systems without teacher permission.
5. It is prohibited to use programs to damage content-control software (filters).
6. Students are not allowed to bring to school or post on the school's cyber space any disrespectful or offensive movies, recordings, data, news or images. Any activities that promote, suggest or show images that are against the school's ethics (violence, pornography, etc.) are forbidden. ASB filters its WiFi and cable networks to detect, identify and avoid attempts to access these sites. When identified in this filter, disciplinary actions will be taken according to the respective Division Discipline policies.
7. Teachers can check the student's computer with student/family consent at the discretion of the Director and/or Division Principal if a reasonable suspicion arises.
8. Students are not allowed to use a camera without the teacher's permission. Should a student violate this rule, the camera/electronic device or recording programs will be confiscated with student/family permission and returned at a later date.
9. Students must use the school's WiFi connections. Students who use other wireless connection systems without authorized teacher permission such as hot spots or VPN networks may face behavior consequences.
10. P2P programs are not allowed on the school premises. Should a student not follow this rule, his/her computer will be confiscated with student/family permission and returned at a later date.
11. Within the school, students who connect to external networks and domains without authorized teacher permission may be subject to behavior consequences.
12. Within the school, students who, physically or virtually, use external accounts to the school's domain without special authorization from the Director and/or division Principal may be subject to behavior consequences.

Any electronic device that has been confiscated with student/family permission will be kept by the school's administration for a period of time to ensure proper students behavior in the future.

Introduction

The purpose of the Information and Computer Technology (ICT) program and Media Literacy programs at ASB is to support the students' learning process in all subject areas by ensuring that students become highly skilled in using the tools available to the 21st century learner. Students are guided in developing understanding of as well as respectful use of online tools for working collaboratively through the use of emails and online tools. Students develop good research skills (collecting, evaluating and synthesizing information) while developing an understanding of copyright issues and learning to use MLA formatting to cite sources. Our aim is to balance optimum educational use of the internet with the safety and privacy rights of our students.

To that end we ask students to follow our guidelines:

Use of ICT in the school's physical and cyber space

The school and legal responsibility

Computers should not be considered toys or games when used in the school's physical and cyber space. They are educational tools that need to be supervised by the school's administration (article 1903, section 5 of the Spanish Civil Code).

Teachers set the rules to use laptops, programs as well as the use of data, images and voice according to the following regulations:

1. Use of private laptops in the classroom

- The School is responsible for school-owned devices and students are responsible for student-owned devices. However, the School is responsible for the usage of all devices in the school.
- The teacher controls the use of computers and technology tools in their classroom.
- In the classroom, laptops must be turned off. The teacher will decide when computers can be on or off..
- When computers are not used for authorized purposes, they should be kept securely in the students' lockers.
- Private laptops can be used in the school premises only for school assignments.
- Headphones can only be used when allowed by the teacher.
- The school provides individual, private access to lockers. Therefore students should not give keys or access codes to others without written authorization from the Director.
- No teacher can access any student device or locker without written authorization from the Director. The Director will only give such authorization in specific situations and for a specific purpose, which have to be detailed in the authorization document.

2. Connections to networks

- Teacher permission is required for any student to use a network (public, private or social).

- To use the systems, students must follow the instructions of the person in charge of ICT or the teacher.
- To download movies, programs, games, music, videos or any other type of file from any network, students need the teacher's permission.
- Students cannot connect to chats, Facebook, Twitter, or any other social network by phone without the permission of a teacher.
- Within the School, students must use their school account. Student use of external accounts require teacher permission.

- Students must have an updated antivirus program and operation system.
- Usernames and passwords are personal and shall not be shared.
- It is prohibited to install programs that exchange information – P2P (such as Emule, Edonkey, BitTorrent, Ares, etc.) without written authorization from the Director.

3. Care of laptops

- Students are expected to have fully charged laptop batteries at the beginning of each school day.
- Students may customize their computer hardware and screensaver but offensive messages are not allowed and students must respect community standards.
- Computer identification codes must always be visible.
- Computer network configurations shall not be changed.
- Usage of the school network is mandatory. Students may connect to external networks with approved school authorization.
- The student and legal guardian are responsible for handling the computer and programs from/to home or vice versa.
- Students are not allowed to share personal computers with peers unless their parent or legal guardian and a teacher agree.

