

Secondary School Regulation Policy for Parents and Students 2023-2024



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*American School of Ulaanbaatar
“Home of Future Leaders”*

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I. ASU Purpose

A. Vision and Mission

The ASU Vision:

To be a community that encourages academic, physical, and creative development, fosters a passion for learning, and inspires intellectual curiosity.

The ASU Mission:

We empower our students to acquire and embrace knowledge, be intellectually reflective, be caring and ethical citizens, and lead a lifetime of meaningful work. ASU prepares students through rigorous, student-driven academic and co-curricular programs to succeed in English-speaking colleges and universities and to contribute to a rapidly changing global society.

B. Expected Schoolwide Student Outcomes (ESSOs)

ASU students will be:

Academic Achievers who...

- Build meaning and understanding for themselves using prior knowledge and new information
- Participate actively in their own education
- Continually assess, evaluate and revise his/ her own work to maintain high standards

Critical Thinkers who...

- Gather, analyze and process information using a variety of strategies
- Demonstrate problem solving, decision making and conflict resolution
- Apply knowledge to life experiences

Involved citizens who...

- Demonstrate care and concern for their environment and community
- Interact respectfully with people of diverse cultures
- Demonstrate awareness and respect for the rights of others
- Support and improve the safety and health of self and others

Effective Communicators who...


- Understand and convey written, oral, and visual information using a variety of media
- Incorporate and use technology as an efficient tool for communication
- Listen respectfully and ask questions to facilitate understanding and achieve insight
- Collaborate with others in appropriate learning situations to achieve group goals

Self-Directed Lifelong Learners...


- Accept responsibility for their own learning
- Develop, prioritize and revise personal learning goals
- Actively seek out new opportunities to learn and challenge themselves
- Demonstrate competency in goal setting, time management, and organizational skills.

II. School Year 2022-2023

A. School Calendar - Secondary School



ASU SECONDARY SCHOOL
DRAFT CALENDAR 2023-2024 FOR PARENTS



<p>Aug 14 Tuition Fee Deadline Aug 14 Bus Fee Deadline Aug 14-18 Uniforms/Supply Sales Aug 21 First Day of School Aug 28 1st Semester Bus Service Begins</p>	<p>AUGUST 2023</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			<p>FEBRUARY 2024</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29			<p>Feb 2 PTC Feb 9 PD Day Feb 12 Tsagaan Sar Holiday Feb 19-29 MAP Testing Feb 21 Coffee & Conversation Feb 29 Spirit Day</p>														
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Approved by Board, March 2023

Link to [Current Calendar for Parents](#)

B. Timetables

1. Middle School

Period	Start Time	End Time	Duration	End of session bell
HR	8:20	8:40	20 min	Main bell
1	8:44	9:24	40 min	Light bell
2	9:28	10:08	40 min	Main bell
Break	10:10	10:20	10 min	Main bell
3	10:22	11:02	40 min	Light bell
4	11:06	11:46	40 min	Main bell
Lunch	11:50	12:30	40 min	Main bell
5	12:33	13:13	40 min	Light bell
6	13:17	13:57	40 min	Main bell
7	14:01	14:41	40 min	Light bell
8	14:45	15:25	40 min	Main bell
BUS	15:30			

2. High School

Block	Start Time	End Time	Duration	End of session bell
HR	8:20	8:40	20 min	Main bell
A/E	8:44	10:08	84 min	Main bell
Break	10:10	10:20	10 min	Main bell
B/F	10:22	11:46	84 min	Main bell
Lunch	11:50	12:30	40 min	Main bell
C/G	12:33	13:57	84 min	Main bell
D/H	14:01	15:25	84 min	Main bell
BUS	15:30			

III. Academic Policy

The American School of Ulaanbaatar provides an academic environment that encourages a high standard of excellence for each student. Assessment and Evaluation are designed in keeping with the belief that the primary purpose of assessment and evaluation is to improve student learning and to provide students with clear and detailed feedback on their progress. Assessment feedback is provided to students on a timely basis along with clear strategies for improvement. Students undergo a range of assessment and evaluation experiences, including but not limited to, written assignments, collaborative and individual projects, homework, oral presentations, tests, quizzes, and formal examinations. In High School, there is a final examination or project in each subject at the end of the year.

A. Academic Integrity and Honesty

The ASU community maintains the highest level of academic integrity and honesty for all members of the learning community. All students are expected to submit work of their own that is properly referenced. Students who plagiarize or cheat will be required to resubmit the work, and the details of the plagiarism will be recorded. Second offenses will result in the student receiving a score of zero on the assignment, and subsequent offenses may result in suspension or expulsion. The subject teacher will coordinate the resubmission of work, may give a short deadline, and should require the student to create an entirely new submission (on a different topic if possible).

B. Assessment and Evaluation

It is critically important to provide timely and effective feedback to students and parents about a student's learning and achievement. At ASU, two report cards will be issued each semester. The mid-semester report will be followed by a Parent-Teacher Conference day in which all parents are encouraged to participate. Additionally, parents can follow the progress of their child by logging onto the Parent Plus Portal found in the school record system. The student service office can provide guidance on how to use the Parent Plus Portal. Measures of Academic Progress (MAP) tests are carried out three times a year. Students and parents can use the results from these tests to guide learning and planning for the future.

C. Grade Reporting

Official grade reports are produced at the end of each marking period (quarter), with a final overall grade for the year at the end of the second semester. Grade reports are posted on students and parents' Parent Plus Portal's E-Locker-EPortfolio section.

Overall course grades (quarter, semester, and year) are based on achievement on summative assessments aligned with the ASU learning standards. Teachers should use a logical, consistent, and coherent approach to determine grades, and must be able to support the grade with evidence from multiple summative assessments.

"Letter Grades" that are based on "percentage" methods of assessing achievement should be aligned as shown below.

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
%	93- 100%	90 - 92%	87 - 89%	83 - 86%	80 - 82%	77 - 79%	73 - 76%	70 - 72%	67 - 69%	63 - 66%	60 - 62%	< 60%
GP	4	3.7	3.3	3	2.7	2.3	2	1.7	1.3	1	0.7	0
AP courses GP	5	4.7	4.3	4	3.7	3.3	3	2.7	2.3	2	1.7	0

D. Homework

Homework is assigned to help students develop study skills and achieve academic competency. Parents are requested to monitor the homework of their children. All assignments submitted must be the student's own work.

Vacation Homework: Although homework is not normally assigned on weekends and during school holidays, occasionally students may need to work on long-term projects or finish assignments not completed during the week due to absences and other factors. AP classes are the exception to this, as they are college-level courses and require additional time.

Extended absences: Occasionally, family emergencies and other circumstances require students to be away from school for an extended time. Much of what teachers do in class cannot be duplicated at home. Conversations and instruction cannot be recreated, and hands-on, collaborative activities can only be conducted within a collaborative learning environment. Effective teaching is reflective teaching, and because teachers cannot predict student progress in the classroom from week to week, homework packets cannot be created in advance for absent students. Important classroom and homework assignments will be made available to the student via Google Classroom (*see p.8 for further clarifications*).

E. Promotion to the Next Grade Level

Middle School (Grades 6-8): Students who receive below 60% in two or more core subjects (Mathematics, English, Science, Social Studies) will be retained at their grade level

High School (Grades 9-12): Students who receive below 60% in a course will not be granted a credit in that course.

In order to graduate from ASU students must earn 30 course credits and 40 hours of community service (10 hours during each year of high school). Attendance and punctuality are vital to the learning process. Absences (excused or unexcused) of more than 15 teaching days or excessive lateness may affect granting of a course credit or promotion to the next grade level.

F. Community Service Hours

All students must earn 40 hours of community service in order to graduate from ASU. Community Service hours are earned by volunteering with a non-profit organization outside of a student's regular school hours. Volunteering to provide service to a person or group in need is another acceptable way to earn community service hours. Tasks completed for school community members may not count as community service hours except with the expressed approval of the Principal or an administrative designee. No more than 10 of the 40 required hours may be completed for the school community. Activities on campus that support external organizations may be counted toward community service hours. Service as part of a student organization may not be counted toward community service hours. Students may not receive payment or any other credit for the hours that count towards their community service graduation requirement.

G. Co-Curricular Activities (CCA)

CCAs are an essential element of any school and are integral to providing a holistic, rich set of

opportunities for our students to develop their greatest potential. **Every student is required to participate in at least one Co-Curricular Activity each semester.** CCAs are offered to students in Grades 6-12 on Monday and Wednesday from 3:35-4:20 p.m. CCAs may include academic assistance classes and individualized tutorials for students. Parental confirmation is required for participation in all Co-Curricular Activities. Students are only exempt from CCAs if they participate in the following:

- Your child is a member of a school-approved Student Organization.
- Your child is a member of a school sports team that is *in season* (Volleyball, Basketball, or Soccer).
- Your child participates in an extracurricular activity outside of school. Parents are required to provide proof of their child's participation in this activity to Student Services. This must be approved by the Principal or an administrative designee.

H. Valedictorian and Salutatorian criteria

1. One must be an ASU student for at least 4 semesters throughout high school
2. Any student who has received 2 or more suspensions in high school will automatically be disqualified for valedictorian and salutatorian status
3. Valedictorian and Salutatorian GPA formula. AP Courses (2 points), 1 full year of a Leadership role in Co-Curricular Activities (2 points), and more than 80 hrs of community service (1 point for every 10 additional hours) will be calculated in the formula.
 - First example: $3.6 \text{ GPA} * 20(\text{multipliers}) + 8 \text{ (4 AP courses)} + 1 \text{ (94 hours of community service)} + 4 \text{ (Treasurer for StuCo and Captain of Volleyball for 1 year each)} = 72+8+1+4=85$
 - Second example: $3.8 \text{ GPA} * 20(\text{multipliers}) + 2 \text{ (1 AP courses)} + 0 \text{ (60 hours of community service)} + 2 \text{ (Treasurer for National Honor Society for 1 year)} = 76+2+0+2 = 80$

** ASU will use 20 as a multiplier*

IV. Attendance Policy

Successful learning is dependent upon regular class attendance. Regular, punctual, and consistent attendance is critical to a student's learning. Students must submit a doctor's note if they miss school due to illness. Make-up tests/assignments will only be allowed once a teacher has received a doctor's note. All make-up work/tests/assignments will be granted at the teacher's discretion. Excessive lateness is a detriment to learning. ASU retains the right to dismiss a student whose learning is seriously jeopardized by lateness. Parents must inform Student Services no later than 8:25 a.m. if their child will be tardy. Excessive tardies may result in the student performing community service or other consequences (detention, suspension, etc.).

