



Elementary School Student Parent Handbook 2021-2022

Mailing Address

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c/o American Embassy
La Paz, Bolivia

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AMERICAN EDUCATIONAL ASSOCIATION

c/o AMERICAN EMBASSY

LA PAZ – BOLIVIA

Tel. (591 2) 2792302 – Fax. (591 2) 2797218

E-mail: acs@acslp.org - Website: www.acslp.org

Foundational Statements



MISSION

WE CHALLENGE AND INSPIRE STUDENTS TO BE CRITICAL THINKERS, LIFELONG LEARNERS AND RESPONSIBLE GLOBAL CITIZENS THROUGH A COMPREHENSIVE, ENGLISH-BASED EDUCATION.

VISION

A MODEL OF EXCELLENCE IN EDUCATING STUDENTS

CORE VALUES

- FOUNDED IN INTEGRITY
- COMMITTED TO DIVERSITY
- FOCUSED ON EXCELLENCE

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ACS Learning Principles

1. Each learner learns differently and at a unique pace.
2. Learning begins with connecting with what we already know.
3. Learning happens and can best be transferred when it is embedded in authentic contexts, personally relevant and when it is used to address real-world issues in creative ways.
4. There is a clear link between emotional well-being and learning, and fear may interrupt learning.
5. Practice and effective feedback are essential to acquiring new knowledge and skills.
6. Meaning is constructed by learners, not received from the environment.
7. Frequent 'testing' and reflection improves memory and creates meaning (testing here means self-checks and formative assessment).
8. To learn, we must transfer information from working memory (where it is consciously processed) to long-term memory (where it can be stored and later retrieved).
9. Learning is enhanced through connections, communication, and collaboration across diverse perspectives.

Dear Parents and Students,

The Superintendent, Principals and School Counselor are available by phone or email and are happy to meet with you in person if you have any questions or concerns. Teachers and staff members can be contacted by e-mail or by calling the receptionist. If you want to schedule a meeting with a teacher please contact them directly to determine a mutually convenient time. Staff members are usually available between 3:15 and 3:30 PM Monday through Friday. Please note that no parents are permitted on campus during the school day without a scheduled appointment.

The Student-Parent Handbook, Parental Release for Use of Student Images in all formats, and the Technology Responsible Use Guidelines all require parent and student acknowledgement and signature (students do not have to sign the Parent Release for images). Each parent and student is responsible for reviewing the Student-Parent Handbook and Responsible Use Agreement. By signing the forms, parents and students acknowledge that they have read, understood, and accepted the rules and expectations described within the documents.

We trust that the 2021-2022 school year will be full of amazing learning experiences and wonderful memories.

Sincerely,

Andrew Crouse

Superintendent

Maria Inarra

Elementary School Principal

"Intelligence plus character - that is the goal of true education." Martin Luther King Jr.

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INCLUSION AT ACS

ACS is an inclusive school which focuses on nurturing, educating and serving the whole-child. We are a community of educators and families that work together to provide a supportive and enriching learning environment for all our learners. We believe that all children possess unique talents that contribute to the value of every learner's educational journey and enrich the community as a whole. We are committed to servicing students with all types of learning profiles and preferences regardless of background including those with exceptional talents and mild to moderate learning challenges.

Our professional community and educational programs are focused on providing equal access to the curriculum and the full-spectrum of what we offer in a safe and nurturing environment. We embrace opportunities to inspire critical and creative thinking and teach responsible citizenship through personalized instruction and with compassion and attention to the wellness of each learner. Focused on excellence, founded in integrity, and committed to diversity, ACS promises to provide equal opportunities for all learners to the greatest extent possible. We provide support for all of our learners by meeting them at their level and appropriately challenging them by employing diverse strategies that allow them to become more than they thought they could become and to celebrate their individuality.

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AEA IMPORTANT DATES 2021-2022

July 26-August 5	Monday-Thursday	Virtual Registration Opens
July 26-August 5	Monday-Thursday	All Staff Preplanning
August 6	Friday	Bolivian Holiday
August 9	Monday	First Day of School – Semester I
August 10-13	Tuesday-Friday	Late Registration
October 8	Friday	End of Quarter I
October 11-15	Monday-Friday	Fall Break
November 2	Tuesday	All Saints Day
November 25-26	Thursday-Friday	Thanksgiving Holiday
December 17	Friday	End of Semester I
December 20-January 7		Winter Break
2022		
January 10	Monday	No Classes: Teacher PD Day
January 11	Tuesday	First Day of School – Semester II
January 22	Saturday	Bolivian Holiday
February 28-March 1	Monday-Tuesday	Carnival Holiday – No School
March 18	Friday	End Quarter 3
March 21-25	Monday-Friday	Spring Break (confirm)
April 14-15	Thursday and Friday	Holy Thursday and Good Friday
May 2	Monday	Bolivian Labor Day -No School
June 2	Thursday	Grade 5 Graduation
June 2	Thursday	Secondary Award Celebration
June 2	Thursday	Last Day of School – End of Semester II
June 3	Friday	High School Graduation

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ELEMENTARY TEACHING STAFF 2021-2022

		Room
KG3	Ana Laura Floru-Wanda Pennycook	2
KG3	Maria Jose Gonzlaes Quint-Erika Jimenez	3
KG3	Macarena Montero-Estefani Flores	4
KG4	Claudia Morales-Ximena Villegas	5
KG4	Ximena Diaz-Monica Rivero	6
KG4	Alejandra Britto-Maria Fernanda Veragtegui	7
KG5	Claudia Ponce - Andrea Maldonado	1
KG5	Lia Aparicio-Mariana Calasich	10
Grade One	Anabelle Gutierrez-Vianka Bassaure	15
Grade One	Marianela Castro-Fernando Ayo	16
Grade Two	Luciana Sainz -Tayla Grecu	13
Grade Two	Patricia Meyer-Eleen Ahern	14
Grade Three	Emel Kilic-Mariana Ortega	22
Grade Three	Macarena Arce - Tatiana Merida	23
Grade Four	Claudia Alvarez -Shantal Gorayeb	8
Grade Four	Kaleigh Watters - Nena Saavedra	11
Grade Four	Janet Inofuentes-Lucia Prudencio	12
Grade Five	Luz Maria Delfin-Michelle Aruquipa	19
Grade Five	Julia Ormachea-Karla Griffith	20
Grade Five	Veronica Tobia-Melissa Fleig	21
Spanish	Silvana Severich	Spanish Rm.
Spanish	Daniela Garcia	Spanish Rm.
Spanish	Andrea Dorado	Spanish Rm.
Art	Veronica Perez	Art Room
Music	Denisse Barron	Music Room
Physical Education	Daniel Soliz/Elba Beyer/Milthon Carrasco	P.E.Room
Technology	Consuelo Calvo	Computer Lab
Media Specialist	Amelia Garret	ES Library
Learning Lab		
Coordinator/Counselor	Ana Maria Urquidi	Learning Lab
ELL Specialist	Grecia Molina	
LD Specialist	Ana Monroy	Learning Lab
Literacy Specialist	Macarena Montero/Tessa Rawie	
Learning Lab Coach	Yalile Chalan	Learning Lab
Elementary Office Assistant	Monica Flores	Office
Elementary Principal	Maria Inarra	Office
Andrew Crouse	Superintendent	Office

School Supply Lists may be found on the ACS Calvert web page: www.acslp.org under Academics- Elementary School - Supplies 2021-2022

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INSTRUCTIONAL DELIVERY AND BIOSECURITY

School closures may occur for a variety of reasons including inclement weather, natural disasters, civil disruption and/or international national emergencies such as the CoVid-19 pandemic. These types of disruptions determine the way teachers deliver instruction. ACS is capable and committed to providing continuous education for our students regardless of whether the campus is open or closed. ACS has developed 3 models that allow teachers to deliver curriculum to students. They are 1. 100% presencial, 2. Blended or Hybrid and 3. Distance/Virtual. All three delivery platforms are based on American and international standards, provide engaging learning activities, and provide for valid and reliable assessment of student progress. The information linked below is provided to help our community understand principles that guide decision making, our respective responsibilities as we support teaching and learning as well as logistical details including bus transportation, schedules, cafeteria services and our number one priority, student safety, well-being and biosecurity protocols.

- [2021-2022 Distance Learning Plan](#)
- [Blended Learning Information Presentation](#)
- [Informed Consent and Cougar Caring Commitments Form](#)
- [STOP-PROTECT-REACT Biosecurity Measures](#)
- [ACS Biosecurity Manual \(English\)](#)
- [ACS MANUAL de Bioseguridad \(español\)](#)

DISTANCE LEARNING TIPS FOR PARENTS

Please alert your child's teachers and/or the Guidance Counselors if you need any specific support regarding your child's learning. This is especially important if your home situation has changed due to illness or other issues related to the pandemic.

Check out these other "[Distance Learning Tips For Parents](#)" (in Spanish and English) described in the Distance Learning Playbook for Parents by Rosalind Wiseman, Douglas Fisher, Nancy Frey and John Hattie. Click on [this link](#) to learn more about the following 7 strategies to set your child up for success:

1. Establish Routines
2. Create a Learning Environment
3. Learn how to log into Classdojo (ES), Google classroom (Gr. 3-12) and Powerschool
4. Communicate with Teachers
5. Monitor Screen Time
6. Ensure Proper Sleep
7. Take Care of Yourself

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Early Childhood and Elementary School Curriculum

Early Childhood Education

The program for 3-, 4- and 5-year olds focuses on the overall growth of the developing child. Play is recognized as the child's way of learning and developing skills in the ACS Calvert pre-kindergartens and Kindergarten. We address the social, emotional, cognitive and physical development of the child as well as provide literacy-rich learning experiences.

Elementary Education

ACS Calvert Elementary program includes Grades one through six. It aims to provide a strong, American-based curriculum (as well as a Bolivian-based curriculum to ensure educational continuity and success for international and Bolivian students.

The Elementary curriculum includes instruction in English Language Arts (reading, writing, and speaking) Mathematics, Social Studies, Science, Music, Physical Education, Technology, Art, Library, and Spanish as a First or Second Language.

It is also the expectation that students will exhibit strong values of citizenship, respect, and cooperation, and will take responsibility for their actions.

School Year

ACS School Year

The academic year has a minimum of 180 US / 200 Bolivian instructional days divided into two semesters and four grading quarters (KG3-12). The school calendar recognizes a number of U.S. and Bolivian holidays. Time is also allotted for school celebrations and staff development activities. If for whatever reason, ACS is required to close for any amount of time during the academic year, students will either be required to perform extra work (academic packages or online) or to attend on Saturdays.

Distance Learning

The goal of ACS Distance Learning is to ensure that learning continues in the event that the school needs to be closed due to a disruption, government mandate, large scale outbreak or any other event that does not make the campus safe for learning. Unlike the Blended Model (2) the Distance Learning environment does not necessarily replicate a traditional school day as per the timetable or student experience. In some cases, reliance on virtual resources may enhance the learning experience for some learners. Nonetheless, with Distance Learning students should be able to independently extend their learning with the direction of the teacher and support of their parents.

ACS Elementary School Day

The school day begins promptly at:

KG3 9:00 a.m. - 12:00 p.m.

KG4 8:15 a.m. - 1:00 p.m.

KG5-5 8:15 a.m. - 3:05 p.m.

therefore, students are expected to be on campus 10 mins before the first bell rings. Students must be seated and prepared to learn before the second bell rings at 8:15 AM. The school day ends students may attend after school activities and/or support services. Parents are required to promptly pick up their children after school unless they are involved in any after school activity or sport. If a student is not in a designated activity or the activity does not start until a later time, they must either be supervised by an adult (guardian or staff member) or they must go to the Library to study.

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School Attendance

Whether on campus or distance learning, students are expected to be in class on time and attend school regularly. ACS has developed policies for tardies and absences that are described in the Student Code of Conduct.

Attendance Policy

All students are expected to be present in each class each day. For absences, other than illness or emergency, parents are required to notify the attendance secretary in writing or by email.

- a) All grade KG3 - 5 students must be present in classes for a minimum of 90% of the class meetings. If an Elementary Student has been absent (excused or unexcused) for more than 10% of the class meetings (10% = 10 days) in a semester, credit for the course will not be granted unless the Superintendent has determined that extenuating circumstances of an unavoidable nature exist (e.g. serious illness, family emergency, etc.), warranting a waiver of this Policy.
- b) Parents must email, call or write a note if a student is absent from school. The student must report to the ES secretary for an entry pass prior to going to class if he/she arrives at school after classes have started. Students arriving late to school must contact those teachers with whom the student did not meet that day for any work missed.
- c) Parents who anticipate their student leaving school early (doctors appointments, etc.) are expected to notify the classroom teacher and the ES secretary prior to the early dismissal. Coming to school late or leaving early does not exempt a student from tests or assignment due dates.
- d) Students who become ill during the day must report to the health unit. The health unit will contact the parents if the student needs to be sent home. The health unit will give a note to the level secretary stating the reason the student is going home and who will be picking up the student.
- e) No student may leave campus without parent permission and a written release by the ES secretary. Either the student's parent or adult designate must pick up the student from the administration office.
- f) Students must be in attendance at school during the day in order to participate in practices, games, spelling bees or performances.
- g) All tardies are considered **unexcused**.