4. Technology issues

In the event of a technical problem:

- Students must inform the teacher and submit an email to helpdesk@asbarcelona.com

THESE RULES ARE TO PROTECT ALL USERS, SO STUDENTS WHO DO NOT FOLLOW THESE RULES MAY LOSE COMPUTER PRIVILEGES AND/OR FACE OTHER DISCIPLINARY ACTIONS.

APPENDIX X

PROCESSING OF DATA AND INFORMATION

ASB handles student information in the following ways:

1. Information and personal data belong firstly to the person concerned (the subject) and secondly to people who know the subject. Only the person whose data is stored can use that information. If the subject gives consent, the information can be used by other people. The consent must be explicit. If not, the consent is not valid. Tacit consent is only valid and efficient if it is specifically ratified by the subject.

2. Only the subject has the right to access, modify or destroy the stored information, and, in the case of children or subjects legally disabled, their legal representative. Only parents or legal guardians can represent a child. Neither teachers nor educators can represent a child; they only process the information on behalf of the child's legal representatives (parents/guardian). Therefore, they can only use the data if the parents, legal guardian or representative have previously consented.

3. Teachers can use the information because they have been authorized by the school and not because the parents have given their permission directly to the teachers. Data related to students, staff and the school in general is property of the school. Therefore, the school can decide to use the data and information for whatever purposes it deems necessary. Every school year, the school provides the teachers and principals with all the necessary information for grading, for informing parents, and for any other educational and teaching tasks scheduled at the beginning of the school year. Once the school year is finished, teachers should return all the information given plus any other data that they have created. They don't have the right to keep any information to which they had access while working in the school.

4. The school is responsible for all the information collected for school purposes or on behalf of other public entities. In both cases, the school is responsible for the use and purpose of this information. Therefore, teachers are accountable to the school for the use and processing of the information received, and the security measures taken to manage the data.

5. This principle requires that appropriate measures (technical and organizational) must be taken by the school against unauthorized or unlawful access to personal data and against accidental loss or destruction of personal data.

6. The subject has the right to access, change or destroy any information held about him/her and to know to whom it has been disclosed. He/she also has the right to object to and prevent processing of the

data. The request must be made in writing or by filling out the corresponding forms. Some information cannot be destroyed by law (for example, fiscal information, which has to be stored for 4 years or longer). In that case, the subject will be informed that his/her data cannot be destroyed by law and that the information will not be disclosed without their consent.

7. Teachers and staff have the right to use data for educational purposes according to their internal policies. However, medical data can only be processed by the authorized staff, depending on the type of information. Therefore, teachers cannot disclose or process medical information unless they follow the procedures related to the law for administering medicines, the laws that regulate medical data processing or the R75 recommendations made by the Council of the European Parliament.

8. Once parents have signed the Statement of Understanding, the school will decide if the data can be disclosed to other parties and how it can be used. In addition, the school has to decide whether the data is stored, filed, destroyed or used for statistical purposes.

9. Data regarding alumni, sports clubs, charitable organizations, and non-school activities in which students, teachers and external third parties participate is not considered school information. Therefore, all the above mentioned organizations are responsible for the processing of this data.

10. Teachers, non-teaching staff and those involved in the school's educational tasks who need to process data, must guarantee students, families, teachers and non-teaching staff the right to dignity and privacy.

APPENDIX XI

MODIFICATIONS DUE TO COVID 19 HEALTH AND SAFETY RESTRICTIONS

As of July 2022, the only restrictions that exist with respect to the Covid 19 pandemic is that the students and staff will still need to wear masks when riding on the school buses. At this time there are no governmental restrictions that will affect the normal running of school.

APPENDIX XII

AUTHORIZATIONS

Permissions and Statement of Understanding (2022-2023 academic year)

New families and families that have re-enrolled have completed digital authorisation on Open Apply as outlined below:

Statement of Understanding

I give permission to ASB's Data Protection Office to deal with my information, as governed by the [European Data Protection](#).

I allow the school to maintain digital profiles for my child on approved educational platforms (such as SeeSaw, Google Classroom, etc.).

