

American School of Madrid

Middle School Student and Parent Handbook

2025-2026

The American School of Madrid Mission

We empower lifelong learners to take on challenges and thrive, care for others in our diverse international community, and think globally and creatively toward a better future.

CONTENTS

1. [Who's Who in the Middle School](#) (3)
2. [Welcome Note from the Middle School Director](#) (4)
3. ASM Foundational Information (5-7)
4. [Important Daily Information](#) (8-15)
5. [Communications](#) (16-17)
6. [Middle School Learning Program and Academic Policies and Practices](#) (18-27)
7. [School Attendance](#) (28-30)
8. [Student Behavior Expectations](#) (31-50)
9. [Learning Support, Counseling, and Child Safety](#) (51-53)
10. [Student Life](#) (54-58)

WHO'S WHO IN THE MIDDLE SCHOOL

Ben Weinberg	Headmaster
Mike Nugent	Director
Alaina Cotillo	Dean of Students
Josh Chambers	Counselor
Encarna Lopez	Administrative Assistant
Amalia Sandoval	Attendance Clerk
Gerard Greally	Grade Level Lead Grade 8
Rebeca Hernandez	Grade Level Lead Grade 7
Maria Gizzarelli	Grade Level Lead Grade 6
Eric Hofschire	Learning Support Head of Department
Jeff Frantz	Humanities Head of Department
Jen Parker	Science Head of Department
Jon Reitzel	Math Head of Department
Layla Block	Modern Languages Head of Department
Santiago Gallego	Lengua Española Head of Department
Mike Sissons	Art Head of Department *
Katrina Dodds	PE/Health Head of Department *
Joy Edenfield	Music Head of Department *

* Shared role with Upper School grades 6-12

WELCOME FROM THE MIDDLE SCHOOL DIRECTOR

Greetings Students and Parents,

I want to welcome everyone back to school, especially those new students who are joining ASM this school year. We are going to have a great school year together!

As we begin the school year, students and parents will want to review this handbook carefully. Please pay special attention to the section on *Student Behavior Expectations*. At the heart of our expectations are the Middle School norms:

Respect and care for yourself, others, and this place

Try your best

Be open minded

Treating others with care, dignity and respect is one of our highest values. I am reminded of the great African American baseball player Jackie Robinson who said these very wise words: "I'm not concerned with your liking or disliking me. All I ask is that you respect me as a human being." I want each and every student to think about Jackie Robinson's words so that we can make our Middle School a place where every student is respected as an individual.

This Middle School Student Handbook contains most of the information that is essential for parents and students to know about our school. Students and parents are always welcome to ask questions about our expectations, policies, and procedures. The student's advisor will review the key topics during the first days of school. The advisor is an important person at school for all of our students and an excellent resource.

Best wishes in the 2025-2026 academic year. The Middle School staff and I are here to assist you as you pursue your academic endeavors, and we look forward to working with you during this very special and exciting year.

Michael C. Nugent
Middle School Director

ASM Foundational Information

The American School of Madrid is a PK-12 coeducational day school sponsored by the United States Department of State and affiliated with the European Council of International Schools, the National Association of Independent Schools, the Middle States Association of Schools and Colleges, the Spanish Ministry of Education, the Mediterranean Association of International Schools and the International Baccalaureate Organization. Begun in 1961 as an educational service to sons and daughters of overseas Americans, ASM opened at its present site in 1967 with academic and administrative buildings. Recent additions to the campus include the George Argyros Center for the Fine and Performing Arts, the O'Hale Center for Science and Technology, the indoor and outdoor athletic complex. The library and cafeteria were recently expanded and renovated, and a new middle school building opened in May of 2020. ASM serves students of all nationalities and provides the longest-tenured American curriculum in Madrid.

ASM MISSION STATEMENT

The ASM mission was revisited during the 2020-2021 school year. The school conducted a process that involved staff, students, and parents in order to create the school's mission.

The American School of Madrid Mission

We empower lifelong learners to take on challenges and thrive, care for others in our diverse international community, and think globally and creatively toward a better future.

MIDDLE SCHOOL LEARNER PROFILE

In keeping with the philosophy and objectives of ASM, the Middle School teachers recognize that in addition to working with students to achieve optimal academic achievement, it is important to promote constructive learner attitudes, skills, and behaviors, including the development of a student's passion for learning, collaboration, the disposition to apply critical and creative thinking skills, and a willingness to work hard to achieve one's

full potential. To this end, the Middle School has created a Learner Profile that lists the attributes, attitudes, and associated behaviors that we wish to develop in our students. The Learner Profile helps teachers and students to establish goals, plan instruction, generate discussions, and reflect on learner behaviors and citizenship. The advancement of the attitudes, attributes, and behaviors of the Learner Profile is a central focus of the Middle School program and is considered by our staff to be critical to long-term student success.

Purposeful Communicators

We are purposeful communicators. We use various methods of communication to clearly articulate our ideas with our peers, teachers, and the greater community.

Independent

We are independent learners. We will organize our available resources in order to complete tasks thoroughly and on time. By honestly reflecting on our work, we will set personal goals and design plans for reaching these goals.

Critical Thinkers

We are critical thinkers. When learning, we are inquisitive. We analyze ideas and evidence to develop our own conclusions about concepts. We face complex problems head-on, developing methods for understanding and solving these problems.

Honorable

We are honorable students. In all that we do in and out of school, we make choices that help create a positive environment for all. Our guiding values are integrity, responsibility, respect, trustworthiness, and empathy.

Growth Mindset

We embrace a growth mindset and persevere in our endeavors. We believe that brains and talent are just the starting point and that our most basic abilities can be developed through dedication and hard work. We do not give up when working towards our goals. We reflect on our efforts, recognizing our strengths and further developing our areas of need.

Global Citizens

We are globally-minded. We are committed to helping all members of the community learn to respect themselves, others, and the world around them. This respect is founded in an understanding of the interconnectedness of individuals, an awareness of the human condition, and a sense of responsibility for the well-being of local and global communities and the environment. It is also a willingness to actively engage in concrete, socially responsible action in pursuit of this well-being.

Collaborative

We are collaborators. We believe learning is reciprocal. We contribute actively and thoughtfully during lessons, partner work, and group activities so that we may collectively enhance our thinking and learning.

Resilient

We are resilient. We take considered risks, knowing that failure is possible but that we have the capacity to bounce back and learn from the experience. Through every step of the learning process, we understand the need to challenge ourselves.

LEARNING BELIEFS AT ASM

Our school community, parents, students, and teachers agree that learning:

- Should be purposeful and relevant.
- Involves real-world experiences, risk and failure, self-reflection, and choice.
- Is a continuous process.
- Requires pushing through challenges and perceived limits.
- Is facilitated by skillful, caring teachers.
- Requires students to actively own their own learning.
- Takes place within a positive, supportive school community.
- Is supported by perseverance, problem-solving, self-reflection, time management, empathy, and collaboration.
- Requires creativity by teachers and students

ASM'S COMMITMENT TO DIVERSITY, EQUITY, INCLUSION, AND JUSTICE

We, the American School of Madrid, stand for the rights of every individual to safety, belonging, and freedom from discrimination. We as teachers, students, parents, administrators, staff, and board members hold ourselves accountable for actively working toward justice, repairing harm, and growing as lifelong learners.

We commit to recognizing and affirming all community members, with particular regard for those who are marginalized by identity including, but not limited to: race, color, ethnicity, religion, gender identity and expression, sexual identity, national origin, citizenship status, physical abilities, neurodiversity, socioeconomic status, and age.

Incidents of racism and all forms of bias or discrimination that result in the assault on an individual's dignity and self-worth do not belong in our school. From revising schoolwide systems to defining individual responsibilities, we will continuously apply a critical and equity-based lens to improve our school's policies and practices. This includes the development and application of clear and consistent consequences for when acts of injustice occur.

As a community bound by the primary objective of learning, we believe that our

commitment to diversity, equity, inclusion, and justice will empower not only our students but all members to courageously advocate for a more just world.

IMPORTANT DAILY INFORMATION

ADDRESS AND/OR PHONE CHANGE

Please notify the ASM Business Office (91-740-1918) immediately of address or phone number changes. It is important for the school to be able to contact you in the event of an emergency.

AFTER-SCHOOL ROUTINES AND RULES

ASM provides a rich after-school program that consists of sports, activities (ASAs), and extended learning labs. Each school division at ASM (Lower, Middle, Upper) has slightly different rules and routines regarding student participation in the after school program. Middle School parents and students should be aware of the following Middle School practices.

All Middle School students who stay after school must be in a supervised activity (sports practice, after-school activity, private music lesson or after-school extended learning lab for Spanish, Math, and writing). **Middle School students who are not in a supervised activity may not remain on campus and must go home by 4:00 P.M. Students are not allowed to remain unsupervised on campus after school for social reasons.** Students who need to stay after school because a parent is unable to pick up or because a sibling has a sports practice or activity will remain in the MS Flex Space (located on the steps in the MS commons) from 4:00-5:00. Students who have an activity that begins at 5:00 will also remain in the MS Flex Space from 4:00-5:00. Students who do not follow these expectations may lose their privilege to remain on campus and/or participate in our after-school program.

Lower and Middle School as well as grades 6 and 7 students may not leave the ASM campus after school (between 3:50-5:15 to visit local stores or to hang out in the local neighborhood) and return to campus to participate in an activity that begins at 5:00 or to catch the 5:15 late bus. Grade 8 students, with written permission from their parents, may enjoy the privilege of leaving campus after school. Should they decide to leave, they should remain off campus for the entire hour from 4:00-4:45.

ATTENDANCE

Parents must notify the MS attendance Administrative Assistant **by email** of all matters regarding school attendance at this email: msattendance@asmadrid.es.

- To report a **daily absence** due to sickness, etc. please send an email before 9:30 AM. Please also indicate in the email the reason for your child's absence.
- To notify the school about an **extended absence** (for travel purposes, etc.), please also notify the MS attendance Administrative Assistant at least two weeks in advance of the absence.
- To request an **early leaving pass** to leave school during the school day (for a doctor's appointment, etc.), please send an email before 9:30 AM to the Middle School Attendance Administrative Assistant. Students will present the pass to the guard when leaving campus. Without this authorization pass, students will not be allowed to leave campus.

BACKPACKS

Backpacks must be kept in lockers during the school day. ASM provides tote bags for students to carry their materials from class to class during the school day. Students are encouraged to take home only necessary materials at the end of the school day.

BUS SERVICE

Students taking the bus must take their assigned bus each day. Students are to get on their buses immediately after school (before 4:00 PM) or their after-school activity (5:15 PM). Riding the school bus is considered a privilege. Expectations for behavior on the bus are the same as during the school day.

CAFETERIA CHARGES

Students may charge their daily lunch with signed permission from their parents. Any items purchased after school are on a cash-only basis. Students may not buy cafeteria items for friends using their student number.

CLASSROOM ASSIGNMENTS

Middle School class lists are heterogeneously grouped taking the following items into consideration:

- a balance of boys and girls
- a balance of ESL students and resource support students

- a balance of native English speakers
- a “magical mix” of nationalities
- a balance of academic levels
- matching student learning styles with teachers' teaching styles
- separating students with behavioral concerns

Lists are formulated with great care and consideration. Parents are requested to refrain from making specific class requests, as they cannot be guaranteed. Advisory lists are posted prior to the first day of school.