Pre- and Post-Holiday/School Vacation Absences

In order to maximize student/teacher contact and prevent teaching opportunities lost because of partial class attendance, absences immediately preceding and following a school holiday/school vacation will not be approved for students and will be considered as unexcused absences. Semester exams/tests will not be given early.

Excused vs. Unexcused Absences

Students can receive Excused Absences provided that they:

- Provide a medical excuse within 24 hours of the absence and inform the school on the day of the absence that student is ill;
- Provide a written letter from a sports federation at least three days in advance of the absence, etc. in advance and the student completes a Planned Absence Form.

All other absences are considered unexcused. In some cases, if a parent and student request permission for absences a minimum of 7 days before the planned absence, the Principal may excuse student absences for a maximum of 5 days in a given academic calendar year; however, no absences can be excused during exam days.

Tardies

Academic success is directly related to punctual arrival to all classes. Students are expected to arrive at school on time every

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morning, regardless of the modality of learning. Time missed due to tardiness will be made up either at recess or after school. Please bear in mind that for every 6 tardies in a month, students in KG5 – 5th grade will get one hour of detention. Excessive tardies may result in progressive disciplinary action. Parents in KG4 - 5th will not be permitted to enter campus after 8:12 a.m. Students will have to walk to their classroom with staff supervision.

School Early Dismissal Days and Student Seminars

Students may be released early periodically throughout the year for teachers to have time to work collaboratively. On Early Dismissal Days, groups of students may be required to stay in school to work on courses that need to have grades improved.

Individual Student Early Dismissal Procedure

Students who leave school during school hours for any reason must have a parent contact the Elementary Office by email or a written note in a timely manner with a legitimate reason. Parents are expected to pick up their child from the administration office. Students will not be allowed to leave campus on his/her own.

Student School Sponsored Activities

ACS Calvert offers a wide range of student activities, sports, cultural and social. All information can be found on the Cougar Hub that lists the various events happening on campus. Information on student activities will be communicated to students and parents throughout the school year on the Cougar Hub.

Illness on the Day of a School Sponsored Activity

Students who are absent from school will not be permitted to participate in any special events or extracurricular activities.

School Absences due to Sports Tournaments

All ACS Elementary School Students will be required to comply with the following procedure in order to be released when they need to be present at any non ACS Calvert sponsored sport-tournament.

1. A letter from the Tournament sponsors will be dropped off at the ES Office three days before the day the student will be absent. Only written letters will be considered, no phone calls or verbal communication.
2. Having the letter, ACS Elementary School will evaluate the student's academic situation and determine if permission is granted. Sending the letter does not guarantee approval, since grades and behavior will be taken into consideration. Any students having difficulty meeting grade level expectations or with any referrals will be denied permission.
3. The ACS Elementary School will make a decision within 24 hours. It is the parent's responsibility to contact the school to find out if permission has been granted.
4. Students will be given assignments and they will have one day after returning to school to complete. Also, students will have two days to make up any tests missed.
5. In the event that an ACS Elementary School Student ends up in the finals of a tournament parents need to inform the school of this as soon as possible, so assignments and tests can be arranged one more time.

ACS Admission Policies

All students who apply to ACS must provide all required documentation in order for their admissions folder to be reviewed. Once they complete the admissions process and if they are accepted they must meet the requirements stipulated in the ACS Admissions Policy.

Admission Contracts

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In some cases, families may be required to sign admission contracts that detail any conditions that must be met for ACS to officially register the child. These conditions may include: “convalidacion” of grades for the Bolivian system, late registration, plan to make-up missed assignments, *tutoring requirements, *ESL classes, online courses, etc.

*Note - families may be required to pay additional fees for any special services required by the school.

KG3: A child's third birthday must fall on or before June 30 of the current school year.

KG4 (Pre-kindergarten): A child's fourth birthday must fall on or before June 30 of the current school year.

KG5 (Kindergarten): A child's fifth birthday must fall on or before June 30 of the current school year.

1st grade: A child's sixth birthday must fall on or before June 30 of the current school year. The school administration may decide to waive the age requirement if the school feels the child can succeed at a different grade level according to diagnostic testing, and observations and the child has satisfactorily completed a grade level in another school.

Beginning in Grade 1, students who do not speak English as their native language will be tested to determine English and reading proficiency.

ACS Admission Windows

The following policy governs late entry to the Elementary School after the official start of any quarter of study:

- Students who arrive within the first two weeks of the quarter must make up all summative work assigned by the teacher and will earn regular grades and credit value for the quarter.
- Students that arrive between the third and fourth week of the quarter are not required to make up missed work; however, they are responsible for all content introduced and will be evaluated on the material on summative evaluations. Students will be graded on all assignments during the remaining five to seven weeks; however, they will be assigned only a pass/fail grade.
- Students that arrive after the fourth week of the quarter will not earn credit for the quarter and no grade will be assigned unless an academic contract that clearly describes the conditions necessary for a student to earn credit is signed before admission.

New Admission Students Repeating Portions of the Year

Based upon the advice of the Counselor, new admission students that are required to repeat any portion of an academic year may be given regular grades or Pass/Fail grades depending upon their level of academic achievement and English proficiency.

New ELL Admission Students

Students that are entering an English immersion environment for the first time will be required to sign Admission Contracts and will earn Pass/Fail grades for a determined period of time (one quarter, one semester, or the full year in extreme cases). Students may be required to enroll in special classes or withheld from elective courses in order to receive reinforcement in English.

Student Permanent Files

Once admitted to the school, a Permanent Student File is created for each student and housed in the Level Office. Personal Information (copies of IDs of parents and students), Prior and current Report Cards, Recommendations, Discipline Reports, etc. are stored in the student's file. Parents have the right to request an appointment to review their child's file.

Students Transferring within Schools and Repeating Six Months

Students that are admitted to ACS and are transferring from other schools that function on the Bolivian Calendar are required to repeat six months. If they are admitted in the second semester, ACS has the option to not grade the students or to use a

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modified grading criteria to allow the student to concentrate on language acquisition.

Students Withdrawing from ACS

Any parent who wishes to withdraw their child from ACS must complete Follow the steps below:

1. Copy and paste the following text into an email and send it back to the level secretary

At this time I (INSERT YOUR NAME) as the parent and/or legal guardian of (INSERT NAMES OF CHILDREN) request to withdraw my child from ACS effective (INSERT DATE). I understand that I am responsible for paying any outstanding debt and returning all school property prior to departing the school.

Sincerely,

INSERT NAME

2. **Updating your account:** all tuition must be paid or a 'pagare' must be completed. Please contact the business manager to arrange this
3. All library books and classroom materials must be returned. For example: athletic uniforms, iPads, books in a bag, etc.
4. If applicable, inform the level secretary of new school contact information to send any requested confidential information.
5. Upon receipt of this withdrawal request email and completion of the above steps, the level secretary will verify the status of your account with the business office and then assemble a leaving packet. Please note: If your account is not current you must pay any outstanding debt or charges related to missing school property or sign a pagare with the business office.

Once this is done the level secretary will create the leaving packages which include:

Elementary School:

- i. ACS report cards or a copy of the student's Official Transcript
- ii. MAP Scores
- iii. Verification of attendance
- iv. Letters of teacher recommendations as requested by the new school
- v. The original Bolivian Ministry Report Card

Special Educational Services

Standardized Testing

ACS offers a selection of standardized tests. We offer the WIDA, MAP, PSAT, SAT I and II, ACT and Advanced Placement examinations on selected dates throughout the year.

Special Education Services

All students shall follow a college preparatory course of studies in grades KG3-12. ACS has limited ability to provide accommodations and modifications for students with learning disabilities. Students with diagnosed disabilities will be provided Individualized Learning Plans that clearly establish strategies, accommodations, and modifications of the curriculum or evaluation systems.

Students who are performing below grade level expectations may be required by ACS to have psychological and neurological testing so that an appropriate academic program may be put in place to ensure student achievement.

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Special Support Classes

ACS may provide “special” support classes during the regular schedule. If a student is pulled out of a regularly scheduled class to reinforce specific skills, they may be required to perform additional work outside of school in order to return to the programmed class.

Individualized Education Plans and Modifications

ACS students that qualify for Individualized Education Plans (IEPs) will receive accommodations as stipulated in their plans. The counselor will communicate these accommodations to the teachers and will follow up regularly to ensure that teachers are differentiating accordingly. Parents of the students with IEPs are required to update their external testing a minimum of once every three years.

Student Materials and Resources

Student Grade Level Material Lists:

ACS teachers develop lists of required materials that all children must bring to school on a daily basis. Children are encouraged to recycle and reuse materials whenever possible. Student material lists are available through the ACS web page at www.acslp.org.

Musical Instruments/Band

Students entering grade 5 are expected to bring their own Musical Instruments in order to participate in the Band Program. If a student requires additional time to purchase their instrument or if they lose their instrument the school may provide an instrument on loan for a short period of time until the instrument can be replaced. To take advantage of this service the parents must request a temporary loaned instrument in writing to the ES Principal and the Fine Arts Department Chair. This request must include: Name of student, date, type of instrument, reason for the request and the expected date that the new or replaced instrument will be acquired. No instrument will be loaned to any student for more than 6 weeks unless previously approved by the Principal and Fine Arts Department Chair. If the request is approved the parents must pay a \$75 deposit in the accounting office which will be fully refunded once the loaned instrument is returned in the same condition it was issued. When the deposit is received a receipt will be issued which can be submitted to the Fine Arts Department Chair in exchange for the requested instrument provided there is one available.

Please note: In some cases, students are expected to stay after school or at lunch to prepare for special events and performances.

Library Services

Hours = 8:00 - 4:00 - Monday through Friday. The library may be closed periodically for inventory, staff meetings, and for use for school programs. While in distance learning or hybrid, the library will function online. Please visit the monthly [LIBRARYFLIX](#) for up to date news and instructions on how to check out resources.

Student Expectations

The library is a place to study, read, research, and learn. To maintain this atmosphere for all, students are required to work quietly. Students may use the library during the school day as long as they are with their teacher. On their own, students may not leave any class to use the library (or its computers), unless the librarian and the classroom teacher have previously agreed.

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Improper use, vandalism, and/or theft of library equipment may result in restricted access for all students from the library. Food, gum, drinks are not permitted in the library. The same rules and regulations for technology in the classroom apply to the library. Students are only permitted to use technology for educational purposes.

Check-out Policies

All students are provided access to the library and may check out books and textbooks. Students are responsible for returning books in a timely manner in the same condition in which they are checked out.

Students may check out nonfiction books for a two-week period, with a maximum of three books per checkout. Books from the Reference Section may only be checked out for one day. Textbooks can be checked out for a full academic period (semester or year).

Textbooks and other ACS Calvert Issued Materials

ACS Calvert issued books and other materials must be treated with proper care. Textbooks, library books, and other materials are the direct responsibility of the student to whom they are issued, and all textbooks must have protective covers. Students will be expected to pay the replacement cost for any lost, stolen, or damaged ACS Calvert issued materials.

Technology on Campus

Electronic Devices on Campus

Please see the ACS Responsible Use Guidelines found at the end of this handbook for a full explanation of expectations for technology use at ACS. ACS Calvert strongly recommends that all personal electronic items, and/or any personal items that are not necessary for school are left at home. Elementary students are not allowed to bring cell phones or any wearable device to school. ACS Calvert is in no way responsible for such items should they become lost, damaged or stolen on or near campus, and reserves the right to not use its resources in the quest for such lost, damaged or stolen items.

Electronic devices are classified as two types: Personal Devices (cell phones, wearables, etc.) and Educational Devices (laptops, iPads, etc.).

Personal Devices: Cell Phones and Wearable Devices

Cell phones and wearable devices must be turned off and stored out of sight from the moment students arrive on campus until 3:30 pm. Students are not permitted to use cell phones at recess and lunch or during any time of the day until 3:05 pm. If heard or seen before 3:05 pm cell phones and wearable devices will be sent to the office for parents to collect the next school day. Violations of this policy will follow the ACS progressive discipline process.

Academic Policies

Standard Based Grading System

Students will be graded using this system in all subject areas. We use a 4 – 1 point system.

4	3	2	1
Above grade level standard	On grade level standard	Approaching grade level standard	Needs assistance with grade level standard

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Bolivian System

Students receive a percentage grade. The minimum passing requirement is 51%.

Ranking Students

ACS does not rank students due to the small size of the student population.

Promoting Students in the Bolivian System

The Bolivian Ministry of Education has authorized and approved the ACS academic program of study. ACS is responsible for submitting the grades of students at the end of each quarter of study to the Ministry of Education in addition to a number of other documents. Students must pass all required courses in order to be promoted in the Bolivian System. Students that fail one or more classes with a grade of 50% or less will be required to complete the full year.