A. Absences

Parents must notify the school in the morning about their child's absence and the reason for that absence. Parents can phone the Student Services Office (11-348888) or send an email to the Student Services Officers (ss.studentservices@asu.edu.mn). Upon their return to school, all students must provide a written excuse to the Student Services Office from their parents stating the reason for the absence. This excuse should include the full student name and grade. Excessive absences or tardies could affect promotion to the next grade level.

Absence with Prior Permission: Students who are aware of a future absence must bring a note from their parent(s) indicating the reason for the absence and requesting permission for the absence.

The Student Service Officer responsible for attendance monitoring will then issue an Absence Request Form (Appendix A). The student must then have this form signed by each of his/her teachers and return it to the office. Only after this procedure has been completed may permission be given for the requested absence. Absences in excess of 2 days must be approved by the Principal.

Extended Absences: Occasionally, family emergencies and other circumstances require students to be away from school for an extended period of time. Much of what teachers do in class cannot be duplicated at home. Conversations and instruction cannot be recreated, and hands-on, collaborative activities can only be conducted in the context of the classroom. Effective teaching is reflective teaching, and because teachers cannot accurately predict student progress in the classroom from week to week, homework packets cannot be created in advance for absent students.

Depending on the reason why your child is absent for an extended period of time will determine the designation of absence leave that is granted. An extended absence may be categorized as the following:

1. Approved, absences will be EXCUSED and missing work will be handled according to school policy (e.g. medical or family emergency, nationally recognized competitions/events).
2. Approved, but UNEXCUSED for attendance; the student may coordinate with teachers for missing work and assessments, but it is at the discretion of the teachers (e.g. extended family vacation with prior notification).
3. NOT Approved. If the student is absent it will be UNEXCUSED and will reflect negatively in their record, and may result in disciplinary action (e.g. extended or sudden family vacations without prior notification).

All absences will be recorded for attendance-taking purposes. All final decisions regarding extended absence designations are to be approved by the school Principal or Coordinator.

Consequences for Accumulated Tardies or Absences:

- After 5 absences, Student Services will notify the parents by phone
- After 10 absences, the administration will meet with the parents to develop a solution to the problem
- Ongoing absences: the administration will follow up with the parents to discuss the importance of attendance and inform them about the possibility of retention or dismissal.

B. Government-Mandated School Closure

School administration will inform parents by email of any closures mandated by the government as soon as possible. In this case, no tuition fees will be reimbursed.

C. Tutors

Occasionally parents may use the services of tutors to help support their child's learning. We recommend that tutors follow the American School of Ulaanbaatar curriculum rather than confusing students with alternate content and curricula. Tutoring is most beneficial when the students achieve the standards and benchmarks set by the school. Parents should contact their child's subject teachers for

advice on how best to use a tutor's services to support their child.

V. Cell Phones/Electronic Devices

Cell phones and other electronic devices are allowed in the classrooms only with permission and under the supervision of the teacher. Cell phones and other electronic devices will be confiscated if misused on the school premises. The use of headphones/earbuds is not permitted during tests.



VI. Dress Code

The ASU dress code is an important factor in our school culture. The dress code is enforced throughout the school year. Students are expected to wear school uniforms from Monday to Thursday. Students are not permitted to dye their hair with unnatural or distracting colors. Hats should not be worn in the school building.

The ASU uniform is as follows:

- ASU zippered jacket;
- ASU zippered hoodie;
- ASU polo shirt with long or short sleeves;
- ASU issued (bearing the ASU logo) trousers (for boys or girls) and skirts (for girls). Girls may only wear black tights/leggings under their skirts.
- Skirts:
 - All skirts must comply with the norms of professional casual dress;
 - The length of the skirt must not be shorter than the length of the student's arm (tip of the finger) and should be of modest length (no shorter than three inches [8 cm] from the top of the knee) as determined by the school administration.
- Shoes:
 - **Must be "non-scuff" soles (no marks on floor);**
 - **Athletic shoes**, sneakers, etc. are permitted all day but **must be black or predominantly black** (some grey/white elements are allowed);
 - **Dress shoes** or boots **must be black or predominantly black** (some small grey or white elements are allowed) and must have "non-scuff" soles;
 - **No "decorations"**, bright colors, shiny metal elements, etc.
- Special jackets and hoodies might be allowed on a case-by-case basis, but the uniform must be worn under all jackets.

A. Boys' Uniform

			
	 <p>Non -marking</p>	 <p>Non -marking</p>	 <p>Non -marking</p>

B. Girls' Uniform

			
	 <p>Non -marking</p>	 <p>Non -marking</p>	 <p>Non -marking</p>

Violations of the dress code will have consequences including:

- Parents will be called and required to bring a change of clothing.
- Students will not attend classes for the day, and work in a “detention area”.
- Students may be sent home or assigned in-school suspension for more than one day for repeated violations.

It is the parent’s responsibility to ensure that their children are wearing compliant clothing.

Fridays are ‘free dress’ days when students may wear non-uniform clothes. Students may be sent home if their attire is deemed inappropriate by faculty, staff, or administration. For more information about the school uniform and the ASU dress code, please contact the Student Services office.

Prohibited:

- Ripped clothing;
- Clothing that shows any skin between the neckline and the knee areas (e.g. crop tops);
- Tank tops, “muscle shirts”, “spaghetti straps” tops, mini-skirts or similar short skirts, shorts, etc.;
- Clothing that contains obscenities, disturbing messages, etc.

C. Student Identification Badges

All students are required to wear their ID badges for the whole school day. Students without a badge will be sent home or will be asked to purchase a replacement for 3000 tugriks. The wearing of ID badges is an important element of school safety and security.

VII. Cafeteria Accounts

All students have cafeteria accounts that are linked to the barcodes on their ID badges. Parents are encouraged to top off their child’s cafeteria account regularly and at a minimum on a weekly basis. Students with ID badges have priority over students paying for lunch in cash.

VIII. Emergency Information

The school must be able to reach a parent or person designated by the parent(s) at all times during the school day. Parents are required to register the phone numbers of emergency contacts. The school must be notified of any change in guardianship or emergency contact.

IX. Lockers

Each child in Grades 6 to 12 has the use of a school locker for the convenience of storing coats and books. Large amounts of money and expensive items and valuables should not be brought to school and stored in the lockers. Lockers are the property of the school and are provided for student use.

Students must provide their own combination lock for their lockers, and provide the combination to the school. Compatible locks will be available for purchase at the reception desk. It is the responsibility of the parent and student to ensure that their lock is compatible with the locker and is in good working order. The school administration reserves the right to unlock the locker at any time. If the combination does not

work or is not provided to the school, the school reserves the right to cut the lock off, which will destroy the lock. The student and parents accept responsibility for the cost of purchasing a new lock.

Students should not share the combination of their locks with others. Coats and boots should be kept in student lockers. Misuse or abuse of lockers will result in repair or replacement costs. Students are responsible for their own possessions. Items are not to be placed on top of the lockers, and such items will be removed and placed in the lost and found area.

Student Locker and Combination Lock Rules and Policy

- Lockers are made available for student use in storing school supplies and personal items necessary for use at school.
- At the beginning of the school year, students will bring their own lock and provide the combination to the school.
- At the end of the school year, students must remove all content from their lockers and leave them open.

Students may not leave personal belongings in the corridors, on top of lockers, or in classrooms, etc. Any items left outside of lockers will be removed and put into the lost and found.

X. Lost & Found

All non-ASU items that are found around the school building will be placed in the lost and found container in the main lobby. All items left unclaimed will be donated to the Veloo Foundation Charity at the end of each academic quarter.

XI. Parent-School Partnership

A. Protocol for Parent Concerns

The American School of Ulaanbaatar is committed to open communication. The protocol to address a parental concern is as follows:

1. Make an appointment to speak with your child's teacher.
2. Make an appointment to speak with the Coordinator or Principal if a concern is not resolved.
3. Make an appointment to speak with the Managing Director if you wish to appeal the decision made above. These initial steps are part of the formal conflict-resolution process. The Managing Director's decision is final.

B. Protocol for Student Concerns

In keeping with the goal of addressing issues at the lowest level possible, the protocol for addressing a student concern is as follows:

1. Speak with your teacher.
2. Speak with the Coordinator (for middle school students) or the Principal (for high school students) if satisfaction is not achieved.

See Conflict Resolution Policy (Appendix B) for more information.

C. Parent Meetings and Feedback

All ASU parents are encouraged to attend our informative Coffee & Conversation meetings every month to learn about our school curriculum and policies and to ask questions. Parents are also encouraged to provide feedback through our annual School Climate Survey.

D. Parent Volunteers

Parent-Educator partnerships are highly valued at the American School of Ulaanbaatar, and volunteering in the school is encouraged and welcomed. There are a variety of opportunities for parents to share their time and expertise in the school community, whether assisting in classrooms or with special events. Parents are also encouraged to share their expertise related to their industries that could complement class lessons or benefit the larger school population (e.g., as guest lecturers).

XII. Prohibited Items

The possession, use, and/or sale of tobacco, alcohol, drugs, e-cigarettes or any other items deemed harmful to oneself and others (such as weapons or things that can be used as weapons) is strictly prohibited on school premises and at school-sponsored events/activities. The School reserves the right to conduct searches of students' bags, backpacks, and lockers. Photographing and/or videoing members of the school community without their or their parent's permission is strictly prohibited.

E-bikes, Suron bikes, etc. are not allowed on school property. Students may not drive or park any motor vehicle on school property without a driver's license and parental consent. Approved students may park on the school property only after they have been granted a parking permit by the school administration.