Families that prefer not to be included in the Family Directory OR families that do not want images of their child to be used in the Lantern, on the website, etc, must communicate this by writing to communications@asbarcelona.com.

Student Information

Student First Name

Student Last Name

Parent/Guardian First Name

Parent/Guardian Last Name

Relationship to Applicant

[Select an Option Father Mother Stepfather Stepmother Grandmother Grandfather
Sister Brother Uncle Aunt Other Guardian Legal Guardian Consultant/Recruiter

The Legal Guardian(s) of the student named above represent(s) that I/we are the parents/Legal Guardians of the Student(s) and are jointly and severally responsible for the payment of all tuition and fees. The undersigned Legal Guardian(s) agree(s) to pay the tuition and all fees for the entire 2022-2023, which are due in full and may be paid using different contractual payment terms. In consideration of enrollment of the Student(s), at the American School of Barcelona (ASB), the undersigned Legal Guardian(s) of the Student(s) agree(s), jointly and severally, and intending to be legally bound, understand(s) and agree(s) to the following terms and conditions:

1. Mission and Purpose: ASB’S founding members established ASB as an independent, not-for-profit, college-preparatory school in accordance with its mission, vision and values, and based upon United States standards and practices. The Board of Trustees “Board” is entrusted with ensuring that ASB’s mission, as outlined in its philosophy and objectives, continues indefinitely. In order to ensure that ASB’s mission continues indefinitely and also in benefit of ASB’s Student(s), ASB and the Board have implemented bylaws, policies and procedures in order to assist it in achieving this goal.

2. Family Handbook: The Student(s) who choose to enroll in ASB, as well as their Legal Guardian(s), have read, understood and agreed with ASB’s mission, vision, values, policies, procedures, bylaws, program and governance, that are written in the Family Handbook provided to all the Students and their families. By this current Statement of Understanding, the undersigned Student(s) and Legal Guardian(s) acknowledge receipt and full understanding of the Family Handbook and that the Student is enrolled subject to the rules and regulations of ASB, including, but not limited to, such rules contained in the Family Handbook. The Student(s) and Legal Guardian(s) understand(s) that it has/they have the responsibility to become familiar with ASB’s Family Handbook and to review its content. The Student(s) and Legal Guardian(s) understand(s) that the Family Handbook sets forth general terms and conditions regarding enrollment at ASB and constitutes a contract between the Student and ASB. The Student(s) and Legal Guardian(s) understand(s) that ASB may deviate from the guidelines and general terms and conditions set forth in the Family Handbook at its sole discretion as individual circumstances may warrant. In the event of a conflict between the terms of this Statement of Understanding and the Family Handbook, the terms of this Statement of Understanding shall govern. Based on the foregoing, I/We have read and understood the contents of the Family Handbook.

3. Cooperation. Education is recognized as a cooperative undertaking, a joint responsibility of home and school. The Student(s) and Legal Guardian(s) agree to accept seriously their full share of this responsibility. In doing so, they agree to work to maintain the academic standards, to discharge their obligations as cooperative members of the ASB community, and to abide by all of the rules and regulations of ASB.

4. Admission/Acceptance. ASB reserves the right to not admit the Student(s) or his/her/their Legal Guardian(s). The acceptance of the student is for the current school year only and must be renewed every year. Admission in one year does not guarantee admission the following year. Siblings will be prioritized for admission but not guaranteed.

5. Payment Policy. Upon admission of the Student(s), the Legal Guardian(s) acknowledge the ASB Payment Policy from the Proforma invoice the Legal Guardian(s) were sent, and the Legal Guardian(s) personally assume financial responsibility for all school tuition and fees and for the loss of, or damage to, school textbooks and property caused by the student. Any changes regarding enrollment or length of stay must be communicated in writing to ASB by June 1st before the start of the following school year in September. Said written communication will be deemed valid only if it contains the departure date. Any changes communicated after June 1st, have a three month’s tuition Early Departure Penalty fee.

Please note that Matriculation Fee and Capital Levy are always non-refundable regardless of any communication.