Recognition of Grades

All new admission students that enter ACS must complete a process of recognition (Bolivian “convalidacion”) through the Ministry of Education in order to receive an official Bolivian Registration identification (RUDE). It is the responsibility of each parent to provide the required documentation within the appropriate legalizations and stamps within three months of their arrival to the school. The family must pay all costs of legalization of documents.

Promotion Students in the US System

Students may not proceed to the next grade level in the US system unless they earned a minimum grade of a 2 in the core courses of Literacy, Math, Science and Social Studies. Students may make up failed courses at any time through a variety of methodologies and in some cases, with special permission, and a signed special academic contract, the student may simultaneously enroll in a prerequisite and requisite course.

ACS Elementary Assessment Policy

The assessment, record keeping and reporting of all students’ achievements, behavior, and attitudes in school involves all teachers and students and is an important part of a whole school policy and strategy.

Purpose and Scope of Assessments:

- Assessment is the process of collecting, analyzing, and interpreting information to assist teachers in making decisions about the progress of their students.
- Assessment should provide evidence of student performance relative to learning outcomes as described in the ACS curriculum.
- Classroom assessment should be both formative and summative, and should be used to provide feedback to students that supports and enhances their learning experience.
- Formative assessment tasks must be designed to provide systematic evaluation of student performance and progress and evidence, which can be used to evaluate student performance relative to the standards for each subject.
- For each subject, the summative assessment tasks should include a range of appropriate activities. These may include examinations, tests, projects, oral presentations, written reports, demonstrations, performances, investigations, practical work, and creative writing.

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Types of Assessments:

Formative assessments should form part of the daily classroom routine of teachers as a means to monitor student progress and to provide ongoing feedback to students and for instructors to improve their teaching. Formative assessment has no weight in a student's final grade.

Formative assessments should:

- Help students identify their strengths and weaknesses and target areas that need work
- Help faculty recognize where students are struggling and address problems immediately

This formative monitoring should include homework checks, questioning, teacher observation of student work, discussion, brief informal oral/written tests etc.

Summative assessments evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments should take place on a regular basis and should be based on the prescriptions as laid down by the subject department/cohort for the learning area and or grade level.

Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

Disposition Assessment

Disposition grade is a class grade that reflects overall commitment to learning in the classroom. This grade includes evidence of students demonstrating the ACS Dispositions of being Caring, Responsible, Ethical, Balanced, Curious and Persevering.

Posting Grades to PowerSchool:

Grades on PowerSchool must be updated at least once every two weeks. Parents can check their child's current grade using the *Parent PowerSchool Account* at <http://acslp.powerschool.com> or using the *PowerSchool* mobile App.

Home Learning

What is it?:

Home Learning should be the self-directed extension and connection of what is learned in school to students' daily lives with the purpose of encouraging lifelong learning.

Our Philosophy:

We are saying "no" to homework and "yes" to home learning and managing time on other productive activities, especially reading and math facts, physical activities and spending quality time with family.

Home Learning Resources:

Students will have resources (online games, websites, activities, etc.) available on the ACS website in order for them to be able to access in case they want to extend their learning.

Daily Home Reading Expectations:

- KG5 & 1st grade: 10 minutes
- 2nd & 3rd grade: 15 minutes
- 4th & 5th grade: 20 minutes

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Mid-Term Progress Reports

Elementary parents will be notified when the midterm of each quarter is. At this date, they will be encouraged to log-in to the [ACS Powerschool portal](#) to review their child's Standard Based Assessments.

End-of-Quarter Report Cards

Students receive a Standard Based report card at the end of each quarter. The report cards are emailed to parents.

At the end of quarter one and three, parents receive quarter report cards and are invited to attend Student Led conferences to learn about the child's progress.

After School Academic Support Classes

Core teachers provide academic support after school for all of their students once a week. Students who are having difficulties in either Math or Literacy are invited to attend.

Mondays: Math

Thursdays: Literacy

Other support classes like remedial English may be offered after school if there are students who need it. Teachers may require certain students to attend these sessions of academic support and will contact parents in this case. Students are responsible for attending if they are asked to be present. Teachers will not be responsible to seek out students who do not attend these classes.

ACS AWARD OF EXCELLENCE AND SCHOLARSHIP FOR MERIT

Eligible Grade Levels for ACS Award of Excellence: Grades 3-12

Scholarships to be awarded for Merit: Three for Elementary (grades 3-6) and three for Secondary (grades 7-12)

CONSIDERATION CRITERIA – ACS AWARD OF EXCELLENCE:

- Academic:
 - Secondary students must earn a GPA of 3.7 or higher for the previous school year (note – if sufficient candidates do not meet the minimum qualifying GPA, the Principal may lower the standard to ensure a minimum)
 - Elementary students must have achieved 3s in all subject areas
- Citizenship and Leadership:
 - Students must have earned a minimum of one Bucket Fillers, Citizenship or Cougar Award the previous school year.
 - Students cannot have received referrals for any major discipline incident(s) during the previous school year.
 - High School students must have completed a minimum of 20 Community Service hours the previous year.

All students that meet the above criteria will be recognized with ACS Award of Excellence at the first General Assembly of the year.

Students that are recognized with the ACS Award of Excellence, students may qualify to apply for one of six ACS Scholarships for Merit. Only those students who have been members of the school for a minimum of two years and whose parents pay tuition out of pocket (who are not reimbursed from a third party) are eligible for the scholarship.

ACS SCHOLARSHIP FOR MERIT PROCESS:

1. A Scholarship Committee for Grades 3-6 and 7-12 will be formed by a minimum of three teachers from each level.
2. The Superintendent and Business Manager will work with the Level Principals to produce a list of students who are eligible for the ACS Scholarship for Merit.
3. A Student Self-Evaluation Form will be sent to the candidates that met the consideration requirements by the third week of August to be completed no later than the first week of September. Qualifying students will be asked to report activities and dispositions that demonstrate excellence in their academic achievements, attitude, discipline, leadership, and participation in After School Activities. Please note that the student must provide a note of

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verification for any After School Activities that they participate in externally from the school.

4. The Principal will send a Confidential Teacher Evaluation Form to 2 core and 2 specialist teachers requesting that the teachers evaluate and rank the students for their academic achievements, attitude, discipline, leadership, and participation in After School Activities.
5. The Scholarship Committee will review the Student Self-Evaluation and Confidential Teacher Evaluation Forms and rank each student on a five point scale in the three different categories according to the following weighting system:
 - GPA (50%)
 - Citizenship (Values and Discipline) (25%)
 - Extra-Curricular Participation and Leadership (25%)
6. The Level Principal will present the results of the analysis and the recommendation of the Scholarship Committee to the Board of Trustees at the September Board Meeting. The Board of Trustees will examine the results and confirm the final decision.
7. The announcement of the recipients of the Scholarship for Excellence will be made at the fall General Assembly.

Learning Support

At the elementary level, academic support will be provided through the school for students identified with mild learning disabilities. The elementary school counselor and/or the learning lab coordinator in consultation with the level Principal will assign classroom accommodations and/or modifications. Identification will be made through the Student Study Team (SST) process.

Administration will review annually the needs of both the existing and potential student populations in order to recommend to the Board program changes for exceptional children, and also those relating to English-language learners.

Academic Intervention Program

The aim of the Elementary Academic Intervention Program is to assist students who are falling behind in their academic progression and to ensure these students are receiving the support services necessary to promote academic improvement. Ongoing, poor academic performance may result in grade retention of the student, or review of his/her placement at ACS Calvert.

Student Code of Conduct

The American Educational Association (the “SCHOOL”) developed the Student Code of Conduct to support and promote our Core Values: Excellence, Integrity, and Diversity. The Student Code of Conduct is supported by and aligned to the “Reglamento Interno” which is submitted to and approved by the Ministry of Education on an annual basis. Both documents are based on the principle that students and staff have the right to learn and work in a positive school environment that is free from violence, intimidation, threats, harassment and fear. The School shall promote the safety and civility for all community members at all times.

The SCHOOL acknowledges that conduct and behaviors are closely associated with learning and that an effective instructional program requires a wholesome and orderly school environment. The SCHOOL requires that each stakeholder (student, staff, parents) know, understand, and adhere to the rules of conduct and assigned consequences for misconduct. Students must follow the rules of conduct while on the school campus as well as during any SCHOOL sponsored school activity conducted on or off campus. Parents are required to support all internal regulations and policies.

The Student Code of Conduct has three major purposes:

1. To educate and promote a positive school environment.
2. To define expected behaviors.

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3. To define inappropriate behaviors and their resulting disciplinary processes and procedures.

The SCHOOL follows a model that emphasizes excellent teaching practices, student engagement, academic interventions, and clear behavioral expectations. The School firmly believes that the combination of these four principles will promote a positive school climate that will then promote and lead to long-term student achievement and success.

Positive School Behaviors:

The School has developed the following chart to guide positive behaviors throughout the school:

	Be Safe	Be Respectful	Be Responsible
Classroom	<ul style="list-style-type: none"> Keep hands and feet to yourself Wait your turn Four on the floor 	<ul style="list-style-type: none"> Listen/Follow directions Take care of property Be kind 	<ul style="list-style-type: none"> Be prepared and ready to work Stay on task Complete tasks Do your best
Playground	<ul style="list-style-type: none"> Play carefully Stay within supervised areas. 	<ul style="list-style-type: none"> Share equipment Listen to adults Take turns Be kind 	<ul style="list-style-type: none"> "You Can't Say You Can't Play" Return all equipment Follow rules
Hallways	<ul style="list-style-type: none"> Walk Single file/stay on the right 	<ul style="list-style-type: none"> Transition with quiet voices Quiet and respectful greetings Be kind 	<ul style="list-style-type: none"> Keep hands, feet & belongings to yourself Remember core values
Stairs	<ul style="list-style-type: none"> Walk - single file/stay on the right One step at a time Use handrail 	<ul style="list-style-type: none"> Transition with quiet voices Quiet and respectful greetings Be kind 	<ul style="list-style-type: none"> Keep hands, feet & belongings to yourself Remember core values
Bathrooms	<ul style="list-style-type: none"> Flush Wash Hands Leave no trace 	<ul style="list-style-type: none"> Respect others privacy Use a quiet voice 	<ul style="list-style-type: none"> Leave no trace Remember core values
Cafeteria	<ul style="list-style-type: none"> Leave no trace Walk 	<ul style="list-style-type: none"> Use quiet voices Use good manners Listen to adults Be kind 	<ul style="list-style-type: none"> No saving seats Remain seated while eating Remember core values
Bus	<ul style="list-style-type: none"> Stay in your seat and face forward Keep hands, feet & belongings to yourself Keep aisle clear Wear Seatbelt 	<ul style="list-style-type: none"> Use quiet voices Listen to the driver and monitor Use appropriate language and manners Be kind 	<ul style="list-style-type: none"> Leave no trace Be kind to others Be ready and be on time

Rewards and Recognitions for Positive Behaviors:

The School believes that it is important to recognize positive school behaviors and leadership. We recognize these behaviors through the following methodologies:

- Weekly effort/participation/behavior grades in all classes;

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- End-of-Year Rewards: Teachers will reward students at the end of the academic year for positive behaviors, citizenship, and leadership;
- Positive Notes and Communications: Teachers will send home positive notes to students or call periodically throughout each quarter to recognize student accomplishments and improvements or changes in behaviors;
- Principal Communications: Level Principals will follow up on Behavior Plans and Contracts to communicate positive changes in behaviors to parents and students;
- Special privileges and participation in events;
- Quarterly celebrations and recognitions for students that comply with expectations.

Discipline Policies and Procedures for Inappropriate Behaviors:

The SCHOOL adheres to the belief that acquiring good judgment, self-control, and developing respect for others is part of the educational process. When errors in judgment result in inappropriate behavior; consequences will be assigned to ensure that the student learns from the experience. Depending on the age and maturity of the student, different strategies will be applied. These include, but are not limited to conversations with the teacher, reflective personal essays, notification of parents (written and/or oral), suspension of privileges, school interventions, referrals to the principal or counselor, behavior plans/contracts, detentions, and in the case of EXCEPTIONAL MISCONDUCT, possible EXPULSION.