Driving instructions for students on the school campus

1. In the event that an adult high school student drives a car or motorcycle to school and wishes to park it on campus, they must provide a copy of the driver's license and parental consent to the school administration in advance.
2. After administrative review of the document, the student will be issued a "Parking Pass", a permit to drive a motor vehicle onto the school campus. This permit must be displayed in the window of his/her car, and shown to the school guard for the school campus entrance.
3. The School Security Service shall be responsible for enforcing and implementing these instructions. If a student does not follow these instructions, their vehicle will not be allowed on the school campus.
4. If a student drives a different vehicle onto campus, they must show the "Parking Pass" issued by the school to enter the campus.
5. Students who drive their own vehicle to school are solely responsible for matters related to traffic rules, and personal safety issues such as vehicle safety, and wearing helmets and seatbelts.
6. On weekdays, Monday through Friday, students who have a "Parking Pass" must park their vehicle in the school's main parking lot (between ES and SS builds). Unless given explicit permission, students are not allowed to park in the area behind the school near the teacher's apartments. Students must wait 10 minutes after the dismissal bell before driving out of the campus, for safety reasons.

XIII. School Bus Rules and Information

American School of Ulaanbaatar will provide a bus service to its students, by contracting with a qualified company with special permission for public transportation. Buses will be equipped with cameras and microphones and bus drivers will follow the specific requirements approved by School Administration.

*****Please note: American School of Ulaanbaatar will provide a bus service only to those children who can be brought to a designated bus stop 1-3 minutes before the scheduled time.*****

A. School's Duties

1. There are no supervisors on buses. Buses will be equipped with cameras and microphones. Bus drivers will be provided with a cell phone and units, as well as a list of contact numbers to reach parents.
2. Parents will sign a bus service contract two weeks prior to school commencement after reviewing bus routes approved by the school administration. Seats on the bus will be confirmed after the contract is signed and the bus service fee is paid. Once all payments are made and bus contracts are signed, a list of students will be given to bus drivers.
3. If a bus is full, the school can arrange a second bus for the route, only if there are enough requests to fill 70% of the seats.
4. Parents will be introduced to "The Requirements of Bus Drivers" approved by the school administration. The school will assist to solve any conflict and miscommunication between parents and bus drivers.
5. School administration will conduct a monthly unscheduled inspection to monitor bus drivers' performance and compliance with the requirements and report to the bus company to make improvements.
6. Changes to bus routes and dropping off/picking up students from a new district outside the routes will be made by the school administration. Bus drivers are strongly instructed to transport students on established routes only.
7. Minimum age of bus riders is 6 years old/Grade 1 students. Any students younger than the minimum age who travel with an older sibling must bring written approval from parents.
8. If a student continuously violates provisions 3.1, 3.2, 3.4, and 3.5 of the Bus Service Policy, School Administration has a right to initiate the termination of the Bus Service Agreement.
9. School Administration will organize child safety training and effective communication training for bus drivers.
10. If bus drivers fail to pick up students at a scheduled time due to any technical failures to bus, the school administration will be responsible for contacting the bus company to compensate for the costs.

B. Parents' Duties

1. Parents will give basic instructions to their children on how to behave on the bus.
2. Children must be brought to a designated bus stop 5 minutes before the scheduled time.
3. Parents are responsible to drop off/pick up their young children at a designated bus stop. If they fail to do so, a driver will bring a child back to school, and notify the parents to pick them up.
4. If a child is not using the bus on any scheduled day, for whatever reason, parents must notify the bus driver a day before or early in the morning.
5. If a child misses the bus because of not showing up to a designated stop on time, parents are responsible to arrange a ride to drop off their child at school. The school will not bear the cost.
6. If the buses fail to turn up within 15 minutes of the scheduled pickup time due to unforeseen

circumstances such as adverse weather conditions (heavy rain, snow, hail, or strong wind that impacts road conditions) parents are responsible to bring their child to school.

7. If a parent wishes to terminate the use of the school bus, a written notification must be given to the Student Services office and the bus fee refund will be made based on the refund policy approved by School Administration.

C. Students' Duties

1. Students must be seated and buckle up their seat belts before the bus departs. Students will proceed to get on/off the bus ONLY when the bus comes to a full stop.
2. Students must be at their designated stop 5 minutes before the scheduled bus arrival time and must be seated 5 minutes before the bus departs.
3. Students will be dropped off ONLY at school in the morning and at their designated after-school bus drop off points. No other request can be made to drivers. If it is necessary for them to cross the road, students must ensure to cross at least 3 meters behind the bus at all times.
4. Students are expected to speak in a quiet tone of voice and use acceptable language while riding the school bus. If a student misbehaves, he/she must apologize.
5. Any conflict/miscommunication on the bus must be dealt with in good faith and if necessary, be solved based on camera footage.
6. No eating or drinking is allowed on the bus. The changing of clothes is forbidden. Dangerous, fragile, and sharp objects may not be carried on the bus. No provision can be made for students taking friends home who don't ride the school bus.

D. Drivers' Duties

1. Drivers will maintain the operation of cameras and microphones installed in the buses. Proper protection for the windows must be placed to prevent children from sticking out their hands and heads freely. Window blinds protecting from direct sunlight must be installed.
2. Drivers must keep the buses clean and keep the furniture such as seats, headrests, windows, floor, and door in a good and safe condition. Drivers should keep good personal hygiene. In the winter season, drivers should keep the buses warm and free from smoke and emission.
3. Drivers must communicate with the students using proper language. It is the driver's duty to use the microphone to announce the bus stops ahead of time and wake up the students. If a student doesn't turn up at a designated stop at the scheduled time, the driver will contact the parents.
4. Drivers will load/unload the students on the bus according to the list of names and established routes approved by School Administration. Drivers are not allowed to make any changes to the route and drop off/pick up children from apartments as requested by parents.
5. Any requests from parents regarding the school bus service must be handed to School Administration. Drivers are prohibited from making their own decision in this regard.
6. If School Administration ordered the bus drivers to make improvements, they are obliged to do it within the time given.
7. Any complaints from a parent concerning a bus driver must be solved by School Administration with the driver present. The driver must be patient and flexible in such a situation.
8. Drivers are forbidden to: use alcohol and tobacco in the workplace; use vulgar language with parents and students; meddle with issues that don't concern them; make a decision to change the route; bring their friends along on the bus; eat or drink on the bus; smoke during a wait time; be

disrespectful; be late to a scheduled time; and make risky moves while driving.

XIV. School Supplies and Books

A. Textbooks

Textbooks are supplied by the school. All textbooks are the property of the school and are to be returned at the end of a course in good condition. Covers can also be made at home.

Payment for lost books is the responsibility of parents. Parents will pay a 750,000 tugrik (MS) and 1,000,000 tugrik (HS) deposit on textbooks to be refunded at the end of the school year if all texts are returned in good condition.

The book deposit will be fully refunded when a student withdraws from ASU only if all books and other borrowed school property are returned in good condition. Any fee for book deposits not paid for at the time of enrollment or in case of lost or damaged books will automatically be deducted from tuition fees.


B. School Supplies


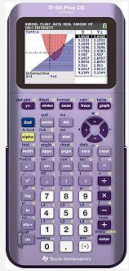
Parents and students can be expected to purchase certain personal and subject-specific supplies at the start and throughout the school year, as needed. Grade-level and subject-specific supplies are available for purchase at the reception desk. These might include special notebooks for music or Chinese, art materials, calculators, etc. Students and parents will receive the supply lists at the start of the school year.

Calculators: Students are not permitted to use smartphones as calculators on tests, quizzes, and other assessments. Students **MUST** bring their own electronic calculators and they are not permitted to share them with other students during assessments.

Basic and Scientific calculators are readily available in local shops and stationery school supply stores.

Calculator requirements vary according to grade level and subject. MINIMUM requirements are listed below.

<p>Middle School</p>	<p>A basic (with square root function) calculator</p>	<p>Basic Calculator</p> 	
<p>Grade 9 and 10 (Algebra I, Geometry, Algebra II,</p>	<p>A “standard” scientific calculator</p>	<p>Scientific Calculators</p>	<p>A scientific calculator is recommended and will be</p>

<p>Physics, Chemistry)</p>	<p>with parentheses and trigonometry functions</p>		<p>used in the High School years as well. See below.</p>
<p>Grade 11 and 12 (Statistics, Pre-Calculus, Math Applications, AP Calculus, and all other mathematic courses)</p>	<p>Graphing Calculator</p>	<p><u>Graphing Calculator: TI 84 Plus CE</u></p> 	<p>A graphing calculator is recommended for students who plan to study math or science in grades 11 and 12. See below.</p> <p>The recommended model is the TI-84 Plus CE (Python) but other TI-84 models are acceptable. Calculators other than TI-84 are not recommended.</p> <p>The school will have some suitable graphing calculators available for purchase at the reception desk, but only when the inventory is available.</p>

XV. School Field Trips

Purpose: Experiential excursions off-campus (field trips) are an effective way for students to enhance learning and experience “real world” applications of lesson content. A prerequisite for all field trips is that they are educational in nature and address ASU curriculum expectations.

Expenses: The American School of Ulaanbaatar covers transportation and other costs for two field trips per year (insurance, fuel, parking, and bus driver salaries) within the Ulaanbaatar city area. Parents are responsible for covering the costs of additional field trips or trips outside the city and for providing lunch and admission for the students on all field trips, when applicable. Students must ride to and from the field trips in school-provided transportation or the permission slips are not valid. Parents are responsible for covering the costs of field trips.

Transportation: Students must ride to and from field trips on school-provided transportation.

Parental Permission: Parents will complete a Field Trip Participation Form (see Appendix A) at the

beginning of the school year. In addition, each excursion may require an individualized permission form.

Field Trip Chaperone Guidelines: Teachers occasionally request that parents attend classroom field trips to assist as chaperones.

- Since field trips involve a large group of children, parents should always think in terms of “What if every child did this?” Parents should insist on respectful, responsible, and safe behavior at all times.
- Parent chaperones are the most helpful when they help supervise the students and reinforce expectations. Field trips are far more enjoyable if the adults share the job of setting limits as needed.
- If particular students do not respond to parent requests, the parent should inform the teacher.
- Parent chaperones often tend to hover around their own child. To be most effective, parent volunteers should supervise and assist all students, not just their own children.
- There must be at least 1 adult for every 12 students on the field trip.