CLASSROOM SUPPLIES

Students are issued textbooks and other resources that belong to the school. Should a student lose a book or damage the text (or other school materials), there will be a replacement or damage charge and another book will be issued to the student when he/she has paid the fee. Students are expected to provide materials for personal use (i.e., pencils, notebooks, etc.). A list of required supplies by grade level is available on the MS Learning Program site.

DAILY CLASS SCHEDULE

The Middle (MS) and Upper school (US) share a similar daily class schedule. The schedule is an eight-day continuous rotating block schedule. Each school day has four 75-minute academic blocks as well as a 30-minute daily community time and advisory period.

TIME	BLOCKS	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8
8:55-10:10	1st	A	E	B	F	A	E	B	F
10:15-10:45	COMMUNITY TIME / ADVISORY								
	BREAK								
11:00-12:15	2nd	B	F	C	G	D	H	A	E
12:20-13:35	3rd	C	G	D	H	C	G	D	H
13:40-14:03	1st LUNCH and RECESS								
	5-MINUTE TRANSITION TIME								
14:08-14:30	2nd LUNCH and RECESS								
14:35-15:50	4th	D	H	A	E	B	F	C	G

DAILY COMMUNITY TIME AND ADVISORY

The middle years are a crucial time for growing social, emotional and executive function skill sets. To that end, our Middle School advisory program is grounded in our four goal areas--self-skills, relationship skills, academic growth and learning, and responsible citizenship--and is based on research-based practices in social-emotional learning, including the *CASEL framework*, *Responsive Classroom*, and *restorative practices*.

All middle schoolers meet daily with their advisor and advisory, a small group of 10-14 students, during our community time block. The role of an advisor in the Middle School is critically important to a students' wellbeing and success, which includes but is not limited to:

- Serving as their advisees' mentor/point person in the Middle School,
- Building relationships with advisory families in order to support the social-emotional and learning needs of their advisees,
- Providing a strong, flexible structure that can support the purposes of advisory, helping students develop skills/competencies such as communication, empathy and self-regulation, and
- Fostering significance, belonging, and community through daily activities.

DAILY ANNOUNCEMENTS

Students are expected to read the daily announcements on the large screen as they enter School each morning. The daily announcements include important reminders about school matters.

HEALTH SERVICES

There is a school nurse on campus each day. The nurse is a valuable resource to the entire ASM community, providing information on and contact numbers for various doctors and medical services within the Madrid area and information related to infectious diseases and parasites. Should sudden illness or any other emergency occur, the nurse will take immediate and appropriate action and will advise the student's parents. If the student is on a field trip or the nurse cannot be contacted, the student will be taken to the nearest treatment center after attempts have been made to contact parents for other instructions. Parents are requested to give to the school names of additional persons to contact in case of an emergency when they themselves cannot be located.

In non-emergency situations, students secure a pass from a teacher before seeing the nurse on duty. Going to the nurse should never be used as an excuse to miss class. If a student needs to receive medication during school hours, it will always be through the nurse's office. Teachers will not safe-keep or administer any type of medication. Medications will always be supervised and administered by the nurse. Students are not allowed to carry medications at school. They must report to the school nurse who will contact the student's family to verify treatment, dosage, and time of the administration.

In September, parents are requested to fill in a form describing their child's general health. Allergies must be noted as well as suggested measures in emergency cases. Extra medicines and inhalers should be stored in the nurse's office for emergencies.

Parents must communicate with the school nurse if their child becomes ill with any disease or condition so that the nurse may advise them about the extent of any restrictions which may have to be placed upon that child or other children in the family. The nurse also needs this information in order to notify the parents of grade level classmates if the disease is contagious.

MIDDLE AND UPPER SCHOOL LEARNING COMMONS

The Stanton Griffis Learning Commons is student-centered and promotes inquiry and understanding of the world, its peoples, its cultures, and its possibilities. The MS/US Learning Commons is the place where essential questions and enduring understandings of human knowledge are explored, questioned, and discussed. Learning Commons hours are 8:15 a.m. to 5:30 p.m. Monday through Friday. Books may be checked out for two weeks (renewed as needed) and are available to ASM family members as well as ASM students. We also have many e-books, accessible through our website. Just click the [ebook link](http://www.asmadrid.org/learningcommons): <http://www.asmadrid.org/learningcommons>

LOCKER USE

Students are given a locker at the beginning of the school year. Students are expected to use the locker throughout the school year to store backpacks, books, coats, and other supplies. The locker is school property and should be treated with care. The inside of locker doors may be decorated with appropriate decorations, photos, pictures, etc. Students are expected not to share locker combinations with friends or change lockers without first consulting with the Middle School Director. In addition, students may not share lockers.

LOST AND FOUND

The Middle School keeps a lost and found for items (books, supplies, clothes) opposite of the MS office. Students are asked to label all items of clothing, lunch boxes, notebooks, etc. Unclaimed items are donated to charity twice a year, usually at the beginning of the December and June vacations.

MEDICAL EXCUSE FOR NOT PARTICIPATING IN P.E. CLASS

Our general policy is that if a student is well enough to attend school, he/she is well enough to participate in physical education class. Students must participate in P.E. class to be eligible to participate in an after-school sports practice or activity.

Excuses from P.E. for health reasons are accepted by the Physical Education teacher under the following conditions:

1. Students must present a written note from a parent or doctor describing the illness or physical condition before the beginning of the class or the parents may send an email communication at the beginning of the school day to the PE teacher.
2. Any illness developed during the school day which might restrict participation from P.E. class requires a written note from the school nurse.
3. A physician's note must be presented to the P.E. teacher with a copy for the nurse for any extended period longer than 3 days.
4. Long-term medical excuses from P.E. class require an official written physician's statement. When scheduling permits, the student will be provided with an alternative class or supervised activity. Upon return to the normally scheduled P.E. class, the student must present a written statement from his/her doctor giving consent for the student to return to the class.

PARENTAL / GUARDIAN ABSENCE

If the parents/guardians of students at the American School of Madrid must leave their children in the care of another individual due to their absence from the home, we request that they send a letter to the Middle School Director informing them of the following:

- Dates of their absence from the home
- The name and contact information of the individual who is caring for the student during the absence
- The contact information for the parents during the absence

The letter should be sent at least three days prior to the departure of the parents. In the event of an emergency that requires immediate departure, please call the respective Director to inform him/her of the absence and the information listed above. In addition, parents should follow up this phone contact with an email giving this information in writing, too.

PARENTS ON CAMPUS

ASM facilities are used for our instructional programs throughout the day. Parents are welcome on campus from 8:45-5:00 PM **with an appointment or for scheduled events only**. Here are some additional reminders:

- Parents wishing to meet with an ASM staff member on campus must send an email to the staff member to set up the appointment time and place.
- Parents are welcome to drop off important items for their kids at the appropriate divisional office when needed, sending an email to the office with the estimated time of arrival so that the Security Gate is informed.
- Parents should not be on the Play Landscape or engage with students during Lower School playtime unless part of a school presentation or learning event.

POWERSCHOOL

PowerSchool is an Internet-based communication portal which provides students and parents with access to student attendance, assignments, ongoing performance, student report cards, and more. Parents may request and receive a User ID and Password that provides access to their children's academic portfolio.

Throughout the school year, teachers enter ongoing progress of learning, and therefore, students are expected to check their PowerSchool regularly. The feedback they received from their teachers on the progress of their skills and Approaches to Learning is invaluable to their growth as learners. Parents are encouraged to review progress, together with their children, in PowerSchool every 1-2 weeks.

PRINT SERVICES

Don't have a printer at home? We offer our students printing services accessible from the school-provided computers as well as personal devices. The printer is in the Learning Commons and accessible during all open times. There is also a printer available for student use upstairs in the Middle School building.

SNACKS, LUNCH AND RECESS

Middle School students have time to eat a snack during break time (10:45-10:55) each morning. The Middle School has a first lunch/recess time (13:40-14:00) and a second recess/lunchtime (14:00-14:25). Grade levels are assigned first lunch/recess or second lunch/recess. Some students choose to bring lunch from home. Lunch is served daily in the cafeteria. Students have the option to buy the "standard menu" published monthly or to bring lunch from home. Students are encouraged to bring healthy snacks and lunch choices. Snack items may be purchased after school if a child is staying for after-school activities. These items are sold on a cash-only basis.

LAPTOPS

All Middle School students are provided with an ASM laptop, charger and neoprene computer sleeve for use at school only. As outlined in the ASM [Acceptable Use of Technology Agreement](#), which students and families sign at the beginning of the school year, students are responsible for taking care of their laptops, chargers and cases as well as for covering the cost of repairs or replacements if necessary. More importantly, students are held to high expectations for responsible use of the internet and other technology. **ASM laptops may not be taken home.**

VISITORS

Students may not invite friends to accompany them to class, as this tends to disrupt the classroom routine. Former ASM students often return to visit ASM families and to reconnect with friends and teachers. Former students may visit the school for one day only, and they must receive prior permission at least three days in advance from the Middle School Director. Visiting students may not visit our school during September and June since these are generally very busy times. Student visitors should bring a notebook and a pencil as they may be expected to participate positively in classes during their visit to school.

COMMUNICATIONS

CHANNELS OF COMMUNICATION

Consistent and timely communication amongst faculty members, parents, and students is encouraged and expected. Since both the faculty and parents have the best interests of the students in mind, it is important that communication be open and constructive.

Parents who have questions about their son or daughter must first direct their concerns to the classroom teacher. This first step is very important since it is the teacher who knows the student best and who is able to address the concern. To set up an appointment, parents should contact the teacher directly through email. Issues and questions unresolved through a conference with the teacher may be referred to the Middle School Director. Issues and questions about school policy or issues and questions unresolved through conferences with the director may be referred to the Headmaster.

SCHOOL TO PARENT

Important school information is communicated to parents through the following school publications. The *NewsFlash* is a weekly newsletter sent by email to parents on Fridays and generally contains the most pertinent, up-to-date information about school events. In the *NewsFlash*, parents will find "Weekly Updates" that are specific to each school division. Families will receive electronic versions of the newsletters to the email address provided by the family on the Student Emergency Health Card to update at the beginning of the school year through PowerSchool.

TEACHER TO PARENT

Teachers communicate academic progress and achievement to parents through the trimester report cards. Parents are reminded of report issue dates when they are published in the *Flash*. Teachers may also provide, upon request, updates on student progress. Furthermore, students and parents can access and view current grades and course assignments at any time using PowerSchool. Teachers also use Google Classroom to communicate important class information like course outlines, homework assignments, and class handouts. Parents and students can access Google Classroom at home.

PARENT TO TEACHER

Parents are encouraged to keep teachers apprised of important information or changes that may affect a child's learning. Information can be sent to the teacher via the teacher's email (teacher name and school email address: e.g., mikenugent@asmadrid.es) as noted in the ASM Directory. When emailing a teacher about a concern, parents should also place their child's advisor on copy. Parents are asked not to call teachers at home except in an emergency. Parents should generally allow teachers 24 hours to respond to an email request. Parents should note that an email sent to a teacher on a Friday will receive a response on the following Monday and not during the weekend. Parents and teachers are encouraged to reserve all communications during school hours on weekdays and not on weekends.

NEW STUDENT/PARENT ORIENTATION

For new students in Grades 6-8, a special parent-student orientation is held in late August prior to the beginning of school.

OPEN HOUSE

An Open House will be held during the month of September. This is an opportunity to meet the teachers and learn more about grade-level programs and expectations.

LEARNING CONFERENCES

Learning conferences are scheduled with the parents of some students in the fall and spring. Parents are notified with an email of the day and time for appointments with their child's teachers and with any specialists who wish to be part of that conference. Students are an essential stakeholder and are therefore required to take part in the conference. Parents may also request a conference with specific teachers at any time during the school year. Conferences can be arranged by sending a note to the teacher, the Middle School Counselor, or by emailing the Middle School Office.

MIDDLE SCHOOL LEARNING PROGRAM AND ACADEMIC POLICIES

This section of the Middle School Student Handbook outlines key information regarding the learning program, including grading, assessment, reporting, and homework.

ACADEMIC SUPPORT and TUTORING

Parents who feel that their child may need academic support should contact the head of learning support, Eric Hofshire (erichofshire@asmadrid.es). The Middle School offers support classes in Math, Literacy, and Study Skills. Parents should also contact the support team before contracting an outside tutor. Teachers at ASM do not tutor their own students outside of the normal school hours for a fee; however, teachers are available to assist students throughout the school day and often at the end of the school day from 3:55-5:00. Teachers inform students about their “office hours” when they are available for extra help after school. Teacher “office hours” are published on the MS Learning Program site. Students can also receive assistance by attending one of our after-school labs in Spanish, writing, and math. The schedule for after-school labs is also published on the MS Learning Program site.

Students who struggle in their classes will be placed on a special academic monitoring plan. The plan will be developed by the school’s learning support team to assist the student in improving his/her academic performance. The plan may include the following:

- An academic contract
- A weekly progress report
- A weekly “check-in” with the Middle School Counselor or Learning Support
- A review of participation in extracurricular activities and daily privileges
- Required attendance at study hall during recess or after school labs

All effort is made by our specialists to support a student. If a student's academic performance does not improve, parents may be asked to seek an alternative educational environment at the conclusion of the school year.

ASSESSMENT AND EXAMINATIONS

The Middle School teachers recognize the importance of assessing cumulative knowledge and skills at key points during the school year. This is an important step in preparation for the examination period held in the high school. The Middle School teachers also recognize that

evaluation of learning and understanding of content and skills should take place through a variety of assessment tools. Student progress may be measured with formal assessment tools such as "pen and paper" unit or chapter tests. Alternative assessment tools may include projects, class presentations, research reports, written essays, and portfolios.

Students may be evaluated for learning and understanding of major content and skills areas at the end of each semester. Such evaluations may include a mix of traditional and alternative assessment methods and may test cumulative knowledge. For example, students in Math 7 may take a "sit-down" pencil and paper test on major concepts learned during the semester. Students in Humanities 8 may prepare a formal essay that demonstrates knowledge and application of the writing process or may prepare a research report on a major unit of study.

ASSESSMENT PRACTICES

Assessment drives instruction and uses data from formative as well as summative (internal and external assessments) to evaluate the effectiveness of the teaching as well as to inform curriculum planning. Teachers follow ASM's assessment practices when creating formative and summative assessments.

1. Assessments are directly aligned to grade/course level standards, learning objectives, and performance goals.
2. Teachers provide clear explanations regarding assessment criteria and performance expectations.
3. Teachers provide exemplars to ensure students understand the expectations for demonstrated learning.
4. Assessment is ongoing, and feedback is given frequently and in a timely manner.
5. Assessments are presented in a variety of forms and contexts and they address varying levels of thinking, from factual recall through deeper analytical skills.
6. Assessments are varied and differentiated in order to give students with different learning styles opportunities to show their strengths.
7. When appropriate, students have a choice regarding the type of assessment used.
8. Assessments provide data to inform instruction and curriculum planning and give students information on how to improve.

CLASS SYLLABUS

Teachers update their class syllabus at the beginning of each school year. The class syllabus provides students and parents with detailed information about the course objectives, standards, and content. The syllabus also provides an overview of the units of

study and major assessments in each class. The syllabus for each class is published on the MS Learning Program site.

GRADING SYSTEM

ASM has adopted a standards-based mindset across grades 6-12 that focuses on performance, process, and product and which separates achievement from learning behaviors. In Middle School, we use grades to give students and parents a clear and timely understanding of where students stand with respect to the expected learning objectives. Grades are attached to clear rubrics and descriptors so that students and their parents understand how students can continue their progress toward mastery of the expected knowledge and skills.

The purpose of grading is to provide an accurate measure of achievement. Almost daily, teachers provide feedback on achievement when passing back to students a graded assignment, test, or project. It is the student's responsibility to be aware of his or her grades and progress in each class. In order to avoid any "surprises" at the end of a marking period, students and parents can check PowerSchool regularly for an update on current grades and progress.

GRADING AND REPORTS

The purpose of the Middle School report card is to communicate to students and parents an accurate and meaningful description of a student's academic achievement and habits and attitudes for learning at the end of each marking period. Report cards are issued two times a year. The mid-term report reports on achievement from the beginning of the school year through the half-way point, generally in late January. The year-end report card reports on the student's overall achievement for the school year. The reports also includes marks for key learning objectives (also known as standards) in each subject area and the Approaches to Learning (ATLs). The grades and marks earned in each course are a permanent record of achievement.

In addition, students who are not meeting course objectives will receive a "Cause for Concern" report at two key points in the school year (November and April). The Cause for Concern report provides feedback on learning where there are concerns regarding student progress. This is defined as any student currently working below expectations. Therefore, not all students receive a cause for concern report. Cause for concern reports are issued at the mid-point of term 1 and term 2

GRADE REPORTING SCHEDULE AND LEARNING CONFERENCES

The grade reporting schedule gives MS students the opportunity and time to progress towards mastery of essential concepts and skills, with the space in which to take risks and make mistakes in this process. The grade reporting schedule also . . .

- Supports an emphasis on learning and growth over time
- Manages student stress and have a focus on student well-being
- Is mindful that for many students each year, ASM is a new school and they need time to adapt to their new learning environment
- Provide timely, on-going feedback to students and parents on academic progress through “Cause for Concern” reports and the mid-term and final report cards

Please note that teachers of exploratory classes (like Ceramics, Photography, Technology, Debate, etc.) provide our students with grade reports on a semester basis. Parents can view here the [Middle School Reporting Calendar PV 25-26](#).

In the fall, there are two days for learning conferences. The first day is a dedicated advisor, advisee, and parent conference that lasts for 20 minutes. The second day is dedicated to individual subject-area conferences with the subject area teacher, student, and parent. In the spring, the advisor, advisee, and parent will have a second conference.

MARKING ASSESSMENTS

Teachers do not use percentages nor pluses and minuses when marking assessments. Instead, teachers mark assessments on PowerSchool using standards marks and other forms of marking that reflect the achievement descriptors used in the Middle School. Best practice shows that not all assessments need to be marked with a grade. Indeed, many assessments (homework that is practice) do not require a grade.

MEASURE OF ACADEMIC PROGRAM (MAP TESTING)

In the fall and spring, all Middle School students take the Measure of Academic Progress tests in reading, language, and math. The MAP tests are designed to communicate some specific instructional information about a student’s learning in these three areas in order to help his or her teacher design the appropriate ‘next steps’. Parents are made aware of the results and are encouraged to discuss these results with their children.

ASSIGNING THE REPORT CARD ACHIEVEMENT GRADE

Students receive a progress achievement grade in the form of an A-F letter grade on the mid-term report in core classes. On the year-end report card, students receive a final achievement grade. Teachers do not use mean averaging to assign the overall achievement grade. Instead, teachers use their professional judgment to determine a student's level of achievement at the end of each marking period. Final grades are based on the **most consistent, most relevant, and most recent data**. The A-F descriptors are the following:

ACADEMIC ACHIEVEMENT DESCRIPTORS	
A	<p>Work at this level is of the highest quality and demonstrates a thorough and deep understanding of the concepts, skills and knowledge of the course.</p> <p>The student: Can apply content, skills and ideas in many different situations, both familiar and unfamiliar, with minimal mistakes and omissions; consistently provides their own creative solutions, useful ideas, and new ways of looking at things; Consistently shows evidence of analysis, synthesis and evaluation where appropriate; Consistently meets the expected learning outcomes for this course.</p>
B	<p>Work at this level is of high quality and demonstrates competent understanding of the concepts, skills and knowledge of the course.</p> <p>The student: Can often use content, skills, and ideas in many different situations, familiar and unfamiliar, with some mistakes or omissions; Often provides their own creative solutions, useful ideas, and new ways of looking at things; Often shows evidence of analysis, synthesis and evaluation where appropriate; Regularly meets the expected learning outcomes for this course.</p>
C	<p>Work at this level is of satisfactory quality and demonstrates a basic understanding of the concepts, skills and knowledge of the course.</p> <p>The student: Can sometimes use content, skills, and ideas in many different situations, familiar and unfamiliar, with regular mistakes or omissions; Sometimes provides their own creative solutions, useful ideas, and new ways of looking at things; Occasionally shows evidence of analysis, synthesis and evaluation where appropriate; Sometimes meets the expected learning outcomes for this course.</p>
D	<p>Work at this level is of mediocre to poor quality and demonstrates limited understanding of the concepts, skills and knowledge of the course.</p>

	The student: Exhibits difficulty using content, skills, and ideas in many different situations, familiar and unfamiliar, with regular mistakes or omissions; Struggles to provide their own creative solutions, useful ideas, and new ways of looking at things; Seldom shows evidence of analysis, synthesis and evaluation where appropriate; Rarely meets the expected learning outcomes for this course.
F	<p>Work at this level is of consistently poor quality and demonstrates little to no understanding of the concepts, skills and knowledge of the course.</p> <p>The student: Does not use content, skills, and ideas in many different situations; Does not provide their own creative solutions, useful ideas, and new ways of looking at things; Does not show evidence of analysis, synthesis and evaluation; Does not meet the expected learning outcomes for this course.</p>
IE	<p>Insufficient Evidence: Student has not submitted the requisite amount of evidence for the performance to be assessed. Either whole pieces of evidence are missing or the submitted evidence is incomplete or incorrect.</p>

MARKING FOR NON-LEARNING FACTORS

Effort, conduct, participation, and homework completion (homework that is assigned only for practice) will not be reflected in the achievement grade. Instead, teachers will report on these non-learning factors in the *Approaches to Learning* and in personal comments on the report card.