The School Principal will complete the following procedure in managing any type of disciplinary process:

- I. Review Reported Behavior
 - A. School community members must report all disciplinary incidents using an Incident Report (IR) Form.
 - B. An Incident Report is a form used by administration to gather information about an event. These reports are often completed by teachers, students, or parents who have a concern. Information is factual.
- II. Gather Information
 - A. The Level Principal must gather Information all reported discipline incidents and concerns. The Principal follows due process and will gather Information all matters to the best of their ability within an appropriate time frame.
- III. Classify Infraction, Record, and Assign Consequence
 - A. The SCHOOL uses an instructional and progressive discipline system to assign consequences for behaviors deemed to be infractions. The SCHOOL understands that it is impossible to list all potential infractions, therefore incidents will be managed using the best discretion of the Level Principal after consultation with the administrative team. Depending on the severity and frequency of the infraction, appropriate consequences will be applied.
- IV. Communicating the Infraction and Consequence
 - A. The goal of this Policy is to include appropriate interventions/consequences to promote a positive school climate, to support victims and others impacted by the infraction or misbehavior, to hold students accountable for their behavior, and to promote positive changes in behavior. Administration will take prompt, equitable, and remedial action when a complaint or a report of unacceptable behavior is received.
 - B. Depending on the frequency and severity of the conduct, appropriate responses to violations of this Policy may include school detentions and interventions, counseling, or discipline to remediate the impact for the victim and/or to change the behavior of the perpetrator. All disciplinary decisions are made at the discretion of the principal and school administration reserves the right to consequence any inappropriate behaviors as it deems necessary and appropriate.
 - C. **Students that engage in behavior that violates the ACS Student Code of Conduct may be reported to the Ministry of Education and the Defensoria del Ninez at the discretion of the school.**
- V. **Determining the Type of Infraction and Assigning Consequences**
 - A. When an ACS Incident Report is received, the Level Principal will investigate the report. If an infraction has been committed the level principal will label the infraction, assign consequences as he/she deems

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- appropriate according to the Matrix of Infractions and Consequence and contact the student and parent.
- B.** Teachers may manage minor Infractions within their classroom or request an intervention from the Principal.
 - C.** In the case of a serious Infraction, the Level Principal may recommend that the Superintendent review the case. School administration reserves the right to convene a Disciplinary Council to determine whether a recommendation for expulsion should be submitted to the School Board of Trustees for consideration.
 - D.** ACS disciplinary processes have been approved by the Bolivian Ministry of Education.
- VI.** Appeal Process (when requested for Major and Extremely Major Infractions).
A Parent may only appeal serious infractions to the Discipline Council. The purpose of the appeal is to:
- A.** Request a reclassification of the level of the Infraction (Strike the infraction from the record and the student's file.
 - B.** Although the Parent has the right to appeal a serious Infraction, the student is still required to serve the consequence(s) that are assigned by the Level Principal while the appeal process occurs.
 - C.** All appeals are made to the Discipline Council.

Discipline Council Makeup

The Discipline Council is named by the Superintendent and consists of the following people: 1-2 administrators (Principal, Counselor, or Learning Services Coordinator) from Elementary and 4-5 members of the Secondary Teacher Leadership Team. Individuals that are assigned to the Discipline Council but have a conflict of interest for any reason must recuse themselves from the procedure.

Discipline Council Procedure:

1. Upon receiving notification that a Parent wishes to appeal a serious Infraction, the Superintendent will convene the Disciplinary Council within 7 days.
2. The Parent is required to submit a written report justifying the reasons for their appeal.
3. The Discipline Council will meet and review the following documents:
 - a. Original Discipline Incident Report;
 - b. Discipline Memo: Infraction/Consequence notification;
 - c. Principal Report regarding Infraction;
 - d. Parent/Student Report regarding Infraction;
4. The Discipline Council will submit a written report to the Superintendent in a timely manner:
 - a. Affirming the Infraction;
 - b. Reclassifying the Infraction; or
 - c. Recommendation that the infraction be removed from the student's file.
5. The Superintendent will communicate the findings of the Discipline Council to the Parent.
6. The decisions and recommendations made by the Discipline Council are not subject to any other appeals.

Reviewing Reported Behaviors

SCHOOL community members must report all disciplinary incidents via the ACS Discipline Incident Report (DIR).

ACS Concern Form

The ACS Concern Form is used in cases where parents or community members would like to report a concern involving another student, teacher or community member that needs to be addressed by the principal.

Upon completion of the ACS Concern Form the Principal will perform an investigation and determine if the community member did not comply with the internal regulations.

If the concern is in reference to a student, the Principal will determine if an infraction took place. If so, the Principal will complete a Discipline Incident Report and follow the designated Discipline Process.

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If the concern is in reference to a teacher, the Principal will implement the process outlined in the Staff Handbook and “Reglamento Interno”.

If the concern is in reference to another parent or community member, the Principal will follow the procedure outlined in the Parent/Student Handbook.

In all cases, the Principal will provide a written or oral response to the community member that raises the concern in a timely manner.

Intervention

The goals of this Policy include appropriate intervention, positive climate, and support for victims and others impacted by the violation. Administration will take prompt, equitable and remedial action when a complaint is reported. Depending on the frequency and severity of the conduct, appropriate responses to violations of this Policy may include intervention, counseling, or discipline to remediate the impact for the victim and/or to change the behavior of the perpetrator. Students who engage in bullying will be sent to Specialized Centers opened by the Local Government or City Hall of La Paz.

Documentation of Offenses

Offense(s) will be documented on an ACS Calvert Discipline Incident Form and will be signed by the student, teachers, and grade-level principal. If the student refuses to sign the referral form, the student must justify it in writing. A copy will be retained in the student’s file in the administrative office; parents will be issued a copy for their records.

ACS Elementary Behavior Incident Report Form

Offense(s) will be documented on an ACS CALVERT Discipline Incident Report Form and will be signed by student, parents, teachers, and grade level principal. If the student refuses to sign the referral form, the student must justify it in writing. A copy will be retained in the student’s file in the Main office. Parents, teachers and administration will be issued a copy for their records.

Note - All Discipline Incident Report Forms will be stored in Student Permanent Files.

ACS’s Right to Question, Search, and Examine Personal Items

The SCHOOL reserves the right to question students, confiscate and/or examine the contents of student pockets, bags, electronic devices and lockers if evidence exists that community members are involved in behaviours that violate the Student Code of Conduct and/or the “Reglamento Interno”. All students have the right to request that their guardian be present during questioning or any search/examination of personal items.

Progressive Disciplinary Processes

Student discipline will be monitored by all staff and adult community members. Discipline data will be compiled on a continuous basis and breaches of discipline shall be dealt with using a progressive disciplinary process that appropriately meets the seriousness of the offense.

When a discipline concern occurs in the classroom or campus, the community member that witnesses the action must report the action in a timely manner to the Level Principal and complete a Behavior Incident Report Form or concern form. At schools, there is not a statute of limitation; however, the more timely reporting of the action, the more likely that a positive intervention can occur.

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Determining the Type of Infraction

When a Concern Form or Behavior Incident Report Form is received, the Level Principal will examine the student's conduct and determine how to classify the infraction. All infractions are classified as Minor, Significant, or Major. Any case that involves potential expulsion will be reviewed by multiple committees. All disciplinary decisions are made at the discretion of the principal.

Processing an Infraction

MINOR Infractions will be managed by the responsible teacher.

SIGNIFICANT Infractions will be managed by the level Principal.

MAJOR Infractions will be managed by the Principal and when necessary the Discipline Council.

In the case of Significant and Major Infractions, the level Principal will review the case, interview involved parties, collect evidence, form judgment and inform the student and parent of the subsequent consequences.

In the case of a possible expulsion, the Level Principal will recommend that the Discipline Council reviews the case and determines whether a recommendation for expulsion should be submitted to the School Board of Trustees for approval.

Note - All disciplinary processes that occur at ACS will be managed within the framework of Bolivian Law and the "Codigo del Menor".

Minor Infractions:

Minor disruptions to the academic environment managed by the teacher. Incident Reports are filled out and sent to the office to keep in student files.

- Being tardy/late 6 times in one month;
- Insubordination (minor);
- Inappropriate use of community property;
- Inappropriate gestures or language;
- Disrupting the learning environment;
- Being in an unauthorized/unsupervised area;
- Littering or not cleaning up occupied areas;
- Being unprepared for class;
- Incomplete/ missing assignments;
- Violating established classroom rules;
- Having a mobile phone or electronic device in the classroom without teacher permission;
- Violating the dress code;
- Failure to return school/home communication.

Minor Infraction Discipline Consequences:

Students may be assigned one or more of the following consequences but not limited to.

- Written Verbal Warning;
- Phone call or note home;
- Time-out;
- Assignment/Duty;
- Reflection Paper;

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- Confiscation of item;
- Detention;
- Referral for Counseling;
- No credit for an assignment or test

Significant Infractions:

Repeated minor infractions and actions that significantly disrupt the learning environment, cause discomfort to another person, or challenge the integrity of another person or the institution itself.

- Being tardy/late 12 times in the same quarter;
- Unsafe behavior;
- Threatening a community member or the institution itself;
- Disrespectful behavior;
- Public show of affection;
- Plagiarism/cheating;
- Unintentionally damaging school grounds or resources (non permanent/minor);
- Acts contrary to the Vision and Mission of the school;
- Being a bystander to incidents or failing to report an act that diminishes the integrity of another child;
- Repetition of the same Minor Infraction two times in the same semester;
- Repetition of three different Minor Infractions in the same semester;
- Failure to complete assigned Minor Consequence.

Significant Discipline Consequences

Students may be assigned one or more of the following consequences but not limited to.

- Detention;
- Discipline Contract;
- Period of Probation;
- Suspension of privileges;
- Restitution;
- Special duty or assignment;
- Counseling;
- No credit for an assignment or test.

Major Infractions:

Repeated significant infractions and actions that intentionally disrupt the learning environment, results in physical or mental harm to a student, staff member, parent or visitor on campus; or damages or devalues that person's property; has the effect of substantially interfering with student education; or is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; and/or has the effect of substantially disrupting the orderly operation of the school.

- Being tardy/late more than 12 times in one month;
- Destruction of school property;
- Possession/sale/use of/under the influence of pornography, weapons, drugs, drug paraphernalia, alcohol, tobacco, etc.;
- Emotionally or physically harming a community member;
- Forgery/Fraud;

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- Theft;
- Truant/Skipping class or school;
- Repetition of the same Significant Infraction two times in the same semester;
- Repetition of three different Significant Infractions in the same semester;
- Failure to complete assigned Significant Consequence.

Major Infraction Consequences:

Students may be assigned one or more of the following consequences but not limited to.

- Internal Suspension;
- External Suspension;
- Discipline Contract;
- Period of Probation;
- Suspension of privileges;
- Restitution;
- Special duty or assignment;
- Referral for Counseling;
- For the following reasons, Major Infractions may be sent to the Discipline Council for review for possible recommendation for Expulsion:
 - Possession/sale/use of/under the influence of weapons, drugs, or alcohol;
 - Serious emotional or physical harm toward a community member.

Exceptional Major Infractions:

The following actions are considered to be exceptional misconduct and will result in the application of extraordinary discipline measures. Each behavior described below will be reported to the appropriate authorities (Ministry of Education and the “Defensoria de la Ninez”) as they may be considered a violation of Bolivian law. Repeated acts of physical/emotional conflict (discriminatory remarks or actions, slurs, innuendos, rumors, jokes, demeaning comments / ostracizing / exclusion / intimidation / threats / hazing / aggression) toward another community member;

- *Physical Assault
- *Sexual Assault/Harassment;
- Extortion/blackmail/coercion/retaliation;
- Destruction or vandalism of school property;
- *Discrimination/racial slurs/
- Theft: stealing, taking someone else's or school property without permission;
- Possession, use, sale, or distribution of alcoholic beverages, drugs or drug paraphernalia, controlled substances, or tobacco;
- Possession, use, sale, or distribution of pornography;
- Possession, use, sale, or distribution of weapons and explosives deemed capable of causing bodily harm.
- Sexual activity or lewd conduct on ACS CALVERT campus or during any school activity on or off campus.

*Note – further defined below.

Exceptional Major Infraction Consequences:

Students will be assigned one or more of the following consequences by the Level Principal and the infraction and consequence will be communicated to the family in a Discipline Memo. The SCHOOL reserves the right to begin a process of Expulsion at any time regardless if it is the first or second offense against any child that commits a SERIOUS act that could be

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considered a felony under the law. Students may be assigned one or more of the following consequences but not limited to.

- Infraction reported to the Ministry of Education and the “Defensoria de la Ninez”;
- External Counseling;
- Behavior Contract;
- School Intervention:
 - First Offense – five day school intervention;
 - Second or SERIOUS Offense –ten day school intervention;
- Recommendation for Expulsion – in EXTREME cases where a criminal act has occurred or in the case of repetition of MAJOR EXCEPTIONAL INFRACTIONS, the child will be removed from the regular school environment while the Expulsion Procedure is completed (see below).

Retaliation, coercion, discrimination or reprisals taken against persons filing complaints or persons acting as witnesses to incidents shall also result in further disciplinary consequences as it is considered an EXTREMELY MAJOR INFRACTION.