Overnight Trip Chaperone Guidelines: Any overnight trips require teachers and other chaperones to adhere to the following:

- Alcohol, tobacco, drugs, vapes, and any other banned substances and items are prohibited at any time during the trip.
- Teachers and chaperones will not sleep in the same room/ger as students.
- Teachers and chaperones will conduct a routine check through the night to ensure student safety.

XVI. Student Behavior Check-In Check-Out (CICO) Program

A. Program Description

Individualized student behavior programs are designed for students in grades 6-8. The purpose of these behavior plans is to choose 3 behavior goals for the student to work towards during each period of the school day. Each student on a CICO program is designated a CICO person (staff member volunteer) to help encourage and mentor the student toward improved behavior.

B. Student Expectations

The student will ‘Check-In’ with the Coordinator at the start of each day to collect their CICO sheet (see Appendix C) and to be sure they are prepared for class and ready to learn. The idea is to encourage the student and refrain from negative comments or placing shame/blame on the student for their behaviors.

Throughout the day, students check in with their teachers and receive points on a card (1, 2, or 3) related to how closely they meet behavior expectations.

At the end of the day, students check out with the Coordinator who totals the points. All cards are given to the Coordinator for review at the end of the day.

The cycle repeats itself each day.

C. Teacher Expectations

Teachers may refer a student to the CICO behavior program after discussing the specific student needs with the Coordinator or the Principal.

Students will be considered for additional support when:

- There is an academic failure for 2 or more weeks.
- Students receive their 3rd office discipline referral.
- There are five absences in 30 days.
- Problem behaviors become dangerous.
- There is a social-emotional concern.
- The family requests additional support.

The length of time required for improved student behavior varies. However, students can be faded from CICO when they:

- Consistently meet their goals for at least four weeks. This is an average across days. If a student meets the goal four out of five days for at least four weeks, it's a good indicator that they are ready to move off of CICO.
- Haven't received an office discipline referral for at least four weeks.

Guidance for Parents/Guardians

- When your child meets his/her goals, acknowledge their efforts for doing well in school.
- When your child does not meet his/her goals, refrain from further punishment; he/she will have another opportunity tomorrow to meet his/her goals.
- When possible, set up a special treat, activity, or extra privileges when your child shows improvement.

D. Social Emotional Counselor

- The school employs a Social and Emotional Counselor that works in both school buildings. Students who request to speak with the counselor will be given the opportunity to have a one-time meeting. If the student or counselor requests follow up meetings, parents will be contacted through the student services office.

XVII. Student-Centered Learning Environment

ASU is the home of future leaders. Our motto is *Learn, Achieve, Lead*. At ASU we strive to:

- Create an environment that is focused on the best interests of the child.
- Provide a warm atmosphere.
- Respect individual learning styles.
- Develop the ability to problem solve, make choices, be creative, and to express oneself.
- Develop a positive self-image enabling students to grow emotionally, intellectually, and socially.
- Instill respect for parents, staff, and students.
- Teach students to understand the logical consequences of their actions and to assume responsibility for those actions.
- Provide an experiential educational program

A. Student Code of Behavior

Good student behavior facilitates a school environment that is orderly and purposeful so that the mission, vision, and ESSOs of the school may be achieved.

Students are expected to:

- Show courtesy and respect for the rights, property, and safety of themselves and others.
- Express themselves with socially acceptable language and behavior.
- Behave in a manner that avoids intimidation, harassment, violence, and discrimination.
- Dress according to the school dress code.
- Attend classes, activities, and events always being prepared and punctual.
- Show courtesy and respect for the rights of others in the school.
- Show respect for school property and the property of others.
- Demonstrate behavior that contributes to an orderly, supportive, and safe learning environment.
- Refrain from “Public Displays of Affection” (PDA) including holding hands, kissing, touching, etc (see Appendix J).

A student may be suspended from the school for the following:

- Uttering a threat to inflict serious bodily harm towards oneself or others.
- Cheating on exams/tests.
- Leaving school without proper authorization.
- Acts of vandalism causing damage to school property or property located on school premises.
- Swearing at a teacher or other person in authority.
- Theft.
- Physical assault or fighting.
- Use or possession of alcohol, tobacco or drugs, or any other prohibited item or substance.
- Possession of a weapon or any illegal item.
- Bullying, intimidating, threatening, directly or indirectly, through any means or medium.
- Harming or attempting to harm the psychological well-being of others.
- Conduct injurious to the reputation of the school including on Social Media (see Appendix D)
- Defiant, rude or disrespectful behavior towards staff.
- Possession or distribution of inappropriate, explicit, or injurious material (photos, videos, text, etc. in any form (including digital or physical).
- Encouraging, inciting, or failing to report any of these infractions.

Under these circumstances the student’s return to school will be discussed with the student and his/her parents in a reinstatement meeting that is held before the student returns to classes. While suspended, a student is not permitted to enter the campus, nor participate in or attend any school related activities, on- or off-campus.

B. Dismissal of a Student

ASU reserves the right to dismiss a student where the continued attendance of that student would not be in the best interests of the student or the school; where his/her behavior seriously jeopardizes the ability of the school to guarantee the dignity and safety of its students or interferes with learning; where the continued attendance of the student would be injurious to the moral tone and values of the school; where the student is not meeting the minimum academic or attendance requirements of the established curriculum or when the student has been suspended three times during their tenure at ASU.

C. Default (automatic) withdrawal

After following due process, at the discretion of the school administration students **may** be automatically withdrawn from the school when **any** of the following circumstances apply:

- The student has more than 30 unexcused absences.
- The parents/legal guardians did not meet the deadline for tuition and other school fees.
- The student does not successfully complete Grade 12 with all graduation requirements met.
- The parents/legal guardians have not communicated with the school for more than three months.
- The parents/legal guardians have not responded to more than 3 communications from the school.
- The parents/legal guardians have not provided current contact information.
- The parents/legal guardians have not attended parent conferences for one semester.
- The parents/legal guardians have not attended two or more meetings required by the school Principal or Managing Director.
- The parents/legal guardians have left Mongolia for more than 45 days without arranging a legal caretaker for the student.

XVIII. Student Services Officers and Academic Counselor

A. Student Services Officer

The SSO is the school's liaison with parents to help meet the needs of students. Student Services Officers are available to make appointments with administration and translate if necessary. They maintain all student records and coordinate enrollment, withdrawal, and transcripts.

B. Academic Counselor

The Academic Counselor coordinates enrollment testing at the high school level and guides students in course selection and college preparation.

C. Withdrawal Procedures

If a student wishes to withdraw from the school, their parents or guardians must submit a written request to this effect to the Student Services Office. After receiving this request a withdrawal form will be issued to the student. Once the student has gathered the appropriate signatures as required by the withdrawal form, and, after all materials have been returned, any resulting refund will be returned to the parent / guardian.

D. Request for Reissue of Diploma

In the event that an American School Of Ulaanbaatar diploma is lost, stolen, damaged, or a duplicate copy is necessary, a request for a replacement may be sent to our Academic Counselor at academic.counselor@asu.edu.mn. The cost for a replacement diploma is 500,000 MNT, and the process may take four to six weeks from the time it is ordered.

Please note: The new diploma will bear the current names of the Principal and Board Chair in office at the time the replacement diploma is produced and not when the alumnus graduates. Payment for this service must be made to the ASU Finance office before the replacement diploma can be issued. Information on payment options for this service will be included on the email acknowledgement of your request that you will receive from the Academic Counselor.

E. Transcript and Document Policy

At ASU, transcripts and related documents will be issued by the Student Service Officer and Academic Counselor. During the school year, students will receive up to 3 copies of transcripts and related documents free of charge. Additional copies required will be charged 10,000 MNT per document in urgent cases (within 3 working days) and 5,000 MNT for standard cases (within 5 working days) from the requested dates. Students who graduated from ASU in previous years and request a re-issuing of transcripts and documents must follow the above fixed prices for every single document.

XIX. Technology/Internet Use

The school computers are used for academic purposes. Students should not install or uninstall any programs on the Library, Computer Lab, or Chromebook computers without authorization.

XX. Appendix - Forms and Policies

Appendix A: Student Leave Request Form – Secondary School

ABSENCE REQUEST FORM – 3 DAYS OR MORE

If approved, the student absences will be “excused” for attendance purposes. However, students are always responsible for completing and submitting all missed assessments or assignments, as soon as they return to classes or as approved by the teacher.

It is the student’s responsibility to communicate with the teachers for details related to the learning activities and assignments that will be missed.

Student’s Name: _____ Grade/class: _____

Expected Start date of requested leave _____ Expected End date of requested leave _____

Reason/Explanation for leave request:

Check one:

- | | |
|---|---|
| <input type="checkbox"/> Medical leave | <input type="checkbox"/> Other Emergency |
| <input type="checkbox"/> Family emergency | <input type="checkbox"/> Vacation, Family travel etc... |

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

FOR SCHOOL ADMINISTRATION USE ONLY : Parent or Guardian Contact Information:

- Approved, Absences will be EXCUSED and missing work will be handled according to school policy.
- Approved, but UNEXCUSED for attendance; the student may coordinate with teachers for missing work and assignments, but it is at the discretion of the teachers.
- NOT approved. If the student is absent it will be UNEXCUSED and will reflect negatively on their record, and may result in disciplinary action.