6. Required Information. The Student(s) and Legal Guardian(s) have communicated and now affirm that all pertinent information about the Student's emotional, academic and behavioral issues to ASB is true. Any false, inaccurate, incomplete or misleading statements may be grounds for dismissal of the Student(s). While ASB will work to support students who are absent from school due to an illness, religious observance, or family emergency, ASB is not obligated to modify, amend, or otherwise provide an alternative program. ASB may, in its discretion without limitation and to the full extent permitted by law, temporarily exclude a student from school attendance for the duration of an infectious disease. The Student(s) has/have no health issues that the Student(s) and Legal Guardian(s) are aware of. Otherwise, the Student(s) and Legal Guardian(s) have delivered all pertinent official information about the Student(s)' health issues to ASB and understand that admission is contingent on the school's ability to meet the Student(s)' health needs successfully without impacting his/her educational program or that of the other students in the classroom. Refusal to give information will result in a student's file being incomplete and may prevent him/her from participating in some activities. It may also prevent the school from fulfilling certain contracts with the Student(s) and the Legal Guardian(s).

7. Academics. The Student(s)' enrollment is contingent upon the Student(s)' satisfactory completion of the 2021/2022 academic year (whether at ASB or elsewhere), the completion of any ASB required summer school work or the equivalent thereof, remaining in good academic and disciplinary standing to the satisfaction of ASB and the payment of any outstanding balances due to ASB.

8. Field Trips: The undersigned Student(s) wish to participate in all curricular field trips organized by ASB during the 2022-2023 school year and grants a power of attorney to the ASB personnel responsible for the field trip(s) to represent the Student(s) solely in connection with the field trip(s), where necessary, including in case of an emergency.

9. Discipline/Dismissal. ASB may, in its sole discretion, dismiss or otherwise discipline the Student(s) at any time for academic behavioral, or disciplinary reasons or for conduct which brings serious or essential discredit to ASB or interferes with ASB's operations or program. In the event of such dismissal, (i) Legal Guardian(s) and or Student(s) shall not be entitled to a refund for any tuition fees or charges paid prior to the date of such termination; ii) due to the not-for-profit status of ASB and the establishment of the budget at the beginning of the 2022/2023 school year, Legal Guardian(s) shall be obligated to pay, and expressly agree(s) to pay, the balance of any tuition, fees or charges for the 2022/2023 ASB school year within thirty (30) days after the Student(s)' dismissal from ASB; and iii) by this current Statement of Understanding, the undersigned Legal Guardian(s) and/or Student (s) expressly waive any right to claim a refund for any tuition fees or charges paid prior to the date of such termination.

10. On/Off Campus Behavior. ASB may take all action necessary to ensure the operation of ASB in all matters as it may apply to the Student(s). Thus, if the behavior, communication or interaction on or off

campus (including during ASB sponsored events) of the Student(s), Legal Guardian(s) or other adults interacting with ASB and/or the ASB community by virtue of their relationship with the Student(s) is/are disruptive, intimidating, overly aggressive, or reflects and/or results in a loss of confidence and/or serious disagreement with ASB, including but not limited to disagreement with its policies, procedures, bylaws, responsibilities, personnel, leadership or standards, or imperils accomplishment of its educational purpose or program, the Student(s) and Legal Guardian(s) understand(s) and agree(s) that ASB has the right to dismiss the Student(s) and/or the Student(s)'s family from the ASB community. Thus, either the Student(s)' and Legal Guardian(s) behavior as described above may constitute a breach of this Statement of Understanding and result in the termination of the contractual relationship between the Student(s), Legal Guardian(s) and ASB. In addition, the Student(s) and Legal Guardian(s) understand(s) and agree(s) that ASB has the right to place restrictions on that party's involvement with an activity at ASB, on ASB property, or at ASB related events if the party engages in behavior that ASB determines, in its sole discretion, so warrants such a restriction.