Expulsion Procedure:

In extreme cases in which a child has committed multiple Major Infractions within an academic calendar year, has broken established contracts, or committed a SERIOUS Exceptional Major Infraction that severely impacted student learning or the well being of one or more children or the institution itself, the SCHOOL will then implement the following Expulsion Process:

1. During the time between the infraction and the conclusion of the Expulsion Procedure, the student will be suspended externally.
2. Upon recommendation from the Principal, the Superintendent will review the student’s file to determine whether the case merits being recommended for Expulsion.
3. If the Superintendent agrees that the case merits possible Expulsion, he/she will convene the Discipline Council to review the student’s case to make a possible recommendation that the Board of Trustees review the student’s case for Expulsion.
4. If the Discipline Council agrees that the case merits review for expulsion, the Discipline Council will make a series of recommendations to the Board of Trustees with a justification for the possible expulsion of the student.
5. If the case is recommended for Expulsion to the Board of Trustees, will create a Board Discipline Committee to perform the review and to make the final recommendation. The Discipline Committee will include the President or the Vice-President, and a minimum of three additional Board members.
6. The Superintendent will notify the family of the student in writing of the time, date, and place of the Extraordinary Discipline Committee meeting a minimum of five days in advance of the meeting.
7. The family have the right to submit a formal written communication to the Board stating the reasons that they do not believe that their child merits Expulsion and any actions that they are willing to implement to take corrective actions to avoid an Expulsion.
8. The Board may choose to call witnesses to the meeting and must notify them a minimum of 48 hours before the meeting.
9. At the Discipline Committee meeting of the Board, the Board will review of documents may include but is not limited to::
 - a. Student File;
 - b. Parent/Student written appeal to the Board;
 - c. Comments and notes from the Discipline Council;
 - d. Testimony of any witnesses called;
10. The Board has the ability to make the following recommendations:
 - a. Immediate Expulsion;
 - b. Expulsion upon the completion of the current Semester of Study;
 - c. Suggest the application of an alternative plan to Expulsion.
11. The Discipline Committee will meet as many times as necessary to come to a final conclusion; however, from the first

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committee meeting to the last should not take more than five days.

12. The Discipline Committee will communicate their final decision in writing within five days of the last meeting of the Discipline Committee to the Ministry of Education, the Defensoria de la Ninez and the parent.

Reporting Discipline Infractions and Consequences

All students that receive a Minor Infraction will be notified and a copy of the Discipline Incident Report is sent home. All students that receive a Significant or any Major Infraction will be notified with a brief description of the incident and the consequence(s) to be applied. A copy of the Discipline Report will be placed in the student's file and a copy will be sent to the parents. In the case of possible expulsion, the family will be notified in writing by the Board of Trustees.

Discipline Appeal Process

A Parent may only appeal MAJOR and EXCEPTIONAL MAJOR INFRACTIONS to the Discipline Council. The purpose of the appeal is to:

1. Request a reclassification of the level of the Infraction (i.e. Change a MAJOR to a SIGNIFICANT or an EXCEPTIONAL MAJOR TO A MAJOR or SIGNIFICANT).
2. Strike the infraction from the record and the student's file.

Although the Parent has the right to appeal a Major or Exceptional Major Infraction, the student is still required to serve the consequence that is assigned by the Level Principal while the appeal process occurs.

All appeals are made to the Discipline Council.

Discipline Council Makeup:

The Discipline Council is named by the Superintendent and consists of the following people: 1-2 administrators (Principal, Counselor, or Learning Services Coordinator) from Elementary and 4-5 members of the Secondary Teacher Leadership Team. Individuals that are assigned to the Discipline Council but have a conflict of interest for any reason must recuse themselves from the procedure.

Discipline Council Procedure:

1. Upon receiving notification that a Parent wishes to appeal a Major Infraction, the Superintendent will convene the Discipline Council within 7 days.
2. The Parent is required to submit a written report justifying the reasons for their appeal.
3. The Discipline Council will meet and review the following documents:
 - a. Original Discipline Incident Report;
 - b. Discipline Memo: Infraction/Consequence notification;
 - c. Principal Report regarding Infraction;
 - d. Parent/Student Report regarding Infraction;
4. The Discipline Council will submit a written report to the Superintendent in a timely manner:
 - a. Affirming the Infraction;
 - b. Reclassifying the Infraction; or
 - c. Recommendation that the infraction be removed from the student's file.
5. The Superintendent will communicate the findings of the Discipline Council to the Parent.
6. The decisions and recommendations made by the Discipline Council are not subject to any other appeals.

Other Disciplinary Processes for Specific Infractions:

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Bullying and Harassment Policy

The American Cooperative School is committed to creating a learning environment where all students feel safe and secure. Guided by principles of collaboration and purposeful action, our goal is to advocate for social justice and engender a climate that goes beyond tolerance and instead celebrates the innate differences among human beings. To accomplish this we strive to educate all stakeholders, inclusive of students, parents, faculty, staff and administration, and our larger community, to understand what bullying is, what the consequences of bullying may be, and what actions are required to ensure the safety of all persons while in our learning environment.

We are committed to creating an ethos where bullying and harassment are never tolerated, where victims are never responsible for being targets of bullying, and where bystanders are empowered and do take a stand against bullying. We believe the most important tool to end bullying is to become aware; our primary efforts are to educate and inform, and we establish clear policy in support.

Definition: "A person is bullied when he or she is exposed, repeatedly and over time, to negative actions (threats, coercion, intimidation, aggression, etc.) on the part of one or more other persons, and he or she has difficulty defending himself or herself." This definition includes three important components: 1. Bullying is aggressive behavior that involves unwanted, negative actions. 2. Bullying involves a pattern of behavior repeated over time., 3. Bullying involves an imbalance of power or strength.

There are four ways people can be victims of social cruelty:

1. **Physical:** includes behaviors such as hitting, kicking, or any other form of violence toward another.
2. **Verbal:** includes behaviors such as name calling, teasing, insulting or threatening - spoken or in writing.
3. **Relational:** includes behaviors such as gossiping, intentional exclusion, and rumor spreading.
4. **Cyber:** includes behaviors such as but not limited to sending inappropriate texts, emails, or instant messages; posting inappropriate pictures, videos, or messages about others in blogs, on Web sites, or any other type of social media; using someone else's username to spread falsehoods, rumors, or lies about someone or something, making a fake profile or harassing another person.

As advocates of global citizenship and respect for all persons regardless of age, gender, origin or belief, or sexual preference all members of the ACS community are expected to prevent, report, and prohibit social cruelty between members of the school community at all times while on and off campus.

As a school we believe that for every instance of social cruelty thoughtful and timely education must result and appropriate consequences should be issued. Consequences may range from additional education and counseling up to disciplinary actions as severe as suspension or expulsion. Please see the table below to understand how ACS classifies and consequences instances of social cruelty.

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Level 1: Student Conflict	Possible Action & Consequences
<p>Conflict occurs when two or more students disagree about their perceived goals or desires. Instances of conflict usually take place amongst students with the same relative amount of power. Conflict arises from disagreements about what they want, what they believe, or what they should do. Conflicts tend to arise suddenly, and often have a “back and forth” nature.</p>	<ul style="list-style-type: none"> • Conflict resolution and mediation with the Principal's Office and/or Guidance Office. • Parent notification • Documentation in PowerSchool and submission of incident to the Defensoria
Level 2: Documented incident of harassment, teasing, or exclusion	Possible Action & Consequences
<p>Harassment is unwarranted, unwanted, and aggressive behavior targeted at an individual or group that creates an uncomfortable environment. This includes but is not limited to jokes, slurs, and other verbal and non-verbal conduct related to race, religion, sexual orientation, gender, ethnicity, national origin, and disability. Harassment may also include unwanted or offensive sexual conduct.</p>	<ul style="list-style-type: none"> • Gather Information about the incident • Parent notification • Documentation in PowerSchool and submission of incident to the Defensoria • Depending on the outcome after gathering information consequences may include but are not limited to mediation or verbal warning to an external suspension from school. • Disciplinary Observation
Level 3: Bullying	Possible Action & Consequences

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<p>A person is bullied when he or she is exposed, repeatedly and over time, to negative actions (threats, coercion, intimidation, aggression, etc.) on the part of one or more other persons, and he or she has difficulty defending himself or herself." This definition includes three important components: 1. Bullying is aggressive behavior that involves unwanted, negative actions., 2. Bullying involves a pattern of behavior repeated over time., 3. Bullying involves an imbalance of power or strength.</p>	<ul style="list-style-type: none"> ● Gather Information about the incident ● Parent notification ● Documentation in PowerSchool and submission of incident to the Defensoria ● Depending on the outcome after gathering information actions may include referral for outside counseling, and consequences may include but are not limited to a level of suspension and Disciplinary Observation to possible recommendation for expulsion from school.
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Suicidal/Homicidal Threat Policy

As educators we have a responsibility to ensure the safety of our students. The ACS faculty and staff are required to report and act on ***ANY AND ALL STATEMENTS OF THREAT.***

A Guidance Counselor or ACS Leadership member will immediately assess the student for suicidal/homicidal intention. Steps that may follow include:

- The parent/guardian will be called to pick up their child, and the student will not be allowed to return to classes until he/she is evaluated by a **psychiatrist or psychologist**.
- The student can return to the Guidance Department with a note on the doctor's letterhead that states he/she is **not** a threat to him/herself or others. Once the note is approved by the Guidance counselor and/or school administration the student can return to classes.

Note: Statements made by students that indicate they intend to harm themselves are not considered disciplinary.

Dress Code

The purpose of the ACS Calvert dress code is to guide each student to set a standard for their personal appearance that is appropriate for learning, while remaining sensitive to their right to self-expression. Pride in personal appearance reflects on our students and on our school, and common sense dictates that some standards in dress regulations are necessary to maintain order, school spirit, scholarship, and discipline. Compliance with school dress code regulations is the responsibility of parents and students and is a condition for students to be able to attend ACS Calvert. The level principal will decide if clothing worn to school follows the dress code and is school appropriate. Student dress and cleanliness must reflect sensitivity and respect to all members of the community and must enhance personal safety. Not all styles of clothes are appropriate for school.

Any clothing that is considered by ACS Calvert to be incompatible with the educational environment because of extremes in style, fit, color, pattern, fabric, etc., shall not be permitted. Specifically, the following guidelines are to be followed by all ACS boys and girls:

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Regular Clothing:

- Articles of clothing or jewelry that advertise or promote the drug culture, tobacco products, profane language, or other negative attitudes or aspects of society are not permitted.
- Dangerously high heels are not permitted.
- Necklines that show cleavage and undergarments are not permitted. Shirts must be buttoned up till one hand width under the collarbone.
- Open shirts and transparent tops may be only worn with a t-shirt underneath.
- No bare shoulders, tank tops or spaghetti straps. If sleeveless tops are being used, the shoulder of the garment must be a minimum of three fingers (3 inches) width.
- Garments must be clean and neat.
- Jeans with holes cannot have holes above the knees.
- Underwear/lingerie are not visible at any time, not even below transparent fabrics.
- The bottom of tops and shirts must cover at least a hand width of the top part of the bottom garments.
- Shorts and skirts must be at least mid-thigh long.
- Leggings and yoga pants can be worn with tops that cover the hips and buttocks. Leggings must be of a thick fabric that is not transparent.
- No hats, hoods, sunglasses or headwear (except for religious reasons) in class, exams, offices or school assemblies are allowed.
- Clothing does not restrict safe movement. No wide or low hip pants that impede students from walking comfortably.

PE Clothing:

- All PE clothes must be in accordance with ACS Dress Code guidelines.
- Students are expected to wear shorts and t-shirts, comfortable sports shoes and/or sweat suits.
- PE bottoms must be at least mid-thigh long.
- Exercise leggings and yoga pants can be worn with tops that cover the hips and buttocks. Leggings must be of a thick fabric that is not transparent. Garments must not restrict movement
- The bottom of tops and shirts must cover at least a hand width of the top part of the bottom garments.

The ACS Calvert administration reserves the right to advise students as to appropriate dress for school, and censor any articles of clothing deemed inappropriate. Students who wear inappropriate dress will be required to change into an appropriate article of clothing or call parents to bring them appropriate clothing before participating in class.

ACADEMIC HONESTY

Personal Integrity

Personal integrity is expected of all students and staff. It is every student's responsibility to conduct themselves in a manner that demonstrates respect for one's self, others, and the community at large. Honesty in word and deed is an expectation and a requirement.

It is not possible to anticipate all potential breaches of personal integrity. However, students are urged to avoid conflicts stemming from cheating. Cheating is defined as:

- Copying another student's work during an examination.
- Asking for or giving unauthorized or unallowed assistance during any exam, paper, homework assignments, etc.
- Using any other written, verbal, or mechanical source of information during a test or examination without previous approval from the teacher.
- Studying any copy of the current examination, or previous examinations not authorized by the teacher.
- Falsifying information given in a written report, examination, or oral presentation.

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- Failing to follow specific instructions during a test or examination.
- Allowing another student to copy his or her work, research, report or presentation without authorization of the teacher.

Any breaches of personal integrity outlined above, or possibly in other areas of individual behavior, will be considered a significant or major infraction at the American Cooperative School and may result in the student receiving no credit for the paper, project, or course.

Plagiarism

Academic integrity requires that any ideas or materials taken from another source be fully acknowledged. Using someone else's work as your own, whether you have copied it exactly or whether you have manipulated it, is plagiarism. This work can be in many forms such as text, images, sound, video, etc. Proper credit to sources that students use in any project must always be given to avoid plagiarism.