Principal/Coordinator:

Date:

Appendix B: Conflict Resolution Policy

At ASU, we expect our students to learn effective conflict resolution strategies, and therefore as educators and parents, we should model good problem solving skills. We expect early, informal resolution of complaints whenever possible. However, there may be occasions when a dispute escalates beyond the initial parties involved. This policy and process has been established to direct the school community in effective conflict resolution, emphasizing the importance of communication and mutual respect, in order to maintain a positive learning environment. The following steps should be taken to resolve conflict or present complaints:

1. Informal conflict resolution and complaint process

- 1.1. The first step should always be to discuss the problem with the parties involved and attempt to resolve it at that level, emphasizing clear communication at all times. Before deciding that a conflict requires assistance from school leadership, parties involved should ask if they understand what the other side is trying to do (e.g., does the educator fully understand what the parent or colleague is asking, or vice versa). Parents or educators should ask questions to help define the problem. All parties involved should be prepared to state their position clearly, especially if the dispute advances to the next level. This should also take into consideration third options that both sides would find acceptable.
- 1.2. If the problem cannot be resolved at the lowest level, the staff member or parent may request a meeting with the Principal to discuss the extent of the problem. All parties involved will be required to be in attendance for the meeting in order to facilitate clear communication.
- 1.3. If the problem is still not satisfactorily resolved during the informal process, the person bringing the complaint may proceed with the formal problem resolution process.

2. Formal conflict resolution and complaint process

- 2.1. School community members who have a complaint or require leadership intervention related to a school conflict and who wish to initiate the formal resolution process must prepare written documentation, with supporting details, of the conflict situation or complaint and submit it to the Principal.
- 2.2. Within three working days of receiving the conflict resolution request or complaint, the Principal will complete the investigation and prepare a written response. The Principal will forward a copy of the response along with a request that the complainant sign and date the copy to confirm he or she has received the reply and agrees or disagrees with the Principal's plan of action.
- 2.3. If the complainant agrees with the plan of action, the Principal will keep a copy of the signed reply on record.
- 2.4. If the conflict has not been resolved to the complainant's satisfaction, the Principal will forward the file and all relevant information to the Managing Director.
- 2.5. The Managing Director will investigate all relevant issues and any new information that may arise during the process and make a final decision.

Appendix C: Student Behavior Check-In Check-Out (CICO) Form

Check-in/Check-out Sheet

Student Name: _____ CICO Mentor: _____ Date: _____

3=used skill consistently; 2=used skill 1 to 2 times; 1=Did not use skill

Classroom Expectations (Highlight behavior goals for student in each area.)

Organization	Attitude	Responsibility	Respectful	Communication	Effort
*Prepared for class with materials *Takes notes for homework and/or unfinished classwork *Manages time well	*Has a positive attitude *Helpful to others *Uses kind language with others	*Uses active listening *Completes work on time *Stays on task	*Follows class directions *Responds to adults and peers respectfully *Stays in assigned seat and /or area	*Communicates effectively with teachers and peers *Active participation in group and class discussion	*Consistently puts effort into work *Self-motivated *Does personal best

Morning Check In:

My goal today is: _____

Afternoon Check Out (check one):

_____ I met my goal today _____ I had a tough day

One thing I did really well today was: _____

Something I will work on tomorrow is: _____

Goals → Period ↓	Organization	Responsibility	Effort	Class Total	Teacher Initials and Comment
Homeroom	1 2 3	1 2 3	1 2 3		
Period 1	1 2 3	1 2 3	1 2 3		
Period 2	1 2 3	1 2 3	1 2 3		
Period 3	1 2 3	1 2 3	1 2 3		
Period 4	1 2 3	1 2 3	1 2 3		
Period 5	1 2 3	1 2 3	1 2 3		
Period 6	1 2 3	1 2 3	1 2 3		
Period 7	1 2 3	1 2 3	1 2 3		
Period 8	1 2 3	1 2 3	1 2 3		
Total				/81	% of Points _____ Goal Met (80% or above) _____

Parent Signature and Feedback: _____

Appendix D: Social Media Use Guidelines

The goal of these guidelines is to provide staff, administrators, students, parents and the school community direction when using social media networks and applications.

The American School of Ulaanbaatar (ASU) recognises that 21st century learning involves the use of changing methods of Communication, Marketing and Public Relations. The value of teachers, students and parents engaging, collaborating, learning, and sharing using new technology tools enhances the learning experience. To this aim, ASU has developed the following guidelines to provide direction for staff, students and the school community when participating in online social media activities. ASU recognizes its obligation to teach and ensure the responsible and safe use of technology. It is important to create an atmosphere of trust and individual accountability, keeping in mind that any information produced by ASU Community members is a reflection on the entire school.

ASU encourages teachers to contribute to the school's social media by providing stories and pictures that celebrate student success. Also appropriate for school social media would be promoting classroom activities and events. Please note that all postings with descriptions and photos must be sent to administrators to be posted on the school social media.

Employee Use of Social Media: Policy to ensure the safety and security of students

As the line between personal and professional relationships is blurred within a social media context, employees of ASU are required to maintain their professionalism at all times while using social media. Additionally ASU employees should be aware that they have responsibility for addressing inappropriate behavior and activities on any social media networks that they use. Teachers will not be friends with current students or parents on any social media while in ASU's employment.

At ASU we use social media to reach the masses. It allows users to share our posts, photos, notes, and other media extending reach and empowering users as ASU ambassadors. Connecting with the ASU Facebook page allows users to closely follow our brand. Additionally it allows us to reach external stakeholders including prospective parents and students, donors and community partners.

Please note: Employees may not use or post the ASU logo on any social media network without the express permission of the school Principals or Managing Director. To ensure the utmost safety and security of our students, ASU employees who utilize social media networks will make certain that:

- ✓ **Tagging is disabled** (tagging identifies someone else in a post, photo or status update that you share).
- ✓ **Geotagging is disabled** (the process of adding geographical information to various media in the form of metadata. The data usually consists of coordinates like latitude and longitude, but may include bearing, altitude, distance and place names).
- ✓ **No last names used** (only first name, last initial).
- ✓ **Maintain Privacy at all times.** Families that have opted out of photos and/or videos should never be showcased via social media. Employees of ASU may not disclose any information on any social media network that is confidential or proprietary to ASU
- ✓ **Be Transparent:** Perception can become reality. If you choose to engage with students and families in a social media context, do so in a professional manner, ever mindful that in the minds of students'

families, colleagues and the public you are an ASU employee. Make it clear that any views you express are yours alone and do not necessarily reflect the views of ASU.

ASU Community Policy: Online Publishing and Social Media Personal Responsibility

- All online correspondence between staff and students must be related to course work, or school sanctioned clubs or activities.
- ASU employees who use social media will not disclose any confidential student information, personal information or images without first obtaining permission (opt-out policy)
- No community member last names, addresses, email addresses or phone numbers will appear on any form of social media.
- Online behavior should reflect the same standards of honesty, respect, and consideration that are used face-to-face.

ASU Community Policy: Parent use of Social Media

Classroom blogs and other social media are powerful tools that open up communication between students, parents, and teachers. This kind of communication and collaboration can have a huge impact on learning. ASU encourages parents to view and participate in school activities by adding comments when appropriate.

ASU Parents should adhere to the following guidelines when using Social Media networks:

- ☑ Parents who wish to not involve students in school social media posts must fill out the *Student Photograph and Video Release Form* at the beginning of the school year (see Appendix E).
- ☑ Parents will not use classroom social media sites for any illegal activity, including violation of data privacy laws.
- ☑ Parents are highly encouraged to read and, when appropriate, participate in social media projects.
- ☑ Parents may not publish or distribute any information that might be deemed personal about other students in the ASU community.
- ☑ Parents are reminded that the first point of contact regarding a classroom concern or classroom activity must be the subject teacher.

Appendix E: Student Photograph & Video Release Form

School Website Photos and Video

Community Awareness/Public Relations Photos and Video

We follow strict rules in connection with the American School of Ulaanbaatar website, Facebook page and Community Announcements in order to protect the privacy and safety of our pupils.

As we participate in our community, we sometimes have opportunities to provide photos and/or videos of our students. Photos and/or video may be used in the newspapers, school promotions, in school brochures and fliers, or otherwise publicly published. Safety is always paramount, and staff checks all content before it is published. Children's photos and videos featured in a publication are only referred to by their first names if we feel it is necessary to use names. The school will never use the last name of a minor in connection with such publications.

Considering the measures taken above, I _____ ask American School of Ulaanbaatar to NOT use my child's photo or video for any purposes during this school year.

Child/Children's Name: _____ Grade: _____

Parent/Guardian Signature: _____

Date: _____

Appendix F: Child Protection Policy

Schools have a moral as well as legal duty to safeguard the welfare of their students. The ASU Child Protection Policy sets forth the steps our faculty, staff, students, volunteers, and other visitors are required to take to minimize the threat of child abuse in our school and to respond promptly and effectively should abuse be observed, suspected, or disclosed.

ASU is in full compliance with Mongolian and international laws, regulations and norms regarding child protection. In addition to other measures set forth herein, the teachers and staff of ASU take precautionary measures to reconcile and resolve unfriendly relations, disputes, and conflicts between students and inform their families.

The policy addresses the following essential components of a comprehensive Child Protection Policy:

1. Recognizing, responding to, and reporting allegations and suspicions of child abuse and neglect.
2. Screening and selecting staff, faculty, and volunteers.
3. Code of Conduct that guides interactions between adults and children.
4. Ensuring safe environments and practices.
5. Connecting to local authority and resources.

Our goal is to build and maintain a proactive environment that protects children by either preventing child abuse before it occurs or by ensuring its earliest possible detection, intervention, and reporting. Our strategy is to ensure that all ASU personnel, from professional faculty and staff, employees and contractual personnel, volunteers, classroom assistants, students, and parents understand the issues of child abuse and neglect; know how to recognize its signs and symptoms; are familiar with international, national, and local reporting procedures; and know the responsibilities for how, when, and whom to make a report.

Section 1: Commonly Held Myths vs. The Realities About Child Abuse and Neglect

Myth: *Child abuse is carried out by strangers.*

Fact: Research indicates that 90% of abuse is from domestic causes and is committed by individuals known to the child.

Myth: *Children learning about child protection is harmful.*

Fact: Research indicates that developmentally appropriate education makes children more confident and able to react to dangerous situations. Teaching using a specific population context increases protective behavior.

Myth: *Abuse education is sex education.*

Fact: Research-based programs prepare students to develop the skills and attitudes to keep themselves safe from perpetrators, and behaviors that include bullying, harassment and other forms of exploitation.