APPROACHES TO LEARNING (ATLs)

The ATLs reflect the standards-based mindset. On the report card, teachers will mark students for the *Approaches to Learning*. There are four categories using the following scale: 4 = *Mastery*, 3 = *Proficient*, 2 = *Developing*, 1 = *Beginning*. Descriptors for the *Approaches to Learning* are the following:

Respectful	<ul style="list-style-type: none"> ● Is open and willing to listen to other's ideas ● Shows tolerance for peers and adults ● Is considerate of the learning environment, including class rules ● Demonstrates honesty, kindness, and empathy
Collaborative	<ul style="list-style-type: none"> ● Is actively involved in group learning ● Works with others to build understanding ● Offers and accepts constructive feedback ● Values the contributions of others

Responsible	<ul style="list-style-type: none"> • Completes assignments and meets deadlines • Uses class time appropriately • Brings required materials to each class • Follows through with commitments and obligations
Engaged	<ul style="list-style-type: none"> • Demonstrates a positive attitude toward learning • Works independently and seeks assistance when required • Reflects on own learning • Makes meaning and connections to the learning process

MARKING FOR STANDARDS

Teachers will mark for specific subject-area standards (usually 4-6 standards) on the report card using the following scale:

DESCRIPTORS OF PROFICIENCY LEVELS	
MASTERY (M)	<p>Work at this level meets the expected learning outcomes at a highly sophisticated level.</p> <p>The work was produced independently and without support; generates complex ideas and uses content/skills in a variety of familiar and unfamiliar situations; applies sophisticated problem-solving strategies; provides original and often creative solutions; shows sophistication in analysis; incorporates feedback and demonstrates reflection.</p>
PROFICIENT (P)	<p>Work at this level meets the expected learning outcomes.</p> <p>The work was produced independently and/or with limited support; uses content, skills, and ideas in a variety of familiar and unfamiliar situations; applies appropriate problem-solving strategies; contains original solutions; shows evidence of analysis; attempts to incorporate feedback and demonstrates basic reflection</p>
DEVELOPING (DV)	<p>Work at this level approaches the expected learning outcomes.</p> <p>The work was produced with some support; the student uses content, skills, and ideas in familiar situations, and occasionally in unfamiliar situations; sometimes applies appropriate problem-solving strategies; contains some original solutions; shows some evidence of analysis; occasionally demonstrates feedback and reflection.</p>
BEGINNING	<p>Work at this level begins to approach the expected learning outcomes.</p>

(BEG)	The work includes regular mistakes or omissions. The work was produced with little independence and/or required significant support; does not provide original solutions or apply appropriate problem-solving strategies; lacks analysis, synthesis, and/or evaluation
INSUFFICIENT EVIDENCE (IE)	The student has not provided sufficient evidence to assess the targeted knowledge, skill or concept.

UNDERSTANDING STUDENT PROGRESS AND POWERSCHOOL

Students and parents view academic progress by accessing PowerSchool. Teachers record assessments and grades in their grade books on a regular basis. Grade books are updated frequently by teachers. Parents are encouraged to review their child's progress by checking PowerSchool regularly. Assessments recorded in the grade book will appear as a list of assessed work. A running, overall grade that is calculated daily will not appear.

REASSESSMENT OPPORTUNITIES

The MS policy on reassessment is the following:

- The purpose of reassessment is to give students the opportunity to apply feedback to grow in their learning and to show evidence of new learning and progress within the identified standards.
- Reassessment can be requested by students using a reflection application. Teachers will use their professional judgment to decide when reassessment is appropriate. Reassessment occurs soon after receiving feedback on the original assessment and might also include a conference/conversation between student and teacher.
- Achievement of the mastery or A level is not the purpose of reassessment opportunities.
- Reassessment should be targeted towards only the identified standards for growth.
- Students have the opportunity to be reassessed against identified standards after there is evidence that new learning has taken place. In addition, students must have shown authentic effort related to MS ATLs by, for example, demonstrating responsibility in learning opportunities, and engagement with learning experiences.
- In addition, prior to reassessment, students should have completed any missing preliminary or foundational learning such as completing missing assignments, making corrections, or tasks related to the major assessment and possibly attend a tutorial or lab.

EXTRA CREDIT

Teachers do not give "enrichment assignments" that are meant only as a means to raise a

student's grade.

HOMWORK PRACTICES

Homework reinforces concepts learned in the classroom and helps extend students' learning beyond the classroom by raising additional questions for study. In Middle School, we recognize the importance of homework and, therefore, expect that students complete their homework assignments. The *ASM Middle School Essential Agreements on Homework* assist teachers when creating homework assessments:

- Homework should reinforce the knowledge, skills, and concepts that students learn in school.
- Homework should be purposeful and meaningful.
- Homework should be designed so as to maximize the chance that students are able to achieve/complete it.
- Homework should be carefully monitored so that the amount of homework assigned is appropriate to students' age level.

Additional reminders about homework

- When the purpose of the homework is formative, that is for practice or reinforcement, it may or may not be graded and will not be included in the trimester academic achievement grade. Teachers will keep a record in the grade book of these formative assessments.
- MS students receive 60-80 minutes of homework nightly. It is recognized that there may be times when a student's homework may exceed or be less than the expected average. It is also recognized that some students may need more time to complete some assignments due to differences in ability.
- Students may receive homework on weekends. If students receive homework over a weekend, the assignment will generally be equal in scope to that of a nightly homework assignment.
- Teachers will generally not assign projects and other work over vacation periods. An exception may be reading in an independent reading novel.
- MS students need guidance from parents and teachers on how to balance academics and other activities. MS students also need guidance on how to complete homework assignments in an efficient manner. Teachers will monitor how long assignments take students to complete and adjust accordingly. Teachers will monitor due dates for major evaluations (projects, papers, tests).
- Projects that go beyond one week in duration are generally broken up into manageable parts and turned into the teacher in phases, if possible.

- Students are expected to complete all assignments. Students are given due dates for homework with the expectation that they will complete the assignment and turn it into the teacher on the due date. Teachers will mark late or missing assignments in their grade book for work that is late or missing. Teachers do not reduce grades or give zeroes as a consequence for students who turn in late work and who do not have a valid excuse. Instead, there is a non-academic consequence. Teachers will account for late work in the *Approaches to Learning (Responsibility* category) and in personal comments on the report card. Students who do not turn in their school work will be required to complete their work during recess time or after school. Additional consequences such as required attendance at an after-school study hall will be applied for students who are chronic in turning in late work.
- In the event that a student is absent for an extended period due to illness or a family emergency, teachers will work with the student in assigning a reasonable due date for the homework assignments. In the case of a long-term project or paper due on the day a student is absent, such work is due on the day of the student's return.

If a student consistently fails to turn in his/her homework on a regular basis, the teacher will contact the parent. If the issue becomes a chronic problem, the student will be referred to the Middle School Guidance Counselor, Learning Support, and/or the school Director.

SCHOOL ATTENDANCE

Students are expected to attend school every day and to arrive at school and class on time. Frequent absences, early departure, and tardies can seriously affect the academic standing of a student. Any absence from school may involve the child missing several, if not

all, of the following activities: important classroom instruction, discussion and participation, projects, laboratory work, audio-visual presentations, written assignments, reports, quizzes, and major tests. We know that the probability of academic success increases as attendance improves, and many of the activities and situations for learning that occur in the classroom cannot be “made up.”

Although ASM recognizes and appreciates the value of activities that take place outside of formal education, parents and students are asked to take advantage of these opportunities during the time of the year that school is not in session. Parents are asked to not take their children out of school on the days prior to vacation or to extend a vacation beyond the school’s established vacation periods.

It is important to note that students who are absent are expected to make up their school work in a timely manner. The classroom teachers will work closely with the student to set individual due dates. Also, students who are absent can check Google Classroom for their assignments. Please note that Google Classroom is a site that is not intended to take the place of in-person classroom learning.

SCHOOL HOURS

Students should arrive at school between 8:30-8:40 a.m. Middle School students may go directly to their lockers to prepare for the school day. A “reminder” bell sounds at 8:50 a.m. and classes begin promptly at 8:55 a.m. Classes end at 3:50 p.m. and the buses depart campus at 4:00 p.m. Students who are to be picked up by parents will meet their parents at the pedestrian gate.

ABSENCE FROM SCHOOL

Any time a child misses school, they are considered absent. All absences count as missed days - regardless of the reason for the absence. There are no “excused or unexcused absences” in the Middle School, even for illness. Please note that this is a change in marking absences from previous school years. The number of absences (as well as tardies) from school will appear on the year-end report card.

Important to note:

- In most cases, teachers will not provide students with specific assignments prior to an absence; however, teachers may instead suggest ways that parents can support their child when he/she will be missing or has missed several days of school.
- In order to be excused from participation in physical education, a doctor's note is

required. If the child is excused from participating, she/he will be required to sit on the sidelines and be supportive of class activities.

- A student must attend school on the day of a special program, performance, or sports practice in order to participate. To participate in a sport practice, the student must have participated in their physical education class that day.
- Students who are unwell should stay home.

Parents must notify the MS attendance secretary **by email** of all matters regarding school attendance at this email: msattendance@asmadrid.es.

- To report a **daily absence** due to sickness, etc. please send an email before 9:30 AM. Please also indicate in the email the reason for your child's absence.
- To notify the school about an **extended absence** (for travel purposes, etc.), please also notify the MS attendance secretary at least two weeks in advance of the absence.
- To request an **early leaving pass** to leave school during the school day (for a doctor's appointment, etc.), please send an email before 9:30 AM to the Middle School Attendance Administrative Assistant. Students will present the pass to the guard when leaving campus. Without this authorization pass, students will not be allowed to leave campus.

EXCESSIVE ABSENCE FROM SCHOOL

A student who is absent from school more than 18 days in the school year may be in danger of not successfully completing the school year. In Spain, school attendance is mandatory. The Middle School Director will send an "absence awareness letter" to parents if a child's absences approach, reach or exceed 18 days. A student who has excessive absences from school or a class shall meet with the Middle School Director to discuss the matter. The student's parents will also participate in this meeting.

TARDY POLICY

Students in our school receive maximum opportunities for learning when they are engaged in the learning process in classrooms with minimum disruptions. When students arrive late to classes, they create disruptions that interfere with their learning and the learning of the other students in the classroom. **One of the most important responsibilities of a student is to be on time for class.** Students who arrive after the start of class often miss important announcements, miss important classroom instruction, and may lose valuable time to complete tests or quizzes. Students should be in the classroom when the bell rings.

When a student is tardy to school or class, the student will be marked “tardy” on PowerSchool. Students who arrive late to school (after the 8:55 a.m. bell) must check in at the Middle School Office and receive a tardy admit pass before going to their class. Students who come to school by private transportation and arrive late because of “traffic reasons” will not be excused except in unusual circumstances. Students who take the ASM school buses and arrive late (after 8:50 a.m.) will be given a late bus pass.

Progressive Interventions for Tardiness

When a student is repeatedly late to school or individual classes, the school will implement the following steps to support a change in behavior:

Intervention Level	Action Taken	Primary Goal
Initial Support	Check-in meeting with Advisor	Identify root causes and develop time-management strategies.
Family Partnership	Formal email sent to parents/guardians.	Align home and school support systems.
Formal Intervention	Loss of recess privileges or a Behavior Agreement.	Address chronic patterns through increased accountability.

To learn more about our follow-up procedures, email the Middle School Dean of Students, Alaina Cotillo (alainacotillo@asmadrid.es).

STUDENT BEHAVIOR EXPECTATIONS

At the heart of the student behavior expectations are the our Middle School values or norms:

Respect and care for yourself, others, and this place
Try your best
Be open minded

We expect that students show care and respect for themselves, others, and the learning environment. A positive school environment is one where . . .

- Every student has a right to feel safe at school, on the bus, and online
- Every student has a right to learn without being bothered by others
- Every student is expected to learn

If you are a student at ASM, you are expected to behave in ways that allow your peers to learn in an environment that is safe and respectful. We expect that students are kind, helpful and care about others. We expect that all students, regardless of their race, religion, nationality, and sexual orientation, are treated with dignity. We expect that students respect differences.

If you are a student at ASM, you are expected to know how to get along with others, solve problems, and make responsible choices. We expect that students demonstrate integrity, responsibility, respect, trustworthiness, and empathy. Students learn responsibility by making choices, and we recognize that students also make mistakes. Above all, we expect that students will learn from them. Clear boundaries are essential, and consequences that teach students to recognize their mistakes and correct future behaviors are valued over punishments, threats, and rewards.

In summary, our ASM behavior model . . .

- Recognizes the dignity of the individual in all situations
- Recognizes one's own responsibility for making decisions about behavior

- Recognizes one's potential to learn and change
- Recognizes the import of strong student/teacher relationships
- Establishes clear expectations, limits, and consequences.
- Values student participation and thinking

SCHOOL RESPONSE TO MISBEHAVIOR

At ASM, students are expected to follow the school rules to ensure a safe and productive learning environment. They are also expected to understand that consequences are necessary when community values are not upheld. **The primary responsibility for student behavior rests with the individual student**, and students in the Middle School are held accountable for their behavior by the school staff and administration. The classroom teacher, Middle School Dean of Students, or Middle School Director will deal with incidents of inappropriate behavior on a case-by-case basis.

The school's response to student misbehavior will be appropriate to the specific incident and based on the circumstances and information obtained. In most instances, students will participate in a **restorative process** which is intended to repair the harm. This will include making amends with the person or persons who are impacted by the behavior. Students may also receive **punitive consequences** for behavior infractions, especially when there is a major behavior infraction.

The School responses to **MINOR BEHAVIOR INFRACTIONS** AND **MAJOR BEHAVIOR INFRACTIONS** (including chronic misbehavior) are described here. Note that this list is not exhaustive and may include other responses.

Restorative Conversation	For a minor behavior infraction, the student will complete a reflection form during independent time (break, recess, or after school) and meet with the teacher, Dean of Students, or Director to review the responses on the reflection form and learn about appropriate behavior and/or make amends.
Parent Notification	Parental notification will take place for most minor and all major infractions. Parents or guardians will be informed of the incident and the actions taken by the school.
Parent Meeting	A parent meeting with the student may be required by the teacher, Dean, or Director to discuss the behavior infraction. A parent meeting will always take place in response to a major behavior infraction.
Loss of Privilege	For both minor and major infractions, the student may lose certain school privileges, such as access to school technology or

	participation in break time, eating in the cafeteria, playing at recess, and participation in school extracurricular activities, and school social events. A student may lose the privilege to participate on school trips, including the overnight class trip, for a major behavior infraction and/or chronic misbehavior.
Counseling	The student may be required to attend counseling sessions with the school guidance counselor to understand the impact of their actions and learn appropriate behavior.
Restorative Justice	The student may participate in restorative justice practices, which involve making amends with those affected by their actions.
Behavior Agreements	A behavior agreement will be established for major behavior infractions and for chronic misbehavior. The behavior contract summarizes expectations for future behavior as well as consequences.
Suspension	Depending on the severity of the offense, the student may receive a school suspension. See section on school suspension for more information.
Expulsion	In extreme cases, where the offense has caused significant harm or distress, the student may face expulsion from school.

Common to the process of every case is the understanding that individuals will always be fully and respectfully heard and that information will be appropriately shared with those best able to support the learning of those involved.

School Suspension

A suspension is a disciplinary action that may be taken by the school when a student violates the ASM's code of conduct. It means that the student is temporarily removed from school for a specific period of time. There are two types of suspensions:

- **In-School Suspension:** During an in-school suspension, a student is required to stay in school for a specific period but is removed from regular classes. A student engages in educational work with the Middle School Counselor to build their self-awareness and to unpack their behaviors on a deeper level.
- **Out-of-School Suspension:** During an out-of-school suspension, a student is not allowed to attend school for a specific period. They are prohibited from attending classes, school activities, and events on the day(s) of the suspension. This type of suspension is typically used when behaviors threaten the emotional and/or physical safety of oneself or other community members. It is often characterized as targeted,

malicious, and with the intent to do harm. It may also be used when misconduct is repeated.

A school suspension (in-school or out of school) may be deemed necessary by the school administration for some behavior infractions including but not limited to gross or serious misconduct and chronic misbehavior. Gross or serious misconduct is of a severe nature and is striking and offensive to the ASM community. Students may be suspended for various reasons, including but not limited to:

- **Chronic, repetitive misbehavior** (in the classroom and outside) where the student does not respond to the restorative process and other interventions
- **Fighting/physical aggression** (not slight physical altercation such as pushing or shoving or horseplay)
- **Online behavior** (inside or outside of school), including deepfakes
- **Bullying / harassment** that is targeted, intentional, and malicious
- **Derogatory language or images** (written, verbal, online) that targets the dignity of an individual (racial, homophobic, ethnic slur, etc.)
- **Obscene language**, written or verbal
- **Sexual harassment**, written or verbal
- **Illegal substance** use, carrying, or distributing, including cigarettes, vaping devices, etc.
- **Theft**
- **Insubordination and severe defiance** in the classroom or outside
- **Weapons** (brought to school with expressed intent to harm)
- **Severe verbal abuse** toward a peer or adult
- **Destruction of school property** that is malicious and intentional

The length of the suspension will vary depending on the offense. This is time for the student to reflect on his or her behavior. This is also a time for the School to repair the harm that has been done and to support the victim(s) of the misconduct. When the student returns to school, he or she will be provided support in order to help them amend their behavior and learn from the mistakes that were made. Conduct that led to the suspension, if repeated, may jeopardize the student's enrollment at ASM. Repeated infractions resulting in additional school suspensions may result in a behavior contract as well as social probation, during which students' participation in school-sponsored events and activities may be restricted for a period of time.

It is important to note that ASM is obligated to give honest and accurate information about a student's disciplinary record when requested by other educational institutions.

Withdrawal

A student may be asked to withdraw from ASM during or at the end of the school year due to an accumulation of behavior issues (chronic, repetitive misbehavior inside or outside the classroom).

Expulsion

Expulsion from ASM (permanent removal from School) is the most serious disciplinary action taken by the School Administration. A student can be removed from school for a single major infraction that is highly egregious or for chronic misbehavior.

Minor and Major Behavior Infraction Summary Chart

This chart provides an overview of the minor and major behavior infractions. It is not intended to be an exhaustive list of infractions.

Action	Definition
Academic Dishonesty	See section on Academic Integrity for description of this topic. Students who engage in academic dishonesty may be ineligible to receive academic awards and other awards or commendations. Chronic academic dishonesty is cause for suspension or expulsion.
Violation of ASM DEIJ policy	Incidents of racism, homophobia, and sexism (written, verbal, online, etc.) and all forms of bias or discrimination that result in the assault on an individual's dignity and self-worth. Major infractions are cause for suspension or expulsion.
Use, possession, or distribution of inappropriate substances (alcohol, drugs, tobacco, including electronic cigarettes and other non-traditional devices, e.g. vaping, juul) on school property or at school-sponsored events.	This includes consuming, ingesting, having on your person, clothing, locker, or in other personal effects as well as giving these items to others. Major infractions are cause for suspension or expulsion.

Disrespect	Inappropriate tone when speaking with an adult; arguing or not following the first request of a teacher, staff member, or school employee. Major infractions are cause for suspension or expulsion.
Bullying/Harassment	See section on Bullying and Harassment for information about this topic. Major infractions are cause for suspension or expulsion.
Fighting / Physical Aggression	To engage another individual through physical contact or altercation. All who participate, regardless of who initiates the contact, bear responsibility. Major infractions are cause for suspension or expulsion.
Forgery	Falsifying or fraudulently making or altering school-related documents such as a report card or note from school /parents. This includes signing a parent's name. Major infractions are cause for suspension or expulsion.
Unruly behavior; engaging in or Inciting disorder	Any behavior that detracts from the calm nature of the school (i.e. inappropriate yelling, chanting, clapping, roughhousing, etc. Major infractions are cause for suspension or expulsion.
Insubordination/defiance	Failure to respond or carry out a reasonable request by a staff member, including failure to abide by reasonable school rules and/or academic rules. Major infractions are cause for suspension or expulsion.
Obscenity	Use of obscene or vulgar language by students, in verbal or written form, or in gesture or in pictures or caricatures in or on school property. Major infractions are cause for suspension or expulsion.
Physical assault or threat of assault	A violent physical or verbal attack or the threat to do harm to another without doing any harm. Major infractions are cause for suspension or expulsion.
Destruction of school property	The willful, purposeful destruction of school property. Students will be required to pay for damages. Major infractions are cause for suspension or expulsion.
Derogatory Language	Language that is targeted and intended to put down or harm another. This includes name-calling, teasing, taunting, etc. Major infractions are cause for suspension or expulsion.
Tardy Policy Violation	Failure to arrive at school in the morning or to class on time. See section on school tardies. See section on tardies for more information.
Theft	To take or assist someone in taking or attempting to take the property of another without permission with the intent to keep or make use of the property. Theft includes attempted identity theft, as in hacking into another's electronic account or online

	information. Major infractions are cause for suspension or expulsion.
Weapons or look-alike weapons, knives, or any other dangerous objects	Threatening to use or actually using a weapon or look-alike weapon or having such an item on your person, clothing, locker, or with other personal effects. Major infractions are cause for suspension or expulsion.
Physically aggressive behavior; roughhousing	Physically aggressive behavior (pushing, shoving, <i>collejas</i> , etc)) that takes place indoors or outdoors. This includes physical behavior amongst friends that is described as "just having fun". Major infractions are cause for suspension or expulsion.
Dishonesty	Lack of honesty; a disposition to lie, cheat; purposely deceiving others
Computer acceptable use violation	Unauthorized uses like playing games, viewing websites not related to the academic program. See section on Computer
Cell phone and ear pods violation	See section on cell phones for more information
Cafeteria misbehavior	Throwing food; leaving a mess; screaming, yelling
Bus misbehavior	Inappropriate behavior on the bus including not observing bus rules (wearing seat belt, staying seated; low voices; etc.). This includes being disrespectful toward the bus monitor and/or driver.
Close campus violation	Leaving campus at 4:00 to hang out in the local area and returning to campus for an activity or to take the 5:15 bus

Middle School Parent Responsibility and Social Media Use Statement

As parents and guardians of Middle School students, it is essential to recognize your important role in monitoring and guiding your child's use of social media platforms. While social media can offer opportunities for connection and learning, it also presents risks related to privacy, online safety, and emotional well-being. Parents are encouraged to have open, ongoing conversations with their children about responsible digital behavior and to stay informed about the platforms their children are using.

Please note that most major social media platforms, including Instagram, Snapchat, TikTok, and Facebook, require users to be at least 13 years old (16 years olds for Whatsapp) to create an account, in compliance with the USA Children's Online Privacy Protection Act (COPPA). This legal age limit is designed to protect the privacy and safety of children online. We urge parents to ensure that their children are not accessing these platforms

before they meet the minimum age requirement and to supervise their online activity closely thereafter.

By working together, we can help promote a safer, healthier digital environment for all students.

In recent years, “deepfakes” have taken off, especially amongst teens. Here is a brief message about deepfakes.

What Are Deepfakes? Deepfakes are videos, images, or audio recordings that have been altered using advanced technology to make it appear that someone is doing or saying something they did not actually do or say. This technology uses artificial intelligence (AI) to create realistic but fake content. Using deepfakes to spread false information, embarrass someone, or cause trouble in people's lives can result in significant harm to individuals.

Why It Matters to You: As a student, it's important to be aware of deepfakes because they can affect how we see the world and the people in it. Deepfakes can spread false rumors about others. They can also trick people into believing false information, which can lead to misunderstandings or even serious consequences for the person targeted.

School Disciplinary Measures for Creating Harmful Deepfakes: Creating and sharing harmful deepfakes is a serious offense and goes against our school's commitment to a safe and respectful environment. If a student is found creating or sharing deepfakes that cause harm, embarrassment, or deceives others, the School will consider this a major behavior infraction and take appropriate disciplinary measures. These measures are in place to ensure that all students understand the seriousness of **creating or sharing** harmful deepfakes and the importance of maintaining a respectful and trustworthy school environment. **In cases where the deepfake has caused harm or distress, the student may face expulsion from school.**

ACADEMIC INTEGRITY

Academic integrity is fundamental to the teaching and learning process in any academic institution. The word integrity implies truthfulness, fairness, and the absence of fraud and deceit. As an institution of learning, ASM expects that students learn and adhere to high standards of integrity both in and out of the classroom.

ASM makes every attempt to teach students how to avoid these infractions throughout the education process at all levels, K-12. In today's technology-driven world, where people have instant access to information, it becomes increasingly important that students learn

how to correctly utilize the wealth of resources they have literally at their fingertips. Plagiarism and cheating have become so easy that they risk becoming the norm, rather than the exception. ASM has made it a priority to address with students the value of original thought and intellectual property, and we are committed to helping students understand what constitutes academic dishonesty.

In today's rapidly evolving technological landscape, the ethical and appropriate use of Artificial Intelligence (AI) tools is paramount. Students are expected to engage critically with AI, recognizing its capabilities and limitations, and to uphold the principles of original thought and intellectual property when utilizing any technological resources. The school encourages responsible innovation while maintaining the highest standards of academic integrity.

ASM counts on parents to reinforce the expectation for academic integrity. Parents are encouraged to give support and encouragement to students in the completion of their work; however, they (including tutors) should refrain from taking an active role in the writing of student assignments or homework, or otherwise giving their children an unfair advantage in the completion of their schoolwork by providing teacher resources and materials that are used by the student in classes.

It is imperative that students and their parents understand that incidents of academic dishonesty could hinder a student's eligibility for admission to other secondary schools, summer programs, or colleges/universities. It should be noted that most university applications ask both the students and the school to describe any circumstances under which a student has been suspected, removed, expelled, or put on probation. If a student has been suspended for academic dishonesty (or any other reason), the school has an ethical obligation to report the incident to the inquiring institution.

Students are expected to do their own work at all times. Teachers will indicate the conditions under which parent and/or student assistance is appropriate. It is important to note that helping someone cheat on an exam or any other academic work is considered *collusion* and is considered as serious an infraction as that committed by the person who has asked for and received help. Students should also understand that during a formal test, quiz, or exam, exhibiting appropriate test-taking behavior is of the utmost importance. The following actions fall within the realm of academic dishonesty:

- Copying or borrowing text from a book, article, or other published source (even on the Internet) without proper recognition.
- Copying another student's work
- Giving another student work to copy

- Plagiarizing (utilizing unauthorized sources, not citing properly)
- Using online artificial intelligence (AI) resources, including but not limited to large language models (e.g., ChatGPT, Bard), image generators, or advanced translation tools, in any unauthorized manner. This includes, but is not limited to, generating content, ideas, or solutions for submission as original work without explicit instructor permission or proper attribution. Specific guidelines for authorized and unauthorized AI use, which may vary by assignment and course, are detailed in the: [ASM Guidelines for Using AI Tools 2025 Revision](#).
- Giving or receiving unauthorized assistance to/from another on homework and assessments
- Unauthorized talking during a test
- Leaving books, notes, or other unauthorized materials out during a test
- Unauthorized use of mobile phones or other electronic devices during a formal assessment, using an unauthorized calculator
- Sharing information about an assessment with a student who has not yet taken the assessment (test, quiz, etc.)
- Taking or photographing assessment materials
- Fabricating data for an assignment

Despite the School's efforts to educate students regarding academic integrity, the school must also anticipate how to deal with infractions. When a student engages in academic dishonesty, the administration will follow a restorative process that helps the student resolve the matter so as to avoid future instances of academic dishonesty. The student may participate in an after-school tutorial with the school counselor that addresses the topic of academic integrity. The tutorial will require that the student reflects on his or her actions in written form. The student may be asked to create a presentation about academic honesty and present it to peers or younger students.

Students who engage in academic dishonesty may be ineligible for academic honors and other school awards and commendations. Chronic cheating is cause for dismissal from the school. Academic integrity is taken into consideration by the faculty when writing student recommendations.

ASM MUTUAL RESPECT AND ANTI-BULLYING/HARASSMENT AGREEMENT

The Middle School is committed to each student's success within a caring, inclusive, and safe learning environment that is free from bullying and harassment. Our school works to

ensure that all students have the opportunity and support to develop to their fullest potential and share a personal, meaningful bond with people in our school community. Our school DEIJ statement supports this commitment:

ASM's Commitment to Diversity, Equity, Inclusion, and Justice

We, at the American School of Madrid, stand for the rights of every individual to safety, belonging, and freedom from discrimination.

We as teachers, students, parents, administrators, staff, and board members hold ourselves accountable for actively working toward justice, repairing harm, and growing as lifelong learners.

We commit to recognizing and affirming all community members, with particular regard for those who are marginalized by identity including, but not limited to: race, color, ethnicity, religion, gender identity and expression, sexual identity, national origin, citizenship status, physical abilities, neurodiversity, socioeconomic status, and age.

Incidents of racism and all forms of bias or discrimination that result in the assault on an individual's dignity and self-worth do not belong in our school. From revising schoolwide systems to defining individual responsibilities, we will continuously apply a critical and equity-based lens to improve our school's policies and practices. This includes the development and application of clear and consistent consequences for when acts of injustice occur.

As a community bound by the primary objective of learning, we believe that our commitment to diversity, equity, inclusion, and justice will empower not only our students but all members to courageously advocate for a more just world.

Bullying is **unwanted, intentional** aggressive behavior among school aged children that involves a real or perceived **power imbalance**. The behavior is **repeated**, or has the potential to be repeated, over time.

Often, kids who bully use their power- such as physical strength, access to embarrassing information, or popularity- to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Harassment is behavior towards a person that causes mental or emotional suffering, which includes unwanted contacts or attention (can be repeated or one time). These unwanted contacts and/or attention can include racist remarks or gestures (offensive comments about countries of origin or physical appearance) and derogatory comments about sexual orientation or gender identity (real or perceived).

<p>Verbal Harassment and Bullying includes speaking or writing mean things in any language</p> <ul style="list-style-type: none"> • Teasing • Name-calling • Taunting • Threatening to cause harm • Targeting based on country of origin or race • Comments based on sexual orientation or gender identity 	<p>Social Bullying- hurting someone's reputation or relationships</p> <ul style="list-style-type: none"> • Leaving someone out on purpose • Telling other children not to be friends with someone • Spreading rumors about someone • Embarrassing someone in public
<p>Physical harassment and bullying- hurting a person's body or possessions</p> <ul style="list-style-type: none"> • Hitting/kicking/pinching • Spitting • Trapping/tripping/pushing • Taking, breaking, or hiding someone's things • Unwanted physical touch • Making mean or rude hand gestures 	<p>Cyber-bullying- using online mediums (apps, social media, email, blogs, etc.) to bully/harass/intimidate others</p> <ul style="list-style-type: none"> • Sending or posting cruel messages or images • Posting deepfakes that are harmful • Threatening others • Excluding or attempting to exclude others from activities or organizations • Starting or passing on rumors about others • Sending angry, rude or vulgar messages directed at a person or persons privately or to an online group • Sending or posting harmful, untrue or cruel statements about a person to others • Pretending to be someone else and sending or posting material that makes that person look bad or places that person in potential danger • Sending or posting material about a person that contains sensitive, private or embarrassing information, including forwarding private messages or images; and/or engaging in tricks to solicit embarrassing information that is then made public.
<p>Sexual Harassment and Bullying</p> <ul style="list-style-type: none"> • Inappropriate sexual comments • Unwanted sexual attention (including comments about body parts and appearance) • Unwanted romantic attention 	

By signing this agreement, the STUDENT pledges to be a good ASM community member by:

1. Valuing student differences and treating others with respect and dignity.
2. Being an upstander and engaging positively with peers.
3. Reporting honestly and immediately all incidents of bullying to an adult at school.
4. Being alert in places round the school where there is less adult supervision such as bathrooms, corridors, stairwells, and on the bus.
5. Supporting students who have been or are subject to bullying.

6. Modeling good behavior for younger students and supporting them if bullying occurs.
7. Participating fully and contributing to school discussions dealing with bullying
8. Adhering to these guidelines in class, in the hallway, at lunch, on the playground, at ASAs and on the bus.
9. Being a part of the solution by participating in conflict mediations and repairing conversations

By signing this agreement, the FAMILIES pledge to be good ASM community members by:

1. Encouraging students to value student differences and ensuring all family members are informed about expectations for mutual respect and anti-bullying policies.
2. Working in partnership with the school to encourage positive behavior, valuing differences and promoting sensitivity to others.
3. Discussing regularly with their children their feelings about school work, friendships, and relationships.
4. Informing teachers of changes in their children's behavior or circumstances at home that may change a child's behavior at school.
5. Alerting the school director immediately if any bullying has occurred.
6. Supporting their children in participating in conflict mediations and repairing conversations.

The school administration will investigate and respond thoroughly to cases of bullying and harassment. The school's response is multi-faceted. In most cases, we use a restorative approach that seeks to repair the harm done to others. The restorative focus is on the person harmed first before the person who caused the harm. Through restorative conversations and conferences, those harmed are part of the process which empowers them and facilitates the healing process. Students who bully others are required to reflect on the harm that they have caused others. This period of reflection involves conversations with the students, their parents, and the school administration. They may also be required to participate in a restorative circle with those whom they have harmed. The circle provides an outlet to begin repairing the harm. Other consequences may include the loss of privilege (removal from class trips, reduced free time, and limited participation in afterschool programs). Consequences for severe cases of bullying and harassment may also include school suspension (in or out of school). The school closely monitors instances of bullying and seeks to ensure that the victim of bullying has a voice and feels safe at school. Students who continue to bully even after the school's efforts to address these matters will be subject to additional consequences including suspension and even expulsion.

Parents should note that ASM is required by the Comunidad de Madrid to report cases of bullying. The Comunidad de Madrid has an established reporting process that we follow closely. In doing so, we are required to report the names of all involved as well as a description of our investigation into a bullying case.

CONDUCT OUTSIDE OF SCHOOL

The American School of Madrid, with over 50 nationalities represented among approximately 875 students spanning the grade levels from kindergarten to 12, is a unique international community. Being part of such a community is truly a privilege and we are all served by the occasional reminder that such privilege is accompanied by great responsibility. In many ways, ASM students serve as ambassadors – of their grade, class, community, school, countries, and families – within the larger community. We expect students to conduct themselves in a manner that is respectful, considerate, dignified, and responsible. Furthermore, misconduct that takes place off-campus like insulting others using social media can often spill over into the school community and have a significant impact on both school programs and the teaching and learning process. Student behavior that falls into this category will be treated as bullying and harassment and fall under our regular school protocols for addressing such cases.

FIELD TRIP ELIGIBILITY POLICY

Day and overnight student trips are wonderful learning opportunities for students, and we want all students to participate on these trips. However, student may not be allowed to attend for the following reasons:

- Chronic/repetitive misbehavior/pattern of behavior
- Safety concern
- Behaviors affecting the social, emotional or physical well being of oneself and others

Those students who may not meet the above criteria will have their cases reviewed by the MS leadership team. The Middle School Director will make the final decision based on the team's recommendation and communicate it with the student, family, and staff in a timely manner.

At all times during such trips, students represent our school community, their family, and themselves and are to conduct themselves in an appropriate manner.

ADDITIONAL RULES AND EXPECTATIONS

CAFETERIA RULES

In the lunchroom, all conduct should reflect good manners. The following rules were set in place to help make the cafeteria a pleasant place to eat lunch.

1. Students must speak in conversational, indoor voices
2. Students must ensure that the table where they eat is cleaned of crumbs, paper, and food before leaving the cafeteria.
3. Cutting into the food line is not allowed and is considered bad manners
4. Students should remain seated throughout lunch except for when they are returning their trays.
5. Students will raise their hands when finished eating in order to be excused by the lunchroom supervisor.
6. Students will not share their student number with others for the purpose of buying other students food items.

RECESS RULES

The following recess rules are designed to ensure that students enjoy their free time and, at the same time, to maintain a safe and orderly atmosphere. Our recess time is unstructured, and our students enjoy their recess time by doing many activities. Students are expected to make wise choices in the use of their recess time.

1. To keep our campus clean, food and drinks are not permitted outside the cafeteria.
2. Play areas are limited to the following: the upper field athletic areas (soccer field, tennis courts, baseball field). Students may gather in the grassy area behind the learning commons but for safety reasons may not play with balls in this area.
3. The following areas are off-limits during recess: baseball bleachers; area behind the tennis courts; buildings A (except library), B, C, D.
4. Students may not hang out on the second floor of E building. Students may sit on the MS steps or MS commons to read, talk with friends, or work on assignments.
5. Students may visit the learning commons for academic reasons. Students who wish to socialize should go outside.
6. On indoor recess days, students may remain in E building only during recess.

BUS BEHAVIOR

Riding the ASM school bus is a privilege. The safety of all riders is of the utmost importance.

The driver and monitor are responsible for the safety of the students who ride the school bus. Student cooperation with bus monitors is expected. Students are also expected to show respect for the monitor as they would for a teacher at school. Inappropriate behavior on the bus is reported to the Head of Transportation Services and the Middle School Director. Students will be warned and parents will be notified of the inappropriate behavior. If the inappropriate behavior continues, bus privileges may be suspended. The following bus rules apply:

1. Eating and drinking are forbidden on the busses
2. Remain seated at all times in their assigned seat
3. Use indoor voices
4. Respect and obey the monitor as the final authority
5. Keep one's seat belts fastened when the bus is in motion

PERSONAL ELECTRONIC DEVICES

Students are encouraged not to bring personal electronic devices to school. However, the Middle School recognizes that some students do indeed use these devices as part of their daily routine.

Mobile Phones and AirPods	<p>Mobile phones and AirPods must be turned off and kept in lockers from 8:30-15:50 unless they have express permission from a staff member. <u>Should a student need to call or text home, they must ask permission from a teacher and call or text in the teacher's classroom or office.</u> Students may also use the school telephone in the Middle School Office during the day in the case of an emergency. All after-school social arrangements should be made prior to the student coming to school. Students who use their cell phone during the school day or have their cell phone on their person will turn in their cell phone to the MS office upon arrival to school and pick it up upon dismissal during the period of one week.</p> <p>Students may not use AirPods during free time.</p>
Smart Watches	Smart watches are permitted as watches only. Students must refrain from playing games and contacting others through their devices.
Personal Computers and Gaming Consoles	Personal computers and gaming consoles should be left at home or turned off in lockers from 8:30-3:50.

PERSONAL APPEARANCE

Although Middle School students are not required to wear a uniform, the ASM community believes that one's personal appearance should be *neat, clean, and appropriate* for a culturally diverse school environment. The Middle School personal appearance policy has the following objectives:

- Promote a sense of pride in one's appearance
- Prevent bullying and competition on the basis of clothing
- Ensure that students' appearance reflects the ethos of our school community
- Ensure that all students are dressed safely and appropriately for school activities

Students who do not wear clothing that is appropriate for a school environment will be referred to the MS office. The school administration will speak with the student about the school's personal appearance policy. If a student is unable to get replacement clothing, the office will provide something appropriate to wear. The following standards for personal appearance must be followed by all students at school and at school-related events:

- Accessories, including footwear, should not pose a potential risk to any student's safety
- Clothing that is clean, fits properly, and is generally appropriate for the school environment
- Clothing and accessories that are not provocative, obscene, disrespectful, or unkind in any way
- Clothing that does not contain images of alcohol, tobacco, other illegal substances, inappropriate language, and political statements

POLITICAL ACTIVITY

At ASM we value a student's ability to express his or her opinion about a particular topic. In an academic setting, students will be asked at times to engage in debate about topics that are sometimes controversial and highly emotional. Students will also often find themselves engaged in dialogue about controversial topics outside of the classroom. No matter where the dialogue takes place, it is of the utmost importance that discussion is carried out in a respectful manner. Additionally, students sometimes wish to express on campus their patriotic fervor, national identity, or ideological tendencies by exhibiting one's country flag, playing an anthem, or promoting a particular political theme. Students are reminded that expression of one's personal beliefs regarding, for instance, political and ideological topics, should always be done with respect for those who may not share their beliefs. As a general rule, political activity that is not directly related to the school's mission,

learning beliefs, curriculum, and academic program is not allowed on school grounds.

RESPONSIBLE USE OF TECHNOLOGY POLICY / STUDENT ACCESS: COMPUTERS AND INTERNET

An important goal of The American School of Madrid is to prepare students to successfully live and work in the 21st century and to become World Citizens with a global outlook created by an international and multicultural student body. We embrace the power of technology to help empower our students to personalize learning pathways, collaborate, communicate and innovate within and beyond the walls of ASM.

SOCIAL NETWORK POLICY

Social networks are becoming an increasingly important part of our daily lives. They are no longer a mere distraction; they are now a veritable means of communication in the world. As such, ASM welcomes and encourages the responsible and productive use of social media as a tool for academic purposes. However, due to the high potential for abuse, ASM also establishes guidelines for use of social media within and out of the school network and for social networks hosted by ASM and those that are not.

- Users of social media should uphold the same standards of behavior as they would at school or in public. It may not seem obvious, but anything posted on the internet is permanent, and to be courteous and respectful is just as or even more important than when communicating in person.
- While social media is an attractive tool, it contains advertising, content that our parents may not wish for their children, and many sites are illegal for minors under 14 years old. Teachers are strongly encouraged to use Google Classroom (or any other school-provided tool) as a primary tool for student communication on the internet.
- When posting ASM information on a social network, whether in school or off-campus, the guidelines in the ASM Student and Faculty Handbooks apply. Consequently, school guidelines are enforced on these areas and as a result, any violation of them is subject to disciplinary action.
- Announcements relating to events at ASM should be made using ASM publications and through Moodle first before being made on social media.
- Confidential information pertaining to ASM staff or students may not be posted on social networks.
- Opinions expressed on social networks are not representative of ASM. Exercise caution when posting personal opinions that affect ASM on social media.
- Students and faculty alike are advised to be cautious about exchanging friend

requests; both should decide whether or not they want to reveal certain content that may be on their profile to one another.

- Copyright and fair usage guidelines should be followed at all times.
- Private areas of social media are meant to be respected and remain private unless there is evidence of abuse, in which case the appropriate channels should be used to resolve the issue.
- Pictures, posts, or other content posted to social networks from the ASM campus should not be geographically tagged.

STUDENT USE OF LEARNING MANAGEMENT SYSTEMS

A Learning Management System (LMS) is a collection of curriculum websites maintained by the School and teachers. ASM's teachers use mostly Google Classroom as their choice of password-protected LMS to supplement their face-to-face courses. Students can log in to the LMS to find course syllabi, assignments, readings, resources, message boards, journals, wikis, and a variety of other tools.

Instructions for using the LMS will be provided to students by the teachers. Most courses have restricted enrollment and may require an enrollment key (password) to enter. Teachers will provide the enrollment keys to students. Students should not share enrollment keys with others unless requested to do so by a teacher.

Students must only access the LMS using their own personal ASM username & password. Students should not allow anyone else to use their log-on details. Also, having an ASM-provided email address is a prerequisite for a student to start using the LMS. This allows students to receive message posts and other important communications from teachers and ASM administrators.

Students are reminded that the LMS forums are not like the "social" forums or ASM-provided you may use outside school. Consideration should be taken to ensure that anything posted would not cause offense to other students or staff. LMS systems are for educational use, not for communicating with your friends about non-school-related topics. All student posts should be polite and show respect for other people's opinions and feelings.

Your ASM account is also a Gmail account that allows users to message each other. This is a great feature to use to discuss work and share ideas or to ask your teacher for help. Email, messaging, or chat must not be used to harass, intimidate, or otherwise annoy another person. In order to use any ASM LMS or application (Gmail, Drive, Classroom, ...), a student must agree to abide by the following rules. Students will not access, distribute, or place material that:

- is offensive, obscene, excessively violent, or pornographic.
- aims to encourage discrimination on the grounds of gender, sexual orientation, religion, or ethnic origin.
- encourages or facilitates illegal activities,
- is in breach of copyright rights, plagiarizes the works of others, or includes any content owned by another that is posted without the correct attribution or without the permission of the owner.

Student use of ASM applications is logged, and records are kept of all activities and contributions to the site. Site administrators and teachers have direct access to their students' LMS files. Students should not assume that any activity is private or confidential. ASM faculty may monitor real-time use of the LMS, examine any and all activity logs either current or stored, and any recorded emails in order to investigate the possible infraction of any of the policies herein stated. Students are reminded that school computers (library, labs, and laptops) are to be used for reasons related to the academic program in the school.

LEARNING SUPPORT, COUNSELING, AND CHILD SAFETY

LEARNING SUPPORT SERVICES

The Learner Support Team at ASM exists to ensure educational equity and continuity for students as they progress through the divisions of the school. We collaborate with students, parents, teachers, counselors, and administrators to support student growth across the K-12 spectrum. In cases where a student is identified as needing additional support, Learner Support teachers in each division offer a unique range of services.