Additional Definitions of Serious Infractions:

Discrimination, Racism, Harassment, Intimidation, Assault: Discrimination, racism, harassment, intimidation, bullying and assault of any kind is prohibited in school and will not be tolerated. Students, staff, parents, or school contractors who engage or participate in racism, discrimination, harassment, intimidation, or assault will receive appropriate discipline, sanctions or other appropriate interventions. AEA further defines these terms below; however, the administrative team has the authority and will exercise that authority in defining the type of infraction based upon the extenuating and aggravating circumstances.

Harassment and Intimidation: Harassment and intimidation includes any action performed by means of any intentional written or electronic media message, verbal or physical act, including but not limited to one, shown to be motivated by any characteristics of race, color, religion, ancestry, national origin, gender identity, sexual orientation, mental or physical disability, or other distinguishing characteristics, when making the intentional written, verbal or physical act. For the purposes of this Policy it is expressly stated that harassment, and intimidation can take many forms including; slurs, rumors, jokes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, hazing or other written, verbal, or physical actions.

Discrimination: Unjust or prejudicial treatment of people or things, especially on the grounds of race, age, gender, sexual orientation, or disability.

Racism: Racism is defined as prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.

Bullying: Bullying is defined as: "A person is bullied when he or she is exposed, repeatedly and over time, to negative actions (threats, coercion, intimidation, aggression, etc.) on the part of one or more other persons, and he or she has difficulty defending himself or herself." This definition includes three important components: 1. Bullying is aggressive behavior that involves unwanted, negative actions. 2. Bullying involves a pattern of behavior repeated over time., 3. Bullying involves an imbalance of power or strength.

Sexual Harassment: Sexual Harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that tends to create a hostile or offensive school environment. Sexual harassment may be physical, such as kissing, hugging, pinching, patting, grabbing, blocking the victim's path, leering or staring, pictures, or standing very close to the victim. It may also be verbal or written and could include requests.

Assault: Assault is defined as any intentional act that causes another person to fear that she is about to suffer physical harm. This definition recognizes that placing another person in fear of imminent bodily harm is itself an act deserving of punishment, even if the victim of the **assault** is not **physically** harmed.

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ACS Students' Rights and Responsibilities

ACS Calvert provides each student the opportunity to develop to the highest possible degree his or her talents, capacities, interests, and good citizenship. Effective learning takes place within a positive program of caring and discipline. Programs at ACS Calvert encourage the individual students to develop desirable qualities of self-discipline, hold the student responsible for his or her

actions (under the supervision of school authorities), and protect the student from the individual whose behavior or actions disrupt an effective learning program.

The responsibility for basic behavior development rightfully belongs with the individual and his or her parents. Parents have an obligation to assist the school in promoting and maintaining positive social and moral standards of conduct both on and off campus. Ultimately students must assume responsibility for their own behavior. They are expected to obey all rules and regulations set forth in the ACS Calvert Students' Rights and Responsibilities:

1. IT'S YOUR RIGHT to be part of an environment in which you are addressed politely, treated with dignity and respect, and are free from discrimination harassment, intimidation and bullying.

YOUR RESPONSIBILITIES INCLUDE:

- Avoiding language and/or behavior that are offensive to others.
- Respecting the rights of others.
- Using acceptable manners and appropriate social etiquette.

2. IT'S YOUR RIGHT to be part of an environment that is free from intimidation, harassment, discrimination and bullying including all forms of physical and verbal abuse.

YOUR RESPONSIBILITIES INCLUDE:

- Avoid causing or encouraging bullying, teasing, harassing or ganging up on others.
- Showing due consideration for others when moving on or around campus.

3. IT'S YOUR RIGHT to work, learn, and achieve success in an environment that supports your efforts and helps encourage you to successfully reach your goals and to be able to express your thoughts and to ask questions.

YOUR RESPONSIBILITIES INCLUDE:

- Arriving on time to all your classes with all necessary books and supplies, ready to work.
- Being cooperative and displaying a positive attitude.
- Completing all of your assignments and class work within an agreed upon time frame.
- Allowing others to speak and to listen sensitively to what they have to say.
- Accepting and giving opinions that are critical of ideas but never of people.
- Being intellectually honest - No cheating, plagiarism or copying of another student's work.
- Avoiding types of behavior that interfere with, or discourage other students from learning effectively including discrimination, harassment, intimidation, and bullying.
- Actively seeking out teacher help at appropriate times.

4. IT'S YOUR RIGHT to expect that all property and equipment at ACS Calvert whether personal, shared, or belonging to the school should remain free from damage, abuse, or theft.

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YOUR RESPONSIBILITIES INCLUDE:

- Treating all property with respect and using it in an appropriate manner.
- Avoid using or touching property that belongs to other people without their permission.
- Compensating owners for property damaged due to your inappropriate use.

5. IT'S YOUR RIGHT to be able to spend your day at ACS Calvert in a friendly, clean, and safe environment.

YOUR RESPONSIBILITIES INCLUDE:

- Placing litter in appropriate containers and cleaning up your table after lunch.
- Refrain from bringing dangerous articles to school.
- Helping to keep any non-prescription drug, alcohol, or tobacco away from the ACS campus.

6. IT'S YOUR RIGHT to be a member of a school that is highly valued by parents and the wider community.

YOUR RESPONSIBILITIES INCLUDE:

- Obeying all Bolivian laws, including those that do not allow intimidation, discrimination, harassment and bullying.
- Behaving in an appropriate manner when off campus.
- Not smoking or consuming alcoholic drinks on or off campus during school sponsored activities.
- Complying with the ACS Calvert dress policy and generally behaving in a manner that engenders pride in our school and in the achievements of its students.

7. IT'S YOUR RIGHT to have any disputes involving you, settled within a reasonable time frame, in a fair and rational manner.

YOUR RESPONSIBILITIES INCLUDE:

- Allowing all members involved in a dispute to state their case and be listened to.
- An obligation to seek assistance from a teacher or administrator, if you feel that a dispute cannot be resolved amicably.
- Accept with good grace the final decision of the arbitrating member of staff.

8. IT'S YOUR RIGHT to use the technology available at ACS Calvert to help make your education the best it can be.

YOUR RESPONSIBILITIES INCLUDE:

- Using ACS Calvert hardware and software technology for educational purposes only.
- Avoid chatting and gaming and be aware that these activities are only permitted with specific permission.
- Avoiding abusive, obscene, or other objectionable language and/or graphics on any computer at ACS Calvert. This includes purposefully accessing any electronic site (i.e. a web page) with the aforementioned objectionable material and sending and/or receiving such material electronically.
- Avoiding activities that cause disruption to any aspect of technology at ACS Calvert.
- Avoiding unlawful activities with ACS Calvert technology (unlawful is defined as breaking any U.S. or international laws concerning technology). This includes perusing, downloading, using, sharing, electronically sending and/or receiving any hacking, Trojan horse, viral, worm and/or any other inappropriate software.
- Avoiding copying or cutting from electronic sources (i.e. the Internet) that results in plagiarism.
- Avoiding referencing ACS Calvert in any way (i.e., through a web page) in any electronic public domain (i.e., the World Wide Web) without permission from ACS Calvert.
- Avoiding any other activities not appropriate in an educational context (e.g. criminal speech, speech in the course of committing a crime, speech that is unsuitable, dangerous information, violations of privacy, abuse of resources, copyright infringement, violations of personal safety, improper materials or language, exceeding storage limits, illegal copying, etc.)
- Being aware that you are fully responsible for any damages incurred on any technology equipment related to inappropriate or irresponsible actions when using the equipment. It is your responsibility to report problems

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with technological equipment that you use immediately.

- Not letting others use your First Class account or password: You are responsible for all actions related to your personal files. You must let the Secondary Administration know immediately if your password has been lost or stolen, or if you think someone else has access to your account.
- Being aware that as a user, your privacy will be respected but not guaranteed: ACS Calvert reserves the right to review any files stored in First Class or on any ACS Calvert computer and will edit or remove any material that may be inappropriate.
- Abiding by the specific rules and regulations for any given technology area at ACS Calvert and be aware of and abide by any changes to these rules.

Parent Code of Conduct

Parent Responsibilities

ACS believes that learning is maximized when a culture of discipline and mutual respect exists and parents, teachers, and students work toward common goals. Toward this end, parents are expected to:

- support the school and its policies;
- inform the school of reasons for any absence and follow the ACS absentee procedure;
- ensure that your child is on time to school, in the proper attire, and prepared to learn;
- encourage your child to be a respectful and peaceful member of the school community;
- discuss the contents of the ***Student Handbook, Technology: Acceptable Use Agreement, etc.*** with your child and to sign those agreements;
- attend scheduled appointments with school staff;
- show respect to all members of the school community;
- provide the school with current telephone numbers and emergency contact information;
- alert the school if there are any significant changes in your child's health, or well being (including head lice, contagious diseases, emotional issues, family matters) that affect his/her ability to perform in school.
- attend school informational meetings including Coffee Hour with the level principal and General Membership sessions

Parents also agree to:

- Assist the school in promoting and maintaining positive social and moral standards of conduct both on and off campus.
- Obey all rules and policies set forth in School Policy and Bolivian laws including those that do not allow intimidation, harassment, discrimination and bullying.
- Read and when appropriate, return all school to home communication in a timely manner
- Report to the Administrative Office when entering School grounds during school hours.

Parents agree to not engage in activities/behaviors that include but are not limited to:

- Being on campus while school is in session unless a previous appointment was scheduled.
- Interfere in the administration, organization and implementation of school processes and procedures.
- Failure to comply with the commitments in the contract signed at the time of registration.
- Make comments that attempt against the honor and morals of any member of the school.
- Miss scheduled appointments, interviews and meetings convened by school authorities.
- Attend school events in a drunken state, to promote or sustain brawls inside the school.
- Embezzlement of class funds of the grade to which your child belongs or any other ACS activity
- Offer financial rewards to teachers to improve their child's grades.
- Verbal aggressions based on racist and/or discriminatory motives.

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- Failure to comply with the responsibility of monitoring the academic and behavioral progress of their child.
- Failure to collect their child's report cards on the dates communicated.
- Unjustified complaints to professors, administrators and service personnel.
- Take it upon themselves to resolve matters that are the sole responsibility of the Board and Senior Leadership of the school.
- Posting inappropriately on any social media whose use is for school purposes.

Parent Rights

ACS believes that our parents are our partners in the learning process. To this end, parents have the following rights:

- Receive feedback on the academic and social performance of their child;
- Request meetings (following the proper channels of communication);
- Attend public meetings and conferences;
- Receive personalized attention from school administration and teachers regarding his/her child progress
- Participate and vote for class representative in the corresponding grades of their child

Parents' Concerns/Chain of Command

ACS Calvert recognizes the need for proper communication between and among students, parents, teachers, administration, and the Board. It is the policy of ACS Calvert that all concerns should be handled at the level closest to the problem. To assist in achieving this objective, the following general procedures are recommended for all concerned parties:

- When the problem concerns a student and their work in school, the matter is addressed with the classroom teacher. Problems of a personal nature or questions about a student's program, his/her overall potential and progress, may also be discussed with the counselor.
- Problems that cannot be resolved through a conference with the personnel mentioned above and questions of a more general nature concerning the operation of the school may be discussed with the Principal(s). The Principal will follow a Concerns Process where the concern is documented and signed by both parties. After due investigation there will be a response from the principal and then finally the parent will give feedback on the process to the principal.
- Problems that have not been resolved after conferences with the Principal may be taken to the Superintendent, who will discuss any questions related to the general operation of the school or school policies.
- The Superintendent is responsible for the organization, operation, and administration of the total school program. Therefore, he or she is the normal channel of communication between the Board and the public. Questions about school policy should be directed to the Superintendent.
- ACS Calvert parents may address the Board of Trustees at a regularly scheduled board meeting during the first ten minutes of the Board meeting. Written requests must include parent name, date and a brief description of the concern. School administration in conjunction with the Board President reserves the right to deny any request. Denial or acceptance of the request will be communicated to the parent immediately upon review. Each approved request provides the parent with no more than two minutes to share their concerns with the board. The Board will not respond to the concern at the Board meeting, a written response will be provided in a timely manner.

Sanctions for Violating the Parent Code of Conduct

Parents that do not meet these expectations are subject to consequences that may include and are not limited to:

- Verbal and/or written warning;
- Restricted access to campus;
- Suspension or loss of privileges;
- Report to Ministry of Education or appropriate authorities;
- Case submitted to the Board and process to remove the Family from the Association.

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General Information

Counseling Services

The Counselor is available to help students with academic, personal or social problems. Student communications with the school counselor are confidential, unless the student has disclosed a situation where there is a threat of harm to that student or others. Students may request an appointment before school, during brunch, at lunchtime, or after school. When emergencies arise, counseling services are immediately available. Parents may arrange a conference with the School Counselor, by calling the Office (2792302).

Extra Curricular Activities

Two types of extracurricular activities occur on the ACS Campus:

ACS Sponsored Activities

ACS Sponsored Activities are activities that are run and managed directly by ACS coaches and teachers. All payments for activities must be made to the Business Office before a student is authorized to enter the activity. Note – Secondary students are not required to pay for some ACS Sponsored Sports (volleyball, soccer, track and field, or basketball).