Myth: *Abuse is a matter of culture; physical or sexual abuse falls within the norms of some cultures and is acceptable.*

Fact: The reality is that there is NO excuse for child abuse!

Myth: *Child abuse is a result of poverty and happens in low socioeconomic circumstances.*

Fact: Research indicates that child abuse occurs in all racial, ethnic, socio-economic, and cultural sectors of society.

Myth: *International Schools do not have to report abuse to local authorities.*

Fact: International schools are bound by the laws of their host country, and as such international schools must be knowledgeable and compliant with the child protection laws in their locale.

Section 2: American School of Ulaanbaatar Policy Statement

Child abuse and neglect are concerns throughout the world. Child abuse and neglect are violations of a child's human rights and are obstacles to the child's education as well as to their physical and emotional development. The American School of Ulaanbaatar (ASU) supports the *Law of Mongolia on Child Protection* and the *Law of Mongolia On The Rights Of The Child*.

All staff employed at ASU must report suspected incidents of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered, or is at significant risk of suffering, abuse or neglect. Reporting and follow up of all suspected incidents of child abuse or neglect will proceed in accordance with administrative regulations respective to this policy.

ASU seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. As such, ASU will distribute this policy annually to all parents and applicants, will communicate this policy annually to students, and will provide information to all staff. ASU will make every effort to implement hiring practices to ensure the safety of children and will review the policy annually for compliance and effectiveness.

In the case of a staff member reported as an alleged offender, ASU will conduct a full investigation following a carefully designed course of due process, keeping the safety of the child at the highest priority.

Section 3: Procedures: Preventing Child Abuse and Responding to Incidents

Focus on Prevention

1. Child Protection Policy is distributed annually to parents and staff
2. School provides parents, staff, and students with a common definition of child abuse (physical, emotional, and neglect).
3. Discussion and lessons are taught to students annually that include strategies to recognize inappropriate behaviors.
4. Staff Code of Conduct provides clear expectations and boundaries.
5. Student-on-student violence policy, including bullying, is publicized and implemented.
6. School leadership designs and implements procedures to ensure the safe recruitment and selection of staff.

Prepare for Disclosures

Teaching students about child protection and making yourself a part of their support system invites them to come to you with a problem. School personnel must understand and know how to respond

appropriately, knowing that it is often very difficult for children to disclose abuse. Students often cannot tell about a touching problem because of fear of:

Memory. Children often cope with their abuse by pushing it so far back in their minds that they ‘forget.’ To remember means to feel hurt again.

Loss of Love. Children often worry that their parents or friends won’t love them once they know about their abuse because they are ‘dirty.’ This is often because children will take responsibility for their abuse. Children also often fear the separation of their family if they tell.

Shame & Guilt. Children either know or can sense that what happened, especially a sexual experience with an adult, is wrong. By telling someone and acknowledging that it happened, they fear the shame of the abuse. They fear they will get in trouble for telling.

Blame. Children fear that they will be blamed for what happened and in the case of sexual abuse that they somehow wanted it. Adults tend to be believed over the child and offenders often state that the child ‘asked’ for the touch or other abuse.

Harm. Offenders often maintain control over their victims by threatening harm to them or their families if they tell. Children are then burdened with the inappropriate responsibility of keeping their families safe.

Understanding these fears of disclosure will help in your appropriate response

Section 4: Guidelines for Responding to a Child’s Disclosure

***Please note: Teachers are not investigators. Your role is to listen and respond to disclosures in order to determine the next steps for students to get the help they need.**

- Do not let a child swear to secrecy before telling you something. You may need to report, which the child will view as breaking your trust with them.
- If a child asks to speak with you, try to find a neutral setting where you can have a quiet conversation with few interruptions.
- Do not lead the child in telling. Just listen, letting him/her explain in his/her own words. Don’t pressure a great amount of detail.
- Respond calmly and matter-of-factly. Even if the story that the child tells you is difficult to hear, it is important not to register shock, disgust, or alarm.
- Do not make judgmental or disparaging comments about the abuser, as it is often someone the child loves, or with whom he/she is close.
- Do not make promises to the child that things will get better.
- Do not confront the abuser.
- If the child does not want to go home, this should be considered an emergency. Report and handle immediately by contacting your school administrator. Do not take the child home with you!
- Respect the child’s confidence. Share with the school administrator, but limit information from and with other staff.
- Explain to the child that you must tell someone else to get help.
- Try to let the child know that someone else also will need to talk with him/her and explain why.
- Empower the student by as much as possible allowing the child to be a part of the process.

Section 5: Whom to Report and When

Most cases of suspected abuse or neglect will be handled by school administration, such as those involving:

1. Student relationships with peers.
2. Parenting skills related to disciplining children at home.
3. Student-parent relationships.
4. Mental health issues such as mild depression, low self-esteem, grieving.

Cases reported for school administration investigation and outside resources:

1. Severe and ongoing physical abuse or neglect.
2. Suspected sexual abuse.

In extreme cases when families do not stop the abuse or concerns remain about the safety of the child, reports could be made to:

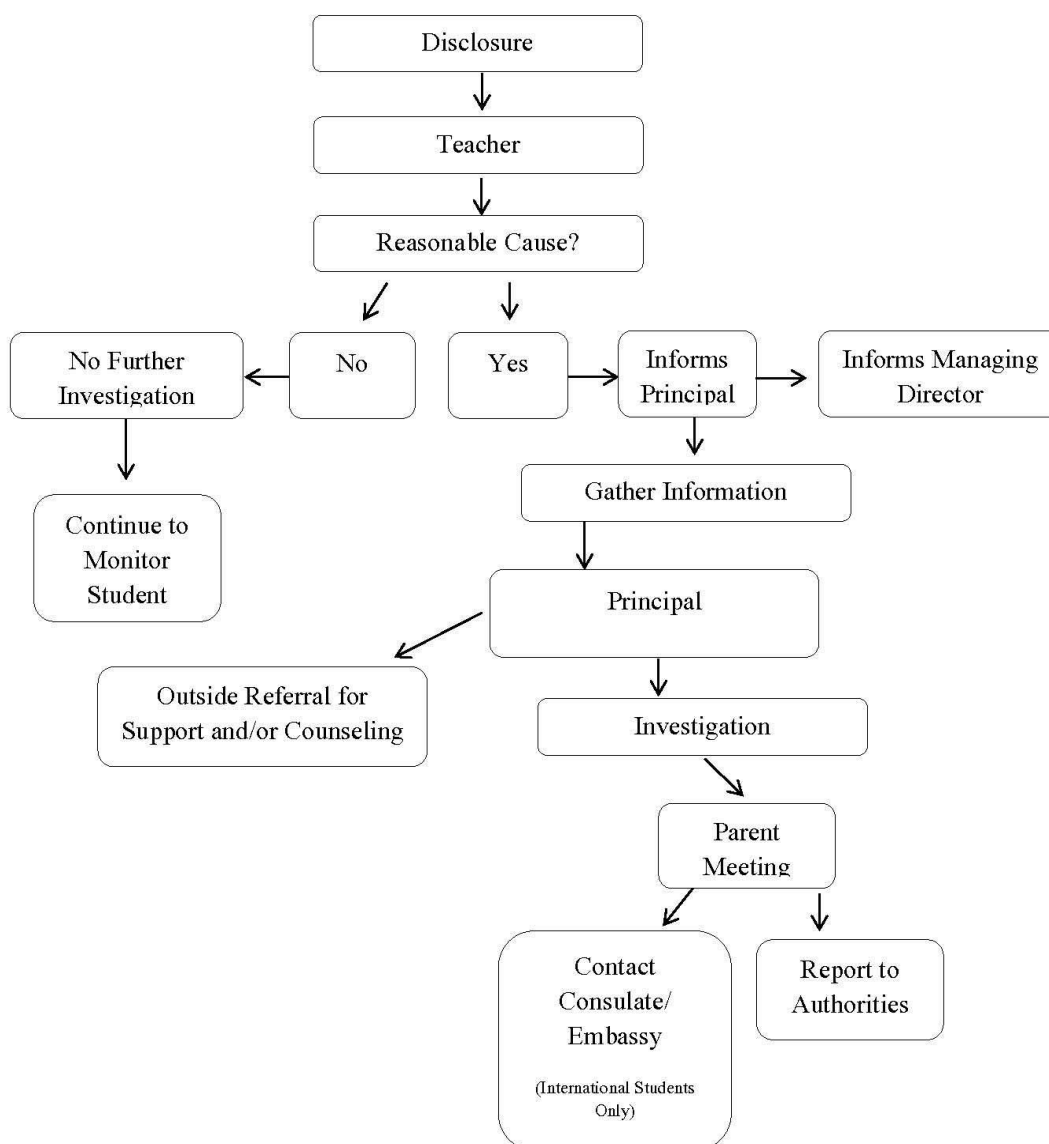
1. Local authorities.
2. The consulate.

Section 6: Procedures for Reporting and Action

It is obligatory for faculty, staff, and administrators to report incidents of physical or psychological violence, aggression, harassment, and physical or sexual abuse immediately to the school administrator. The school administrator shall inform the Managing Director. Students are encouraged to report incidents for which they or others may be the victims. Reporting by students may be verbal or in written form. The administrator will gather information and provide written documentation including the date, person or persons involved, and any additional relevant information. If there is reasonable cause to believe child abuse has occurred, the school administrator shall follow the steps noted in these guidelines, documenting all aspects of the investigation and resulting actions. Such actions include, but are not limited to, one or more of the following:

- Conference with the student(s) involved.
- Parent notification.
- Meeting with parents.
- Meeting with others pertinent to the case, including the alleged perpetrator(s).
- Referral to outside authorities/child protection services.
- Legal action and prosecution by the authorities.
- Suspension or termination of employment (if a school employee).

Flow Chart for Reporting and Actions after Disclosure



Section 7: Documentation of Reported Cases of Abuse

The American School’s policy regarding confidentiality and management of school records applies to all aspects of the documentation of incidents of abuse. Internationally, child protection incidents usually follow the child from school to school, especially if the problem is within the family; thus we are morally obligated to do as much as we can to help the next school community protect the child. Admission policy and procedures include informing the parents/guardian that school records will be forwarded to other schools upon transfer of the child to another school. Parents indicate their agreement with the school’s confidentiality agreement upon signing the Parental Agreement.