	Lower School	Middle School	Upper School
Types of Supports	<p>Daily push-in and pull-out support for Math, Literacy, and English as an Additional Language in every classroom</p> <p>Specialized small group instruction</p> <p>Periodic 1:1 direct instruction for academically at-risk students</p>	<p>Support classes (Literacy, Math Foundations, Study Skills)</p> <p>Push-in support</p> <p>Periodic 1:1 executive functioning and advocacy coaching for academically at-risk students</p>	<p>Guided Study Hall for students with diagnosed learning disabilities</p> <p>Periodic 1:1 consultation with academically at-risk students</p>
Accommodations and Modifications	<p>Accommodations for instruction & assessment based on recommendation by the Student Support Team</p> <p>Modified curriculum in Math and Literacy as needed, particularly in</p>	<p>Accommodations for instruction & assessment based on recommendation by the Student Support Team</p>	<p>Accommodations for instruction & assessment based on appropriate documentation</p>

	K-2		
After School	Focused Extended Learning by referral (Reading, Writing, Math, Spanish)	Drop-in After School Support with Teachers	Drop-in After School Support with Teachers

Students who require substantial academic and/or social-emotional support and program modification in order to successfully meet academic expectations are not accepted into grades 6-12. As such, prior to admittance to Middle School and Upper School, both current ASM students and new applicants are reviewed to determine whether ASM can provide the level of support required for the student to be successful.

Parents are required to submit all pertinent documentation to ASM in order that the admissions committee be able to determine whether or not ASM can support their child(ren)'s learning and well-being. Relevant documentation includes Individualized Education Plans (IEPs), educational evaluation reports, 504 plans, evaluations from physicians and/or psychologists, teacher recommendations, etc. If prior pertinent documentation is not disclosed during the application process, ASM reserves the right to withdraw the offer of admission or to not offer re-enrollment.

COUNSELING SERVICES

The main purpose of the counseling program at ASM is to support the emotional, social, and academic functioning of students within the ASM program so that students can achieve the greatest amount of personal success. The Middle School Guidance Counselor meets individually with students who wish to discuss personal concerns of any nature in a confidential setting. The counselor also consults with parents and teachers informally to promote student success. Students who need substantial counseling or psycho-educational testing are referred to local professionals.

The Guidance Counselor also facilitates the Student Support Team (SST), assists with New Student Orientation activities, organizes transitional activities for students who are leaving the ASM community or moving from Grade 5 to Middle School, assists teachers with selecting activities that relate to the monthly advisory themes, and meets regularly with the Middle School Director to help shape the direction of the Middle School program.

CHILD SAFETY AND WELL-BEING

All members of our community have what we consider to be a fundamental right to safety. We take particular care to ensure that the children who attend our school feel welcome and respected at all times and ASM is committed to maintaining a secure and safe environment for our students. As an educational institution in Spain, ASM is bound to follow the Comunidad de Madrid's protocol for handling any situation in which we can accurately assess that a student's wellbeing is potentially at risk. This includes all situations (sexual or otherwise) of abuse, harassment, assault, bullying, or similar.

- Teachers are required to report situations of concern to the school counselor or Divisional Director.
- Students who are victims of abuse or bullying or who are aware of specific situations involving other students are required to report what they know to the appropriate school staff. Students are requested to use the confidential bullying and abuse report form made available to students using the QR codes posted around the building.
- Families are asked to understand that all reported cases of abuse, assault, bullying or otherwise are taken seriously. We take steps to actively resolve situations at the lowest level possible, and when it is determined that we need support, the Comunidad de Madrid protocol gives us several avenues through which we can address issues with the assistance of the local authorities.

In as much as possible, all situations in which our students are identified as being at risk are dealt with with sensitivity, confidentiality, and respect. For more information about the Comunidad de Madrid's protocol on ensuring child safety and well-being, please feel free to contact the Guidance Office or the school administration.

STUDENT LIFE

AWARDS AND COMMENDATIONS

Students are recognized for outstanding achievement in academics and in other areas. Major awards and commendations are outlined below. **The Middle School is currently revising its approaches to recognizing student academic achievement through academic Honors and High Honors. The School will provide more information about these revisions during the first part of the 25-26 school year.**

- **Director's Award:** This award is given at the end of the school year to one or two students in grade 8 who demonstrate excellence in academics, citizenship, and service to the ASM community. The award is presented once a year at the June awards program.
- **Renaissance Award:** The Renaissance Award is given to one or two grade 8 students who best represent the spirit of the Renaissance. The recipient is a scholar who embraces knowledge and seeks to develop his or her capacities as fully as possible. The recipient is well-rounded and excels in a wide variety of subjects and fields, including sports and the arts. The award is presented once a year at our Middle School Step Up Assembly in June.
- **Student Leadership Award:** This award is given to one or two students in the Middle School who best demonstrates the quality of leadership. The faculty nominates and votes on this award's recipient. The award is presented once a year at our Middle School Step Up Assembly in June
- **Student Service Award:** This award is given to one or two students in the Middle School who best demonstrates the quality of service. The faculty nominates and votes on this award's recipient. The award is presented our Middle School Step Up Assembly in June
- **President's Award for Academic Excellence:** This award is given to grade 8 students who have demonstrated outstanding achievement inside and outside of the classroom. To be eligible for the award, the student must have earned the equivalent of High Honors

(an A average on a traditional grading scale) during his or her three years in Middle School and received a recommendation from a teacher that attests to the student's excellent academic work. The students who receive this award must also demonstrate (based on teacher recommendation) at least two of the following: a commitment to community service; involvement in co-curricular activities; creativity and achievement in the visual and/or performing arts or technology. The commendation is awarded once a year after the completion of the school year.

- **High Honor Roll** is awarded to students who have an A average and no grade below a B on the year-end report card. Students must also receive a 3 or 4 in each class for the ATL Respect. Students who receive below a 3 for the ATL respect in any class are ineligible.
- **Honor Roll** is awarded to students who have a B average and no grade below a B on the year-end report card. Students must also receive a 3 or 4 in each class for the ATL Respect. Students who receive below a 3 for the ATL respect in any class are ineligible.

MIDDLE SCHOOL HOUSE PROGRAM

The Middle School House Program was started during the 2005-06 school year. Four houses were created – *Fuego, Tierra, Agua, and Viento*. The House program is an exciting program that unites our school and is a source of school spirit. The House that earns the most points during the school year will receive the House Cup at the end of the school year. This is the

HOUSE MISSION STATEMENT:

The House Program is a means for building a Middle School Community. The House Program in the ASM Middle School has four goals: to foster positive intra-grade level relationships; to promote a sense of belonging in a smaller school community; to promote positive interaction between staff and students, and to foster student leadership potential.

Houses can earn points in many ways. Each year the House program coordinators come up with new and exciting ways for each House to demonstrate its leadership and spirit like Middle School jamborees and House challenges at MS assemblies. The House that earns the most points for the entire school year will get its House name engraved on the House Cup.

ACTIVITY NIGHTS

The popular activity nights are held for students in Grades 6-8 and organized by the Lancer

Leadership Council. Held in the evening hours on a Friday night 2-3 times per year, students participate dances, movie afternoons, and more.

AFTER-SCHOOL ACTIVITIES

ASM provides a balance of interesting after-school activities that appeal to a variety of interests. Students are encouraged to join at least one activity. The after-school activities (ASAs) are advertised through our regular school communications during September. Student sign-up takes place during September, and the activities begin generally on or near October 1.

AFTER-SCHOOL SPORTS

The athletic program provides an opportunity for Middle School students to become members of school-sponsored sports teams. The teams which represent ASM participate in a local league. The season begins in October and ends in May. Students must complete the registration process on PowerSchool, a medical examination, and the athletic registration parent permission form. Students will not be eligible for practices or games without successful completion of the registration process.

Although students are encouraged to participate in the school-sponsored athletic program, such participation is a privilege and not a right. Once a student becomes a member of a team, he/she assumes added academic and social responsibilities. A team member must be a dedicated, disciplined, and responsible athlete.

Depending on the number of students interested, teams may be formed in the following sports: boys and girls soccer, boys and girls basketball, girls volleyball, coed golf, and girls gymnastics.

According to a student's birth year, students are eligible to play on a sports team in the Alevin, Infantil, and sometimes Junior Varsity categories.

Players practice twice a week after school from 4:00-5:00 p.m. and have games on Saturday mornings. Some practices take place from 5:00-6:00. Students participating in the after-school sports program must take the 5:15 p.m. bus or be picked up by the parent or authorized driver promptly at 5:15 p.m.

FIELD TRIPS

Throughout the year, field trips are arranged to local places of interest. Parents are notified

in advance of each field trip. No special permission slips are required for day trips.

Sampling of Middle School Field Trips Taken in the Past 5 Years

- Grade 6 overnight trip to Gredos (3 nights) in September (students pay trip fees)
- Grade 7 overnight trip to Bierzo (3 nights) in May (students pay trip fees)
- Grade 8 overnight trip to Toledo (3 nights) in May (students pay trip fees)
- Madrid Planetarium
- Madrid theater productions
- Conservatory performances
- Natural Science Museum
- NASA Deep Station Grade 6 Science trip

LANCER LEADERSHIP COUNSEL

Students who wish to hone their leadership skills while serving the Middle School are encouraged to take part in the Lancer Leadership Council. All students who wish to serve our MS community and make it a better place are welcome to join. Students should be on the lookout for sign-ups during the month of September. Meetings take place during lunch and recess once a week.

JUNIOR EMBAJADORES

Students who wish to serve their school community can join the Junior Embajadores (JA) service organization. Members of this organization are asked to help out in the Central Office and Middle School Office, often during lunch, with mailings and other clerical tasks. Teachers often recruit members of JA to help out with classroom tasks such as putting up bulletin boards and organizing paperwork and files.

MAIS HONORS CHOIR

The MAIS (Mediterranean Association of International Schools) Honors Choir is one of the Middle School's outstanding musical groups. Middle School students audition for parts in the choir in the fall and travel to a MAIS site for a series of concerts. MAIS venues have included Rome, Italy; Rabat, Morocco; Paris, France; and Lisbon, Portugal.

AMIS HONORS BAND

The AMIS (Association for Music in International Schools) Honors Band is a select opportunity for outstanding Middle School musicians to perform in a musical group with participants selected from band students from Europe and the Middle East. Middle School students audition by submitting a recording to a panel of judges as part of the competitive selection process.

MIDDLE EARTH PLAYERS (MEP)

Middle School students (grades 6, 7, 8) who are interested in developing their theatrical skills can audition for parts in one of the MEP productions that take place during the school year as part of our After-School Program. There is one MEP production each school year. Past productions have included *Willy Wonka*, *Bad Day at Frog Creek*, *The Falling Moon*, *James and the Giant Peach*, *The Hobbit*, *Law and Order Western Style*, and *The Sleeping Beauty of Loreland*.

MODEL UNITED NATIONS (MUN)

The MUN activity develops leadership skills and the art of diplomacy. Students research issues of current importance, write proposals, and conference with other delegates. Students who participate in this activity may be selected to attend the Valencia MUN conference (VALMUN) and the Madrid MUN conference (MADMUN).

ORCHESTRA, BAND, AND CHOIR CONCERTS

There are many opportunities for Middle School students to show off their musical talent by taking part in either the Orchestra, Band or Choir. Regular concerts take place throughout the school year, and parents are encouraged to attend these events.