ACS External Activities

Activities that are run and managed by external groups that are vetted and approved by ACS. Parent must pay the coaches and activity leaders directly for these activities.

Note – participation in all extracurricular activities is a privilege.

ACS Environmental Efforts

ACS makes efforts to comply with international standards for Green Schools. For this reason, all students are asked to Reduce, Reuse and Recycle. Students are required to bring a water bottle to school.

Volunteer Opportunities

Parents are encouraged to volunteer for school activities and to be active members of the School Improvement Team (SIT), Parent and Teacher Association (Cougar Community Association), Parent Council, Booster Club, or the Fine Arts Committee. Cougar Community Association, Parent Council and SIT are governed by policies and procedures that are continually reviewed and updated by their members. Parents are also invited to help in classrooms with reading or other support areas. Please talk to your child's classroom teacher to learn more about volunteering in school.

Home/School Communication

Parents play a very important role in each child's progress. Parents are always welcome to meet with the Administrative Team members or teachers to discuss an issue of interest. If the person you wish to see is not immediately available, the office secretary will make an appointment for you.

The school will provide updates to parents via email, weekly Cougar Hub newsletters, mid-semester progress reports, PowerSchool (Online grade reporting system), and will also post important events and assignments on the school's website.

Field Trips

A field trip is a school-supervised activity involving one or more students investigating or participating in educational experiences away from the school campus, such as international trips, art competitions, athletic tournaments, clubs, student activities, and rewards and celebrations. All field trips should have a significant connection to the grade level or course

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curriculum of study.

Grade level teachers are responsible for proposing field trips to the level Principal for approval at least two weeks in advance. Once approved, teachers may reach out to Parent Reps to assist them with planning, collecting money, etc. Parents may propose ideas for field trips to teachers.

The Board of Trustees, Superintendent, or teacher, in conjunction with an administrator, shall have the right to cancel any field trip at any time. The field-trip policy will apply to all students, KG3 through grade 12. A signed parent/guardian consent form for field trips shall be required for each student on all field trips.

Cafeteria and Lunch

Students should take responsibility for their own lunch boxes. If lunch is delivered to school, it is recommended that it be delivered a minimum of 5 minutes before the start of lunch. Maids and drivers drop lunches off at the front gate only but may not enter the school grounds. A microwave is available in the cafeteria for student use. Students and parents must request permission from the Level Principal to have lunch delivered from a restaurant or external provider.

An approved independent contractor runs the ACS Cafeteria. They offer a hot and cold lunch menu for a fee to interested students. All families are required to open an account and to make payments via an account system. The menu is posted on the ACS Cougar Hub. Note - Soft drinks are not sold to students.

Paying for Cafeteria Services

Parents can deposit money into their child's account through bank transfer, bank deposit or directly with the cafeteria staff on campus from 7:45-8:10 a.m. or 3:00-5:00 p.m. Please note that:

- To ensure immediate availability of a factura and recording of funds in your child's account parents must take a screenshot of the transfer or a picture of the deposit receipts, send directly to the Cafeteria WhatsApp #715 23784.
- ES students are discouraged from carrying cash to pay for the cafeteria.
- ACS staff are not permitted to accept money or proof of payment for cafeteria purposes.

Emergency Evacuation Procedures

In the case of an emergency, community members will follow the ACS Emergency Response Plan. Community members will:

- Take appropriate action independent of where they are on campus (get under desk, stop drop and roll, etc.).
- Exit instructional areas in an orderly fashion and assemble on the soccer field in their assigned area or alternative meeting site if the situation merits it.
- Teachers will check the attendance roll and report missing students to an administrator.
- Listen quietly for further instructions.
- If it is determined necessary to evacuate the campus, parents will be notified to pick up their children and a detailed list of departing students will be made.

The full Emergency Response Plan and Evacuation Routes are posted in all classrooms and common areas.

Bus Conduct

The operation of a safe efficient transportation program requires that all passengers observe a set of regulations. The procedures below will be followed in cases of improper conduct.

- The driver will counsel the student on proper bus behavior.
- The driver will report the incident to the principal and write out an Incident Report form (this referral becomes part of the student's permanent record).

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- The principal will notify parents after the referral and progressive disciplinary consequences will be enforced.

Wheels on Campus

Students are not permitted to use any objects with wheels on campus unless they request specific authorization. Students that bring bikes to school must leave them in the bike rack beside the main gate.

Pets on Campus

No pets are permitted on campus without permission from the Level Principal.

Swimming

Swimming is part of the physical-education curriculum and an important life skill. All students (KG5 – Grade 5) are required to participate in the program. A parent note may excuse students from one swim class in case of illness. A doctor's note is required to excuse students from two or more classes.

Parents who would like to watch the lessons are welcome to do so by joining the class poolside. Students who forget their swim gear and those with medical excuses will be assigned an activity at the poolside (such as walking) for physical fitness.

Telephone

Students may only use the telephone in the office for emergencies. Forgotten school work and social arrangements are not considered emergencies and students will not be allowed to use the office phone. Elementary students are not allowed to bring cell phones or iWatch to school. Any cell phone or iWatch brought to school will be confiscated and given to the Elementary Principal and returned to the parents on Friday of that week.

Visitors

Visitors, including parents, must leave identification at the gate to receive clearance and/or a visitor's pass before reporting to the reception desk. All visitors, including parents, must wear their ACS Calvert issued ID or receive a visitor's pass from the guard at the front gate. They must state the reason for the visit before proceeding on campus to the reception desk. In order not to disrupt instructional time, visitors, including parents, will not be allowed to enter the classrooms unless the teacher has requested the visit. The guard at the front gate will not allow for any visitor, including parents, to enter campus without permission from the administrative office. Visitors, including parents, are not allowed to use the school facilities during the school day.

Students on Campus before and After Class Hours

Students cannot remain unsupervised on campus before or after official school hours. Elementary students who are on campus before 8:00 AM may go to the office and must remain in a supervised area at all times. Students who leave campus after 3:15 PM must be involved in a school-organized activity or be supervised by the guardian.

Birthday Celebrations

Birthdays are important for our students. It is a milestone that gives us a chance to recognize and celebrate each individual student in class. During any given month, some classes may have three or more birthdays to celebrate, which can add up when it comes to sweets being offered. To curtail this, we're going to designate the last school day of the month as the day in which we can celebrate a student's birthday with sweets. If the parent with a child that has a birthday during the month wants to bring in cupcakes or a cake to serve to our students, then this will be the day to do so. If a class has more than one birthday during this month, then the teacher will ask these parents to coordinate to ensure no more than one sweet, one salty, and a juice are brought for the celebration. Parents are not obligated to do this. Teachers will continue to celebrate the child's birthday in class, whether that includes making the student the "Student of the Day," or letting the student be the line leader, or wearing a crown for the day. There are many ways in which we can recognize the student's special day. For students

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with birthdays in June and July, we will celebrate with the May birthdays at the end of the month. Please coordinate with your classroom teacher on the time of day for this celebration.

Special days, such as Halloween, Valentine's Day, and special events in the class have traditionally been times for celebrations in the classroom. The teacher or room parent will coordinate with parents to ensure one sweet treat, one salty treat, and one juice will be given. This way we're regulating the amount of treats being consumed on special days.

Every once in a while parents will bring treats unannounced to the class. While the kids really enjoy these unexpected occasions, it does add to the amount of sweets being consumed. If you, as a parent, wish to bring a snack to the class, we ask that you let the teacher know in advance and then take ideas from the suggestions below when preparing healthy snacks for the class.

Examples of healthy snacks:

- Fruit kabobs or diced up fruits
- Cheese on crackers or cut up apples
- Quesadillas
- Yogurt parfaits or frozen yogurt pops
- Hummus with cut up vegetables
- Smoothies with yogurt and fruit
- Snack mix of nuts (no peanuts), dried fruit, pretzels

Go to the Internet and Google "healthy snacks for kids," to come up with many different suggestions on this topic.

It's important to note that teachers will not be monitoring individual student lunches or snacks brought to school on a daily basis. We believe it is the parent's responsibility to monitor their child's sweet intake during these times.

Distribution of Birthday Invitations and Pick up for Parties:

- Teachers will distribute invitations only if each student in the entire class receives one or all boys/girls.
- Parents may not pick up small groups for parties from school grounds.
- Guests should be dropped off at your home or gather them outside the school gate.

Health Information

Student Vaccination

For student health purposes, your child should have their up to date immunizations for enrollment into ACS. A signed and stamped immunization record with a seal by your pediatrician is mandatory. If evidence of immunization cannot be provided, within 30 days following the beginning of the school year, the student may not be allowed to continue attendance at ACS.

Medical Center

The school medical center is open daily from 8:00 a.m. to 4:00 p.m. A Student Health Form is required in each student's file and must include the following information: Immunization or Vaccine Administration Record, any medications the student is currently taking, and Medical Release/Parental Consent Form. If a child becomes ill or injured while at school, the school nurse will initiate appropriate procedures to treat him or her, and the parent/guardian will be contacted. If the parent/guardian is

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unable to be reached, then the emergency contact person will be notified. No child will be sent home unless the parent/guardian or emergency contact person has been notified. The child must be picked up at the office by the parent or person designated by the parent. The school nurse, or person designated by administration, is the only person qualified to send a sick student home.

- If the parents/guardians are traveling out of town, the nurse must be given the name and phone number of the person to be contacted in case of an emergency.
- If a student has allergies or suffers from asthma, please bring medication to be kept in the school clinic in the event he/she should have an allergic reaction.
- If a student needs to take prescribed medication during school hours, it is required that the medication be given to the school nurse for administration. In no case is a student allowed to carry prescription medication on his/her person or have it in the locker. To give any medication, the nurse must have written consent from the parent.
- If a student has a communicable disease, such as chicken pox, measles, mumps etc., this needs to be reported to the school nurse in order to notify other parents, if necessary.

Medication

- UNDER NO CIRCUMSTANCES ARE STUDENTS PERMITTED TO CARRY OR SELF ADMINISTER ANY TYPE OF MEDICATION ON CAMPUS OR DURING ANY SCHOOL SPONSORED ACTIVITY.
- An Authorization for Medication Form must be filled out for those students who require daily prescription medication to be administered at school. A separate prescription medication Authorization Form must be filled out should the student require more than one medication to be administered. This form is to be signed by the parent or legal guardian and must be given to the school nurse. All prescription medication must be in the original pharmacy container, noting all information pertinent to the student. Should the dosage change during the school year, a new Authorization for Medication Form, available on the NBPS Website, must be submitted with the new regime noted.
- An Authorization for Medication Form, signed by the parent or legal guardian, must be filled out for those students who require prescription medication for a temporary condition (example: antibiotics, etc.). Medication must be in the original pharmacy container noting all information pertinent to the student. Parents are to bring medication to the school nurse, who will be responsible for its safekeeping and timely administration.
- All prescription medication must be in the original pharmacy container, noting all information pertinent to the student. Including first and last name, dosage and frequency.
- All medications for students will be labelled and stored in medical cabinet.
- All calls and requests in person will be logged electronically: first name, last name of caller, first name, last name of student and nature of request and special notes.
- All calls concerning health of a student not related to attendance are immediately directed to School Health Unit

Student Visits to the School's Health Unit

We understand that students may become ill during the school day. In order for students to visit the school clinic, students must first ask permission from their teachers and receive a pass to visit the nurse (unless a medical emergency arises). If a student visits the nurse in between classes and it is not a medical emergency, the Health Professional reserves the right to send the student to class in order to first obtain an Infirmary Pass.

The School's Health Professional will keep records of all student visits. If a student frequents the school clinic, the nurse will notify administration, the student, and his/her parents.

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Criteria for Sending Students Home

- Fever of 100 degrees or greater.
- Vomiting.
- Diarrhea.
- Contagious rashes or infections.
- Any student the nurse deems would be appropriate to send home.

Guidelines for Keeping Students Home From School

It is every parent/guardian's responsibility to help us keep our school environment and student population as healthy as possible. For everyone's well being, we recommend that students not attend school if they have the following symptoms:

- Rash of unknown origin until diagnosed by a physician.
- Temperature greater than 100 degrees.
- If fever is present during an illness, a child should remain at home until the temperature is normal for 24 hours without fever reducing medication.
- Vomiting within the last 24 hours.
- Itchy, reddened, weepy eyes until diagnosed by a physician.
- Untreated earache.
- Children with chickenpox must stay at home for at least six days after the last erupted pox or until all the pox are scabbed over and healing.
- If your child has a contagious bacterial infection, such as strep throat, pneumonia, staphylococcus, skin infections or conjunctivitis, he or she is required to remain at home for 24-48 hours after starting antibiotic medication (at least three doses).

Sun Protection

Because of the high altitude in La Paz and the strength of the sun, ACS strongly recommends that all students wear hats and/or apply sunscreen when they are outdoors for any substantial period of time such as P.E. classes and recess.