11. Use of Student(s) and/or Legal Guardian(s) Information. Unless requested otherwise in writing, in accordance with the European Data Protection Law, and to the extent permitted by law, the Student(s) and Legal Guardian(s) (i) acknowledge that the School does not share personal data with third parties, other than those that process data on behalf of the School for educational or operational purposes, including, but not limited to the school family directory, alumni outreach and fundraising, aligned with the ASB mission; and (ii) authorize(s) ASB, its successors and assigns, and those acting within its permission and upon its authority, to use or reproduce the Student(s)'s image (including but not limited to portrait, picture, video, or other reproductions), the Student(s)'s name, portrait, or likeness in connection with ASB activities, the Student(s)'s work as part of the Student(s)'s academic record for educational, marketing or public relations purposes, in any internal or external school publications. For example, ASB may use images of students taken at ASB during school events and activities for the school's weekly bulletin, the Lantern, the annual Yearbook and ASB calendar, the school's website (www.asbarcelona.com) or other social media networks, English language magazines and newsletters and for ASB's promotional purposes including advertisements, brochures and audiovisual presentations. The mentioned publications will be aimed at students, their families, potential students and any other person or institution interested in educational activities or interested in ASB. On the basis of such permission, the Student(s) and Legal Guardian(s) waive(s) the right to inspect or approve the finished product, including written or electronic copy, wherein the above Student(s) information/images appear(s). The Student(s) and Legal Guardian(s) shall not be entitled to receive any compensation for such use. The Student(s) and Legal Guardian(s) hereby release ASB, its successors and assigns, and those acting within its permission and upon its authority, from any liability, responsibility, or claim that may arise by reason of any exercise of the authority granted above and acknowledges and expressly recognizes not to be entitled to do so. Also, while ASB strives to abide by the Student(s) and Legal Guardian(s) wishes, it does not guarantee incidental uses of a student's name or image will never occur.

12. Publicity – Use of ASB's Name or Logo. For the safety and security of ASB students, the Student(s) and Legal Guardian(s) commit not to promote or take any action that may cause ASB's name and

address to appear in any public media (i.e. T.V., newspapers, magazines, petitions etc.) and, in general, not to damage ASB's name and/or reputation in any manner. Failure to abide by the foregoing sentence may result in a loss of confidence and/or serious disagreement with ASB and, in any case, in the termination of the contractual relationship and the removal of the Student(s), Legal Guardian(s) and the Student(s) family from ASB. The Student(s) and Legal Guardian(s) acknowledge(s) that use of the ASB's name ("American School of Barcelona") or any likeness of the ASB's name or logo to describe any event, outing, club, sports team, group or other activity ("Group") that Legal Guardian(s) (or the Student(s)) may organize, lead or participate in, is unauthorized without the express written permission of the ASB Director. If the Student(s) participate(s) in any Group that uses ASB's name or name with likeness or resemblance to ASB's name or logo that is parent organized or led by others, including current and former ASB faculty or students, the Student(s) and Legal Guardian(s) understand(s) that the Group is not sponsored or endorsed by ASB unless the ASB Director issues written notice that the Group has been recognized by ASB. Any questions about whether a Group is sponsored by ASB should be directed to the ASB Director.

13. Force Majeure. The Student(s) and Legal Guardian(s) agree that the duties and obligations of ASB may be modified or suspended immediately and without notice resulting from a force majeure causes beyond ASB's reasonable control, including without limitation, acts of nature, fire, pandemic, government restriction, terrorism, war, epidemic and insurrection, among others. ASB will notify of such modification or suspension to the ASB Community. In such cases, the Student(s) and Legal Guardian(s) tuition obligations outlined in this Statement of Understanding, ASB's Payment Policy and the Proforma invoice shall continue and ASB shall not be liable for any such failure or delay in the performance of its obligations and duties, which may be modified, suspended or postponed until such time ASB, in its sole discretion, may safely resume operations. The undersigned Student(s) and Legal Guardian(s) acknowledge and agree that the sole remedy for such force majeure circumstances is either future service delivery or telematic delivery (distance learning) and not a tuition refund, unless ASB, in its sole discretion, decides different remedies. The undersigned Student(s) and Legal Guardian(s) understand that ASB's schedule may be extended for a period of time and/or classes may be conducted via distance learning and/or weekend classes may be scheduled at ASB's sole discretion. Such events will not result in any cancellation or reduction of the tuition and, accordingly, the Student(s) and Legal Guardian(s) waive(s) any right to claim such cancellation and reduction, unless ASB, in its sole discretion, decides differently.