Section 8: Staff Code of Conduct

The American School of Ulaanbaatar is committed to the safety and protection of children. This Code of Conduct applies to all faculty, staff, employees, volunteers, tutors, and students who represent the school and who interact with children in both a direct and/or unsupervised capacity. The public and private conduct of faculty, staff, employees, volunteers, tutors, and students acting on behalf of the American

School of Ulaanbaatar can aspire and motivate those with whom they interact, or can cause great harm if inappropriate. We must, at all times, be aware of the responsibilities that accompany our work.

Staff members are expected to be aware of our own and other persons' vulnerability, especially when working alone with children, and be particularly aware that we are responsible for maintaining physical, emotional, and sexual boundaries in such interactions. We must avoid any covert or overt sexual behaviors with those for whom we have responsibility. Staff members must show prudent discretion before touching another person, especially children, and be aware of how physical touch will be perceived or received, and whether it would be an appropriate expression of greeting, care, concern, or celebration. The American School of Ulaanbaatar personnel and volunteers are prohibited at all times from physically disciplining a child.

One-on-one meetings with a child are expected to be held in a public area; in a room where the interaction can be (or is being) observed; or in a room with the door left open, and another staff member or supervisor is notified about the meeting. All staff are expected to intervene when there is evidence of, or there is reasonable cause to suspect, that children are being abused in any way. Suspected abuse or neglect must be reported to the school administration and follow our school Child Protection Policy procedures.

Communication with children is governed by the key safety concept of transparency. The following policies will reduce the risk of private or otherwise inappropriate communication between the American School of Ulaanbaatar parents, school administration, teachers, personnel, volunteers, tutors, and children:

- Communication between school staff with children that is outside the role of the professional or volunteer relationship (teacher, coach, etc.) is prohibited.
- Where possible, email exchanges between a minor and a person acting on behalf of the school are to be made using the school email address only.
- Electronic communication that takes place over a school network or platform may be subject to periodic monitoring.
- Faculty, staff, and volunteers who use any form of online communication including social media (Facebook, Twitter, etc.) and text messaging to communicate with minors is prohibited.

Section 9: Statement of Acknowledgement of Staff Code of Conduct

As an employee for the American School of Ulaanbaatar, I promise to strictly follow the rules and guidelines in this Code of Conduct as a condition of my providing services to the children enrolled at the American School of Ulaanbaatar.

I Will:

- Treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.
- Never be alone with a child at school activities without another adult being notified.
- Use positive reinforcement rather than criticism, competition, or comparison when working with children.
- Maintain appropriate physical boundaries at all times and touch children - when necessary only in ways that are appropriate, public, and non-sexual.
- Comply with the school's policy reporting regulations to report suspected child abuse.
- Cooperate fully in any investigation of suspected child abuse.

I Will Not:

- Touch or speak to a child in a sexual or other inappropriate manner.
- Inflict any physical or emotional abuse such as striking, spanking, shaking, slapping, humiliating, threatening, or degrading children.
- Smoke or use tobacco products, or possess, or be under the influence of alcohol or illegal drugs at any time while working with children.
- Give a child who is not my own a ride home from school.
- Accept gifts from or give gifts to children without the knowledge of their parents or guardians.
- Engage in private communications with children via text messaging, email, Facebook, or similar forms of electronic or social media except for activities strictly involving school business (ASU's Facebook).
- Use profanity in the presence of children at any time.

I understand that as a person working with children under the auspices of the American School of Ulaanbaatar, I am subject to a criminal history background check. My signature confirms that I have read this Staff Code of Conduct and that I agree to follow these expectations and policies. I understand that any action inconsistent with this Staff Code of Conduct or failure to take action mandated by this staff Code of Conduct may result in disciplinary action up to and including removal from the American School of Ulaanbaatar.

Staff Name: _____

Staff Signature: _____ Date: _____

Appendix G: Secondary School Student Check-out Form 2023-2024 School Year

Student's name: _____ Grade: _____

REASON: (1) ___ GRADUATION Class of: _____

(2) ___ WITHDRAWAL Effective Date: _____

To be filled in and circulated by the subject teachers. Please write your name and signature AFTER a student returns all books and other material back to you.

SUBJECT	TEACHER'S NAME	TEACHER'S SIGNATURE
English		
Math		
Social Studies		
History		
Science		
Chemistry		
Physics		
Biology		
Academic Counselor (HS)/Secondary School Coordinator (MS)		
PE and Health		
Visual Arts		
Drama/Dance		
Music		

ELL		
Mongolian		
Chinese/French		
Computer Science		
Business		

_____ **Homeroom Teacher (to be completed once all subject teachers have been signed):**

_____ All books and other materials returned

Homeroom teacher's name: _____ Signature: _____

Library:

_____ All borrowed materials returned _____ Fee to be refunded for damaged or lost books MNT/\$ _____

Librarian's name: _____ Signature: _____

Cafeteria:

_____ Account clear: (_____)

Cafeteria staff: _____ Signature: _____

Parents/Guardians/ Эцэг эх/Асран хамгаалагч

Reason to transferring your child/Хүүхдээ шилжүүлэх болсон шалтгаан: _____

Please check one/Аль нэгийг нь сонгоно уу:

To private school (If YES, please indicate name of school)/**Хувийн сургуульд** (Хэрэв тийм бол сургуулийн нэрийг доор бичнэ үү)

To public school (If YES, please indicate name of school)/**Улсын сургуульд** (Хэрэв тийм бол сургуулийн нэрийг доор бичнэ үү)

Moving abroad (If YES, please indicate name of country)/**Бусад улсруу шилжих** (Хэрэв тийм бол орны нэрийг доор бичнэ үү)

Bank account number for refund/Барьцаа мөнгө буцаан олгох дансны мэдээлэл:

Bank/Банк: _____

Account number/Дансны дугаар: _____

Beneficiary/Хүлээн авагч: _____

Parent Signature/Эцэг эхийн гарын үсэг: _____

Date/Он сар өдөр _____

Student Services:

Note: _____

___ Letter of student withdrawal (Date received: _____)

___ Three transcripts One letter of attendance:(_____)

Student Services Office: Name _____ Signature: _____

Accountant:

Student's name: _____ Grade: _____

Fees and other charges have been paid:

Refund calculation:

____ Registration

Tuition fee refund: _____

Tuition: ____ 1st Semester ____ 2nd Semester

Book deposit refund: _____

____ Bus ____ Library fee (₹ _____)

Bus payment refund: _____

Cap and Gown: ____ Deposit ____ Bought

Library fee: _____

Other fee 1: _____

Total refund: _____

Justification of other refunds: _____

Accountant's name: _____ Signature: _____

Managing Director:

Approved by: _____ /D. Oyunsuren/ Date: _____

Appendix H: Secondary School Instrument Rental Agreement

Name of Student: _____

Name of Instrument _____

Name of Parent: _____

Parent Phone: _____

Parent EMail Address: _____

1. Instrument deposit fee is **50,000 MNT**. The rental fee is **50,000 MNT**. Deposit and rental fees are payable in its entirety before the student may take the instrument home. If the student leaves the American School Of Ulaanbaatar, a portion of their fee will be refunded after the instrument is returned. The amount returned will be based on the condition of the instrument and the number of months left in the school year. The rental fee helps the school pay for maintenance and replacement parts in order to prepare the instrument for the next school year.
2. NO instruments will be checked out over the summer except for use in the ASU Summer Music Program.
3. The student is responsible for all **damage** to school instruments, other than **normal wear and tear**. The Music Department at ASU will determine what "normal wear and tear" is.
4. The student and parents will be responsible for returning the instrument in the same condition as when it was checked out, other than normal wear and tear.
5. If the instrument sustains damage, it is the student and parent's responsibility to inform the music teacher immediately. The music teacher will determine the proper course of action. THE STUDENT AND/OR PARENTS ***WILL NOT*** ATTEMPT ANY REPAIRS. Only qualified instrument repair technicians are authorized to make repairs. The cost of these repairs, above and beyond normal wear and tear, will be the responsibility of the student and parent.
6. If the instrument is damaged to the point that it is not cost effective to repair (totaled), the student and parents will be responsible for paying the full replacement value to the school. The student/parents may donate the damaged instrument back to the school to use for parts to repair other instruments.
7. The student and/or parent will not lend or sell the instrument to any other party.
8. The student will not allow other students, friends, or relatives to use the instrument.
9. The student will ensure that they are transporting the instrument in a safe manner (e.g. no bikes, skateboards, etc.).
10. The student will be instructed, in class, on the care and maintenance of the instrument and will be expected to follow these instructions.

11. If your music teacher observes abuse of the instrument, or terminates the student from the class for any reason, the instrument will be returned to the school. The fee will be used for repair and maintenance if necessary. The student will keep a clearly marked name tag on the instrument case with the student's name, address, and the name of the school at all times.
12. The instrument will be returned to the school prior to summer vacation.

Please note: *Should payment not be made, the cost for repairing/ replacing the instrument will be deducted from the student Book deposit.*

*I have carefully read all of these terms regarding the use of a musical instrument from the American School of Ulaanbaatar, and agree to abide by these terms.

Parent Signature _____

Student Signature _____

Instrument: _____ Brand name: _____

Condition _____

Instrument Case Number (if applicable) _____

Replacement Value: _____ Date Taken: _____ Date Returned: _____

PLEASE RETURN THIS FORM TO YOUR MUSIC TEACHER AND MAKE PAYMENT TO THE FINANCE OFFICE.

Appendix I: ASU Athletic Department Mission and Expectations

The mission of American School of Ulaanbaatar Athletic Department is to enrich the mental, physical, emotional, and social well-being of all scholar-athletes by providing cooperative and competitive opportunities which foster the development of lifelong values of sportsmanship, commitment, integrity, teamwork, individual effort, and good citizenship.