Student Injuries

The school maintains a limited supply of medical equipment and common medicines for minimal ailments at school. In all cases, the parent will be consulted before any medication is given to the child. The school will also provide treatment for minor cuts and bruises. In the case of any major injury that requires external care, the parent will be immediately called and either the parent or emergency contact will be responsible for transporting the child to the nearest medical facility. All children at the school are expected to have medical insurance to cover any external treatment required. Any child that suffers a head injury of any kind will be immediately sent home and parents are strongly encouraged to take their child to a doctor for observation.

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Student/Parent Handbook 2021-2022 Acknowledgement Form (available on ACS Cougar HUB)

I have read, understood and discussed with my child, the ACS Calvert Student/Parent Handbook 2021 -2022 and we agree to abide by the rules and regulations stated within.

Parent Signature

Date

Student Name (print)

Grade

Parental Release for Use of Student Images in all Formats

I (we) authorize ACS Calvert in La Paz, Bolivia and those acting with its permission and under its authority to use, and publish recognizable images of my child, _____, in any form including but not limited to:

____ Web Pages

____ Student Handbooks

____ Yearbook

____ Class Groups

____ School Newsletters

____ School Brochures

____ ACS Facebook Page

Please check off the items you are giving ACS Calvert permission to publish your child's picture in.

Parents will be contacted for written permission if ACS Calvert wants to use their child's picture in any publication that has not been listed above.

I (we) release and discharge ACS Calvert from any liability by virtue of using photographs so long as the same are used for an educational purpose. Names will NOT accompany photographs except in the Yearbook.

Parent Signature

Date

Student Name (print)

Grade

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ACS Responsible Use Guidelines (RUG)

My student and I are committed to the Responsible Use Guidelines. By signing this, we commit to discussing and reviewing the following guidelines as they pertain to technology use throughout the school.

Our staff and students use technology to learn. Technology is essential to facilitate the creative problem-solving, information fluency, communication and collaboration that we see in today's global economy. While we want our students to be active contributors in our connected world, we also want them to be safe, legal, and responsible. The Responsible Use Guidelines (RUG) support our vision of responsible technology use and they promote a strong sense of digital citizenship. The RUG applies to all ACS Calvert computer networks (including the devices made available by them), and all devices connected to those networks (whether they be student owned or otherwise).

With the ability to use technology comes responsibility. It is important that you read and discuss the ACS Responsible Use Guidelines, ask questions if you need help in understanding them, and sign the agreement form. It will be your responsibility to follow the rules for appropriate use. Irresponsible system use will result in the loss of the privilege of using this educational and administrative tool. Please review the leveled-guidelines following this document, which break down in greater detail responsible use expectations for elementary and secondary school students in the areas of Internet Safety & Security, Digital Citizenship, and Research & Information Literacy. Please note that the Internet is a network of many types of communication and information networks. It is possible that you may run across some material you might find objectionable. While ACS uses filtering technology to restrict access to such material, it is not possible to absolutely prevent such access.

It will be your responsibility to follow the rules for appropriate use. Students are also not allowed to bring their own connectivity via a mobile device/cell phone. These devices are not eligible for technical support. If used before or after school or with a teacher's permission mobile devices/cell phones must adhere to these Responsible Use Guidelines while on school grounds. These responsibilities can extend beyond the school grounds when working on ACS platforms and systems from home. The school is not responsible for students who bring their own Internet connectivity via Mobile Internet Modems or data-plan on a mobile device.

Please note: ACS expects students to aspire to its values; Diversity, Integrity Excellence at all times. We therefore expect and encourage students to follow these guidelines at all times both on and off campus.

<p>RESPONSIBLE USE AND DIGITAL CITIZENSHIP</p>	<p>Any use described below is deemed “responsible” and consistent with the ACS Responsible Use Guidelines for Technology. The final decision regarding whether any given use of the network or Internet is acceptable lies with the Superintendent or designee.</p> <ul style="list-style-type: none"> • Use is mainly for educational purposes, but some limited personal
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	<p>use is permitted. (Remember that people who receive e-mail from you with an ACS address might mistakenly infer that your message represents the school’s point of view).</p> <ul style="list-style-type: none"> • Use furthers the educational and administrative purposes, goals, and objectives of ACS . • Use is limited to your own individual account - you and only you should use that account. You should not share your password with others. • Use furthers research related to education and instruction • Use does not violate the rules as set forth in the ACS Parent/Student Handbooks or employee standards of conduct. • Use of appropriate online names as well as use of polite and appropriate language/content on all online posts. • Use of websites, content, and media is properly cited with respect to copyright.
<p>UNACCEPTABLE AND IRRESPONSIBLE USE</p>	<p>Any of the following uses is deemed “unacceptable and irresponsible” and a violation of the ACS Responsible Use Guidelines for Technology.</p> <p>This list does not include all possible violations. The final decision regarding whether any given use of the network or Internet is acceptable lies with the Superintendent or designee.</p> <p>Disciplinary action may be taken for unacceptable and irresponsible use of the network or Internet.</p> <ul style="list-style-type: none"> • Unauthorized use of copyrighted material, including violating ACS software licensing agreements • Sending or posting electronic messages and/or content that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, illegal, or intended to bully • Use of technology resources such as chat rooms, social sites, and games in a manner that causes disruption to the educational program • Use of school technology resources to encourage illegal behavior or threaten school safety • Use of social media, messages, private cloud storage and/or email, on or off campus, personal or otherwise, in violation of the ACS Social Media Policy which include any violation of the following: confidentiality of student records, health or personnel information concerning colleagues, school records (including evaluations and private email addresses), copyright law, harming others by knowingly making false statements about a colleague or the school system.

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	<ul style="list-style-type: none"> • Personal, political use to advocate for or against a candidate, officeholder, political party, or political position. Research or electronic communications regarding political issues or candidates shall not be a violation when the activity is to fulfill an assignment for class credit. • Use of any means to disable or bypass the ACS Internet filtering system or other security systems • Attempting to destroy, disable or gain access to school computer equipment, ACS data, the data of other users, or other networks connected to the ACS system, including uploading or creating computer viruses • Encrypting communications or files to avoid security review • Posting personal information about yourself or others (such as addresses and phone numbers) other than as needed to conduct school operations • Forgery of electronic mail messages or transmission of unsolicited junk e-mail • Use related to commercial activities or for commercial gain • Use that violates the student code of conduct or employee standards of conduct, or is unlawful • Wasting school resources through the improper use of the computer system
<p>CONSEQUENCES FOR INAPPROPRIATE USE</p>	<p>One or more of the following consequences may be imposed:</p> <ul style="list-style-type: none"> • Suspension of access to the system • Revocation of the computer system account • Removal of device access • Other action, including disciplinary action, in accordance with School policy and/or the ACS Parent/Student Handbooks (as applicable)

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Responsible Use Guidelines for all Students

Internet Safety and Security

Communicating Safely Online - Use of the Internet and online collaboration is an important part of being in school. However, there are still risks involved when engaging in online conversation. Students will recognize and report any warning signs of online predators. Students will engage in safe online relationships and not participate in inappropriate dialogue with others online. Students will identify strangers and avoid risky online behavior. Students will report any inappropriate communication or possible online predators with a trusted adult.

Security of Information - Sharing of information online can be a great way to accomplish a task or work on a project collaboratively. However, there are certain bits of information that students should not share online or with others. Students will not share any of the following:

- Passwords
- Personal information/inappropriate photos of yourself
- Personal information/inappropriate photos of others

Internet Privacy - Many websites collect information from visitors for advertising or data collection purposes. Students will:

- Recognize and analyze online privacy terms.
- Understand the how and why companies collect their information so they can make informed decisions before providing personal information to a website.
- Guard against phishing, scamming and identity theft.

Digital Citizenship

The Internet is a powerful community of connected people. That connection requires levels of responsibilities to one another. Part of being a good digital citizen is using technology in a responsible, appropriate way. Digital media plays an important role in a student's life and in our society. Below are some specific areas to address with students when learning how to grow their digital citizenship.

Social Media & Email - Students will have access to a school email account after receiving some basic training on email etiquette. Please know that all email can be viewed by teachers, administrators, or parents. Email should be written with the thought of the audience and purpose. Online school-approved social media sites are allowed. Students will learn about interaction, risks, and responsible use on both school-approved and other social media sites that they may encounter.

Commenting Responsibility - As the use of social media and other age-appropriate websites becomes available to students, it's important for students to understand the positive and negative aspects of their digital life. Students will recognize the importance of context in posting or viewing online images.

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Students will post appropriate comments in online and social communities. These comments, like anything else on the Internet, have a certain amount of digital permanence and can affect reputation down the road. Students will display respect and thoughtfulness online by not posting comments that are negative, inappropriate, or personal about others or themselves.

Digital Footprints - Information you post on the Internet can affect your future. Colleges and future employers look at an individual's digital footprint as a tool during the admission or hiring process. Students will consider the possible benefits and risks before sharing information online and consider how this affects their reputation and digital self.

Digital Ethics - Students will use the Internet and digital tools to produce content and projects. Students will not present the work of others as their own work (otherwise known as plagiarism) Students will not intentionally delete or damage another student's digital work. When working on projects or any other work with online resources, students will follow copyright and creative commons laws.

Cheating - With the use of mobile devices, there may be temptation to cheat and share test or assignment information on a non-collaborative project. Students will not use technology and/or mobile devices to share confidential school content with other students.

Cyberbullying - Cyberbullying is the use of digital technologies or mobile devices to harass, threaten, embarrass or torment another student. Students will:

- Identify strategies for dealing with cyberbullying responsibly.
- Analyze and report any offensive online behavior or interactions to a trusted adult.
- Create positive online communities rooted in trust and respect.
- Think before you send or post
- Recognize and identify factors that intensify cyberbullying, including what role they play in escalating or de escalating online cruelty

Students will NOT:

- Publish information that is harmful or embarrassing to others
- Facilitate in the spreading of rumors via online platforms.
- Participate in online polls, “bash” sessions, or other online communities that are harmful to others.

Cyberbullying, “sexting”, or the transmission of inappropriate images or messages digitally, can result in disciplinary and/or legal consequences. Students will understand the role of digital technologies in relationships. Students will not actively participate in the sharing of inappropriate photos and/or information of themselves or others.

Self-Expression and Identity - There can be a difference between an online versus offline identity. Students need to be aware of these differences and realize that how they present themselves online can affect their relationships, sense of self, and reputations. Students will identify the risks of assuming different personas online and what it means to be genuine in an online context.

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Research and Information Literacy

Searching - Students will use a variety of search engines to search for information and content. Students will understand the functions of effective keywords and categories to find useful and relevant information online.

Research and Evaluation - Students will choose websites with high-quality information and when possible, use multiple sources to find their information. Students will properly cite online resources. Students will be able to identify online advertisements and spam on websites and understand the purpose behind those advertisements.

Specific Responsible Use Guidelines for Elementary School Students

2021-2022

Dear **Student**,

ACS Calvert is excited to continue the 1-1 iPad program in the Elementary school this year. In the beginning of this new program, there are many responsibilities that you, the student, will be expected to follow. In addition to the Guidelines listed above we are confident that you will be able to follow the expectations below, specific to iPad use as we partner in our “Focus on Excellence.”

Starting today and for the duration of the 2021-2022 school year, you will have an iPad # assigned to you. You will be responsible for this iPad and must follow the Acceptable Use Policy.

1. You can only use your iPad, and it must be kept in a locked desk or cabinet while you are not using it.
2. You must never take the iPad home.
3. You must use the iPad for educational purposes only, and always under teacher supervision.
4. If you see something that makes you feel uncomfortable on your iPad, put it to sleep and quietly take it to your teacher. Do not show it to your classmates.
5. I will wash my hands before using my iPad.
6. I will always carry my iPad with two hands.
7. I will only use apps and go to sites my teacher has instructed me to use
8. I will never change settings or try to install new apps. I will not set a passcode/password on my iPad.
9. I will demonstrate responsible and ethical behavior while using my iPad.
10. You must report any problem with your iPad to the ES technology teacher. If your iPad is damaged while being used, you must report it to your teacher. She will contact the ES technology teacher and the ES principal so your family is notified. It will be the family’s financial responsibility to repair/replace the iPad.

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Responsible Use Guidelines Acknowledgement Form

I understand that my technology use and, if applicable, text messaging and social media with ACS provided resources, are not private and may be viewed by ACS officials. I understand that the school will provide me with third party accounts (such as Google Apps) that must also adhere to these Responsible Use Guidelines. Any other third party accounts that I use for educational purposes, must also adhere to these Responsible Use Guidelines. I understand that the ACS Calvert will monitor my activity on the computer system.

I have read the ACS Responsible Use Guidelines for technology and agree to abide by the guidelines for responsible use. In consideration for the privilege of using the ACS electronic communications system and in consideration for having access to the public networks, I hereby release the School, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use of, or inability to use, the system, including, without limitation, the type of damages identified in the School's policy and administrative regulations.

Student signature and date

Parent signature and date