14. Data Privacy. This and any forms require acceptance of the processing of the user's data in accordance with the EU General Data Protection Regulation ("GDPR") privacy policy, including the collection of access data and the delivery of information by electronic means. The undersigned Student(s) and Legal Guardian(s) give permission to ASB's Data Protection Office to deal with my information, as governed by the [European Data Protection](#). The Student(s) and Legal Guardian(s) also allow the school to maintain digital profiles for me/my child on approved educational platforms (such as SeeSaw, Google Classroom, etc.). The data controller is: "ASB, Fundación Privada". Address: Jaume Balmes, 7 08950 Esplugues de Llobregat, Spain. Data subjects have the right to: access, rectify and

delete their data; request the portability of their data; oppose the processing or request its limitation; withdraw the consent. In order to exercise such rights, data subjects can send an email to dpo@asbarcelona.com.

14.1 Personal data communication for fundraising: By signing this Statement of Understanding, and should Student(s) and/or Legal Guardian(s) donate funds to ASB, Student(s) and/or Legal Guardian(s) authorize ASB to communicate their personal information to Community Counseling Service Ireland Limited (“CCS”) for the purpose of fundraising for ASB. CCS is domiciled at Salmon Weir, Hanover Street, Cork Ireland. You can contact their data protection officer at the following e-mail address: privacy@ccsfundraising.com

The legal basis for the processing of such data is your express consent. The personal data communicated will be processed by CCS as data controller, in accordance with the terms of its Privacy Policy, which Student(s) and/or Legal Guardian(s) can access through its website <https://www.ccsfundraising.com/privacy-policy/>. For Student(s) and/or Legal Guardian(s) to exercise Their rights as a data subject with respect to the processing of personal data carried out by CCS, once Student(s) and/or Legal Guardian(s) have consented to the communication of Its personal data to CCS, Student(s) and/or Legal Guardian(s) should contact CCS under the terms set forth in its Privacy Policy, which can be accessed through its website <https://www.ccsfundraising.com/privacy-policy/>. Student(s) and/or Legal Guardian(s) also have the right to file a complaint with the Spanish Data Protection Agency (www.agpd.es) at any time.

15. Governing Law and Language. This Statement of Understanding is written in English and Spanish. In the event of any discrepancy, the official text is written in English. This Statement of Understanding is governed by Spanish law.

By signing below, the Student(s) and Legal Guardian(s), acknowledge that they both have read this Statement of Understanding and understand and accept all of its terms and conditions. The Legal Guardian(s) also acknowledge that they are signing this Statement of Understanding as the person financially responsible for the Student(s)’ finances. By signing below, the Student(s) and Legal Guardian(s) acknowledge and agree that their electronic signature below has the same legal effect and validity as their written signature, and that this Statement of Understanding is valid and will be given the same legal effect as a written and signed contract. The Student(s) and Legal Guardian(s) further acknowledge and agree that no certification authority or other third party verification is necessary to validate their electronic signature, and that the lack of such certification or third party verification will not in any way affect the enforceability of their electronic signature or this binding Statement of Understanding between the Student(s), Legal Guardian(s) and ASB. The Student(s) and Legal Guardian(s) consent to the electronic signature below applies only to this Statement of Understanding, including the Family Handbook and Data Protection Form and does not apply to any separate transactions or communications with ASB.

Se puede descargar la versión en castellano de la Declaración de Entendimiento [aquí](#). Si hubiese cualquier discrepancia entre la versión en inglés y castellano, la versión en inglés es la oficial.

Authorization to administer medicines

In order for the school to administer medicine to any student, the following form must be completed by the parent/guardian;

I,..... (legal guardian) of
.....(name and surname of the child),

Request

1. That the staff of the American School of Barcelona administers the medicine
prescribed by Dr. with medical license number On
.....(date), every..... hours, on behalf of Mr./Mrs.(legal
guardian).

2. A copy of the doctor's original prescription must be attached to this form.

3. (legal guardian) has decided to administer his/her child, the
medicine prescribed by Dr., under his sole responsibility, and he/she exempts the staff
and the school of any responsibility that the medication side effects may cause.

Signed: _____
Legal Guardian Signature

Date: _____