The ASU Athletic Department serves as an extension of our dynamic secondary educational program which is termed “Education-based Athletics.” Our ASU faculty and staff members consistently strive to develop within our “Scholar-Athletes” a deep commitment to the ASU Vision, Mission and ESSO statements based upon the values and principles that the department’s foundation is built upon.

What is Education-based Athletics?

It serves as a platform to enrich the educational experiences of “Scholar-Athletes” by providing them academic assistance, character development, leadership traits and Social-Emotional-Learning (SEL) support for the appropriate conduct associated with interscholastic athletics. The ASU Athletic Department promotes team sport activities that provide lifelong and life-quality learning experiences to students while enhancing their achievement of educational goals.

Scholar-a person who pursues academic and intellectual activities, particularly those students that develop a “deep-knowledge of,” “appreciation for” and seeks to cultivate “expertise” in a specific area of study.

Athlete-a person who is “proficient in sports” and other forms of physical exercise. In addition, one who has “above-average” physical abilities and is motivated to be trained in the acquisition of sport-specific skills and strategies.

ASU Athletic Department’s *Values* and *Principles* possessed by our Scholar-Athletes:

- Ethical engagement with everyone they come in contact with;
- Demonstrate responsibility/respect for themselves and others;
- Utilize the utmost positive attitude/mindset when faced with challenges in life;
- Commit to knowing and applying the ASU Vision, Mission, and ESSO goals on a daily basis;
- Display trustworthiness and honesty as they commit to and care for the ASU community members and their own family
- Realize there is no excuse for anyone to work harder than them academically and athletically while displaying a sense of fairness

1. Program Offerings

1.1. Middle School Sports (U13 & U15)

- Volleyball (Fall)
- Basketball (Winter)
- Soccer (Spring)

1.2. High School Sports (U19)

- Volleyball (Fall)

- Basketball (Winter)
- Soccer (Spring)

1.3 International Tournaments

ASU is a member of the *Central Asian Federation of Activities, Athletics, and Arts (CAFA)*, and ASU's three core sports teams (Volleyball, Basketball, and Soccer) travel to various destinations in central Asia to compete. Selected athletes are chosen to represent the school. It is understood that student-athletes who try out and join a team that is traveling are expected to pay for the trip expenses and commit to meeting the deadlines for payment set forth by the Athletic Director.

2. Eligibility

2.1 Age

2.1.1 High School - normally scholar-athletes will be at least 15 years of age and/or in grades 9-12. Occasionally, students from grade 8 and at a lower age may participate on the high school team. Factors such as a student's maturity, academics, ability, and other considerations will be made before deciding on eligibility.

2.1.2 Middle School- scholar-athletes must be in grades 6-8.

2.2 Grades

Bi-Weekly Grade Checks:

Scholar-athletes must maintain a 70% passing average in all their subjects. If any scholar-athlete falls below a 70% average in any of their classes, during the bi-weekly grade checks, parents will be notified and academic assistance will be arranged by the school Coordinator or Academic Counselor. Academic assistance will occur at least once a week until the scholar-athletes grade meets the expectation.

Absences from scheduled academic assistance (1 day, per week) and scheduled sport training (2 days, per week), without an accepted permission notice **before** either activity, will not be accepted, and will be counted as an "unexcused" absence. The accumulation of two (2) unexcused absences, in either scheduled academic assistance and/or scheduled sport training (practices), during the sport season, will result in the student being removed from the sport team for the remainder of the sport season. The team sport coach will oversee this aspect of the selected scholar-athlete progress.

Term Grades:

In addition, if a scholar-athlete falls below a 60% average in any of their classes for a quarter grade, they will automatically become ineligible and immediately will not be allowed to play any further with their sport team until they achieve passing grades.

2.3 Attendance

2.3.1 Scholar-athletes must be at school and active in their classes in order to be considered eligible for any team. Violations in attendance will result in ineligibility. Chronic/consistent tardiness and two (2) unexcused absences from a sport training session (practice) will result in a student being withdrawn from a sport team.

- 2.3.2 Being absent from school (unexcused) and/or chronic/consistent tardiness of any kind during a sports season will constitute the scholar- athlete from not being able to practice with the team.
- 2.3.3 Suspension of any kind may result in a one year ban from any sports. .

2.4 Player Selections

Scholar-athletes who wish to join a team must attend all tryout days to be considered. During the tryout period, each coach will provide an explanation of his/her expectations.. It is the duty of the student to demonstrate to the coach that he/she can fulfill these expectations. Students not selected for the team are encouraged to explore other sport opportunities or other Co-Curricular Activities.

3. Code of Conduct

3.1 Behavior Standards

All scholar-athletes are expected to adhere to the following behavior standards:

- 3.1.1 Will treat coaches, referees, and all other players fairly and with respect.
- 3.1.2 Will play by the rules.
- 3.1.3 Will control their temper and will not use foul language.
- 3.1.4 Will speak in English.
- 3.1.5 Will be a team player and work with the team.
- 3.1.6 In cases where past behavior (in classrooms, athletics, or hallways, and cafeteria) has been an issue, a behavior contract may be a condition of participating.

3.2 Code of Ethics: Coaches

Competence: Coaches recognize the boundaries of their particular competencies and the limitations of their expertise. Therefore, they must be capable of providing only those services and use sport-coaching certified techniques for which they have been qualified by coaching certification (NFHS), training, and experience coaching at the grade-level that they are qualified for.

Integrity: Coaches are honest, fair, and respectful of others while engaging with all stakeholders associated with ASU and other schools, officials, teachers, etc. Coaches realize that everyone will view their actions and behaviors more than they may anticipate, so they must be mindful of that at all times and follow requests given to them by those who are responsible for the ASU academic and athletic program.

Respect for Participants and Dignity: Coaches must respect the fundamental rights, dignity, and worth of all those taking part in sport. Coaches must be aware of cultural, individual, and role differences, including those of age, gender, race, ethnicity, national origin, religion, disability, language, and socioeconomic status.

Concern for Others' Welfare: Coaches should seek to contribute to the welfare of those with whom they interact. When conflicts occur, coaches should attempt to resolve these conflicts and to perform their roles in a responsible fashion that avoids or minimizes harm.

Responsible Coaching: Coaches should be aware of their responsibilities to the ASU community and the Mongolia society in which they work and live. They apply and make public their knowledge of sport in order to contribute to human welfare. Coaches must try to avoid the misuse of their work. As usual, coaches must comply with the school code of ethics/conduct as well as the Mongolia laws.

3.3 Sportsmanship

Teaching fair play and how to both win and lose gracefully is of critical importance to the ASU athletic program. Scholar-athletes are expected to show good sportsmanship. This requires attention to not only the words said but also attitude, body language, and showing negative emotions.

3.4 Quitting

Scholar-athletes that quit a team will be ineligible to a position on teams for one calendar year (including the sport they quit). After team selection, scholar-athletes recognize that they are holding a position that other students may have wanted. Being on a team requires the acknowledgement that other scholar-athletes depend on their participation, effort, and following these policies.

3.5 Commitment

Each member of an athletic team MUST:

- Commit to being present at all team activities, including tryouts, practices, meetings and contests with other schools.
- Dedicate himself/herself to becoming an excellent team member and school citizen.
- Strive to continually improve as an athlete.
- Demonstrate pride in team performance and in himself/herself as members of a team.

3.6 Transportation

- The school will arrange for transportation to local and distant events.
- Scholar-athletes must travel on the arranged transportation to the event if a parental/guardian permission is accepted and approved by the athletic director or the coaches.

3.7 Clothing & Equipment

- 3.7.1 Scholar-athletes will provide their own athletic clothing for practices. Jerseys and warm-up kits for the competition will be provided by ASU.
- 3.7.2 ASU will provide equipment for the sport.
- 3.7.3 The scholar-athlete will wash all jerseys and warm-up kits and return them to the athletic department within one week of the end of the sports season.

3.8 Risk Factors: Pre-Participation Evaluation (PPE)

- 3.8.1 Athletic training, practices and competitions run the risk of injury. Scholar-athletes may not participate in tryouts unless they have turned-in to the Student Services Office, a medically

released Pre-Participation Evaluation, signed by a licensed medical physician, which has to approve their ability to participate in a sport team try-out.

This is a standard practice for the safety of scholar-athletes and involves the following reasons for having a PPE done *before* a scholar-athlete may be permitted to try-out for a sport team:

The goals of the exam are to evaluate:

- The athlete's general health;
- The athlete's current fitness level;
- Any existing injuries;
- Any condition that might increase the athlete's risk of injury;
- The athlete's level of physical maturity.

3.8.2 Any injury that occurs during a school event or practice needs to be brought to the coaches or athletic director's attention right away. Before a scholar-athlete returns to any athletic program after an injury, a physician must provide written approval to resume participation in the sport.

I have read and hereby agree to follow the eligibility requirements and code of conduct as outlined in the ASU Athletic Department Mission and Expectations.

Student's Signature: _____ Sport: _____

Printed Name: _____

Parent's Signature: _____ Date: _____

Printed Name: _____

Appendix J: Public Displays of Affection

ASU recognizes that genuine feelings of affection may exist between two students. However, students shall refrain from all Public Displays of Affection (PDA) while on campus or while attending and/or participating in a school-related activity.

Being overly affectionate at school can be offensive and is generally in poor taste. The expression of feelings toward one another is a personal concern between the two individuals and thus should not be shared with others in the general vicinity. PDA includes any physical contact that may make others in close proximity uncomfortable or serves as a distraction for themselves as well as innocent onlookers.

Some specific examples of PDA include but is not limited to:

- hugging
- kissing
- holding hands
- touching faces
- sitting on another's lap
- putting legs across another's lap
- Unauthorized "private" association or interaction in a room or other area of the campus

Inappropriate public displays of affection will not be tolerated. This behavior will result in a parent meeting and possible suspension if inappropriate behavior continues after being warned. The expression of feelings of affection toward others is a personal concern between two individuals and not of others surrounding them. Therefore, good taste and respect for others is the guideline for appropriate behavior.

I have read the following document and fully understand the reasoning of such school policy, as well as the consequences of not abiding by it.

Student Signature

Principal Signature

Printed Name:

Grade/Class: