

Elementary School Regulation Policies for Parents and Students 2023-2024



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www.asu.edu.mn

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

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I. ASU Purpose

A. Vision and Mission

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

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 [ESSO's]: 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 Life Long 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

C. Child-Centered Learning Environment

ASU is the home of future leaders and our motto is “**Learn, Achieve, Lead**”.

We strive to:

- Create an environment that is focused on the best interest of the child
- Provide a warm family atmosphere within the school
- Respect the individual's learning style
- Develop in children the ability to problem solve, make choices, be creative and express themselves
- Develop in children a positive self-image to enable them to grow emotionally, intellectually, and socially
- Instill respect for parents, staff, fellow students and self
- Teach children to understand the logical consequences of their actions and to assume responsibility for those actions
- Provide an experiential educational program

II. 2023 - 2024 Year

A. Staff List -

Administration

Principal	Joanne Effa
Elementary Coordinator	Karey Fishburn
Elementary Manager	Badamkhand Ganjuur
IT Specialist	Angarag Munkhbaatar
Receptionist	Zaya Sainjargal
Student Services	Enkhtungalag Tumurchudur Binderiya Ulziibayar

Teaching Staff

Kindergarten	Ruffy Mapano Maita Sergelen
Grade One	Marilyn Gan Ashley Zelina Doris Burrows Amadelle Gudao
Grade Two	Opal Anderson John-Henry McGilligan Yining Sun Gorata Semane
Grade Three	Alaeddine Sebaa Bruna Roma Richard Dandan
Grade Four	Talita Correa Carlos Ayluardo Jane Staszak
Grade Five	Jordan Hancock Daniel Gonzalez Letasha Moodley
Mongolian	Munkh-Erdene Tserendash Munkhnasan Jigjidsuren
Music	Kurt Ramboyong
Art	Mwanzia Nancy
ICT	Amartuvshin Yura
Dance	Byambazaya Gantsooj
PE	Raul Ariza Ryan Rettig
Library	Mangala Deedal
Library Assistant	Bolor-Erdene Enkhbaatar
Literacy/ESL	Maralgua Ganbat Alimaa Byambadorj Khuslen Amarsaikhan Zolzaya Enebish Bolormaa Davaadorj Ryan Rettig

Program Assistants

Delgermaa Khalzankhuu
 Oyu Munkhjargal
 Oyundavaa Zorigt
 Solongo Chinbat
 Bayarmaa Batbayar
 Sergelen Boldbaatar
 Nomin-Erdene Badamsambuu
 Gerelt-Od Munkhbaatar
 Ariunzaya Batmunkh

B. Monthly ESSO / Character Traits

Month	ESSO	Trait	Definition
September	Academic Achiever	Acceptance	Respecting others for their differences
October	Self Directed Learner	Integrity	The quality of being honest and having strong moral principles
November	Critical Thinker	Independence	The fact or state of being responsible and independent
December	Effective Communicator	Curiosity	A strong desire to know or learn something
January		Knowledgeable	Being well-informed; having or showing knowledge and intelligence
February	Involved Citizen	Caring	Showing kindness and concern for others
March	Critical Thinker	Fairness	Just treatment or behavior without discrimination
April	Self Directed Learner	Self Control	Being able to control your own feelings and behaviors so that you can make good decisions
May	Effective Communicator	Trustworthy	Being reliable; doing what you say you will do
June	Academic Achiever	Citizenship	Supporting your community by fulfilling your duties and responsibilities

C. School Calendar - Elementary School



ASU ELEMENTARY SCHOOL 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 Aug 28 MAP Testing Begins</p>	<p>AUGUST 2023</p> <table border="1"> <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"> <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 MAP Testing Begins Feb 22 Coffee & Conversation Feb 29 Spirit Day</p>														
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Approved by Board, March 2023

D. School Profile

Curriculum

In Elementary, the core academic subjects of Language Arts, Mathematics, Science, and Social Studies are complemented by a full range of enrichment classes including: **Library, Mongolian Language, Information and Computer Technology, Physical Education, Dance/Drama, Music and Visual Arts.**

Ongoing assessment allows for the monitoring of academic progress in our students. Formal written report cards are issued to parents four times a year in which teachers provide summaries of individual student progress. Regular parent-teacher conferences are scheduled to allow for personal insights to be shared.

Kindergarten

Kindergarten is often a child's first introduction to "formal education." Goals include socialization, motor skill development, language, science, numeracy, computer and fine arts. Centers allow for cognitive, physical, social and emotional growth.

Grades 1-5

The program in the primary grades combines a creative and stimulating, yet structured and disciplined environment, allowing students to grow and develop.

The curriculum stresses the educational basics, which build strong foundations in both core and specials subjects. There is a strong emphasis on inquiry based learning with technology integration. Special events, field trips and extracurricular activities enhance the program.

Community Involvement

Students are encouraged to become involved in the community as part of our Expected School wide Student Outcomes (ESSOs). The purpose of this effort is to encourage students to develop an understanding of the various roles they can play in their community as: Academic Achievers, Critical Thinkers, Involved Citizens, Effective Communicators, and Self-Directed Life Long Learners. The ESSOs also help to develop a greater sense of belonging within the community. Efforts are aimed at cooperation and support of our sister school, public school number 60.

III. Teaching and Learning

A. Grading Expectations:

ASU believes in providing an academic environment that encourages a high standard of excellence for each student's learning. Our assessment and evaluation is designed in keeping with our beliefs that the primary purpose of assessment and evaluation is to improve student learning and provide students with clear and detailed feedback on their progress. ASU operates on the basis of four quarters. Feedback will be provided on a timely basis to students with clear strategies for improvement. Students are provided with a range of assessment and evaluation strategies, including but not limited to, written assignments, projects, homework practice, oral presentations, tests and quizzes.

1. Purpose of Testing:

The purpose of testing is to determine what a child has learned, what needs to be reviewed and the level of further programming. Testing also helps the teacher with lesson planning. The results of testing are shared privately between teacher and student.

2. Reporting of Assessment and Evaluation:

ASU believes in the critical importance of providing effective feedback to students and parents on the student's learning and achievement through quarterly reports cards.

We issue four quarterly report cards and coordinate three formal Parent Teacher Conferences (first 3 quarters). Other conferences are also held on an as needed basis and can be called for by either teachers or parents.

At ASU assessments are a critical part of the learning process and give us an accurate account of how the student is doing in learning outcomes. It is the teacher's responsibility to prepare, monitor and grade tests. Summative assessments are used to determine grades. Schoolwide Assessments will focus on Literacy Tests (F&P, Star, 6+1 Traits of Writing, WIDA Model, MAP). In the Elementary School, standards-based grading, which allows for more precise performance feedback, is used.

Students are given both formative and summative feedback and parents are kept involved. Anecdotal comments are critical in the reporting process. Students are evaluated on the basis of whether they are meeting the curriculum expectations. Inadequate work on assignments and low achievement levels must be accompanied by comments which indicate the following:

- The area that must be improved (if that is the case), i.e. which skills/concepts are being evaluated, and which of these the student did not apply. Comments should help the learner focus on what needs to be relearned or reviewed.
- Suggestions for improving the weak area, either through comments on the paper itself or through a "please see me" note and a follow-up meeting with the child.

Parent signatures are required on unsatisfactory work at the teacher's discretion.

At all Elementary School grade levels, teams (classroom teachers, the Literacy Support teacher, ELL teachers and the Administrators) discuss at-risk students to come up with strategies to support the student in every way possible.

3. Grading Scales and Grade Descriptors:

Standard Based Assessment is assessment **of** learning rather than assessment **for** learning. Teachers collaborate to establish what achievement of each standard looks like by creating clear, meaningful benchmarks (ie. levels of proficiency) students will reach to demonstrate they have met the standards established within the Massachusetts Curriculum Framework.

EE	Exceeds Expectations (The student demonstrates mastery of the above grade level standard)
ME	Meets Expectations (The student consistently demonstrates mastery of the standard)
MA	Meets Expectations with Assistance (The student is in the process of mastering this standard; student is learning and developing skills)
NY	Not Yet (The student has not gotten to that part of the learning; not enough evidence to determine the student's mastery level for this standard.)
NA	Not Assessed (The teacher has not taught or assessed that particular standard.)

4. End of Year Awards:

ASU believes in recognizing students who demonstrate excellence in academics, leadership, athletics and other programs. An annual awards assembly recognizes student achievement. The following End of Year Awards Program is currently in place at ASU:

Academic Achievement - The student with the highest academic record in each class receives this award.

ASU Leader - ESSO's - Students who have demonstrated excellence in our expected Outcomes (academic achievers, critical thinkers, involved citizens, effective communicators, and self-directed life-long learners) receive this award.

Most Improved - The student who has demonstrated the greatest academic growth throughout the year in each class receives this award.

Specials Award - This is awarded to two students (one lower elementary and one upper elementary) who are recognized for their achievements in the specials classes.

B. Elementary Physical Education and Dance Special Classes

1. Physical Education Dress:

Students in ASU physical education program participate in a variety of activities that improve basic sports skills and enhance knowledge of fitness, sports, and healthy lifestyles. The goal of the program is to develop team skills, sportsmanship, leadership skills, and enhance fitness and motor skills.

On days when students have physical education, they are required to wear the PE uniform and white-soled athletic shoes. You are asked to check appropriate dress or remind students what is required. If students are not appropriately dressed for PE, they will not be allowed to participate. This may affect their grade in the class.

Students who attend school are expected to participate in the physical education program. If, however, students are injured or ill, they must present a signed note from the parents or a physician.

2. Dance Class Dress:

Students are required to wear comfortable stretchy clothing for dance class. Time is provided at the beginning and end of classes to change. Students who do not have the proper clothing will not be allowed to participate in the class. This may affect their grade in the class.

C. Academic Integrity:

ASU is committed to academic honesty. All students are required to submit their original work. Copying or cheating of any kind will not be accepted. If teachers or staff members suspect that a student may have breached the school's standards of academic integrity they will inform the student of their concern and give the student a chance to reply to the allegation. Teachers will determine the appropriate consequences based on the needs of the individual student.

Consequences for Cheating

- First time: The teacher will explain through verbal and/or written feedback why the student's action is inappropriate and violates school rules and how to improve. If found cheating, at the discretion of the teacher the student may receive a NY and not be allowed to re-take the test.
- Second time: A note will be sent home to parents' and placed in the student's file. Written work will be re-submitted and the student will be required to fill a Reflection Sheet. The overall grade for the re-submitted assignment will be at the discretion of the teacher.
- Third Time: The student will get a NY and will be referred to Administration.

Parent Responsibilities: It is the parents' responsibility to understand this policy and explain to their children the need for academic integrity and its importance in regard to academic progress.

Teacher Responsibilities: It is the teacher's responsibility to explain the policy to the students in specific terms of the work they are trying to produce or tests they are writing. Teachers will instruct students on the referencing formats and explain clearly what plagiarism is and how it can be avoided. Teachers will speak to the students regularly during the drafting of written work to provide feedback. Teachers will model good practices.

Student Responsibilities: It is ultimately the student's responsibility to understand academic honesty and be accountable for any breach of school policy. Students are responsible for their own work and demonstration of their learning through tests and exams. Students will seek feedback from teachers about their work and show them drafts at various stages to demonstrate they understand the importance of referencing work.

D. Promotion and Support

Student progress will be determined using the following practice:

- First quarter: Identify resource needs
- Second quarter: Gauge effectiveness of intervention
- Third quarter: Determine student's growth in area of need

There are three areas that may affect promotion to the next grade level:

- Attendance and punctuality
- Meeting curriculum expectations
- Developmental appropriateness

Teachers will inform Administration of academically at-risk students by the end of quarter 2 in order to arrange conferences with parents and establish a plan of action. After thorough discussion among teachers, parents and administration, there may be some factors which indicate that it would be in the best interest of the student to be retained in the current grade. The final decision will be made by the administration.

E. Field Trips

Policy and Procedures: Experiential field trips are an effective way for students to apply what they learn in the classroom to real-world experiences. Elementary students typically go on two transportation field trips per year in and around UB and one or more walking field trips in the Zaisan area. A prerequisite for all field trips is that they are educational in nature and address ASU

curriculum expectations. Every effort is made to ensure the students do not attend the same field trips from year to year.

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 will complete a Field Trip Participation Form (Appendix A) at the beginning of the school year.

Field Trip Chaperone Guidelines: Teachers occasionally request that parents attend classroom field trips to assist as chaperones. Please remind your parent volunteers of the following:

- 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 child.
- There must be at least 1 adult for every 12 students on the field trip.

Overnight Trip Chaperone Guidelines: Any overnight trips (i.e. Grade 5 Camp) require teachers and other chaperones to adhere to the following:

- Alcohol is 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.

F. Library

Our goal at the American School of Ulaanbaatar’s library is to:

- Foster lifelong enthusiasm for reading and learning
- Teach our students the skills they will need to become lifelong learners
- Aid them in becoming effective, responsible users of ideas and information.

The ASU library serves the students and teachers of the school community with the purpose of meeting its informational needs in English. Our library seeks to provide the students and teachers with the resources necessary to be academically successful and become lifelong learners. All students are scheduled to visit the library once a week. Students will be taught library skills based on classroom curriculum and will be encouraged to check out books for reading at home. The return of all materials is a prerequisite for continued use of the library collection.

Library Rules and Regulations

General Rules

- No food or drink is allowed in the library at any time.
- Students may bring school supplies if required by the teacher or librarian (books, notebooks, etc.).
- Students are responsible for any articles brought into the library, and the library will not accept responsibility for any lost or stolen belongings.
- Students must be quiet and respectful while in the library.

- Students are required to behave responsibly at all times while in the library. Lack of self-control will result in disciplinary action and possibly the loss of library privileges.
- Overdue notices are managed by the computer system at the Circulation Counter and are not open to debate or negotiation at any time. Students may speak with the Librarian on duty at the Circulation Counter at any time to inquire about the status of checked out materials.
- Any lost or damaged materials will be replaced or paid for by the student.
- Staff on duty in the library has the right to request any student leave the library at any time for violating any of the library rules.

Borrowing Procedures

- Only ASU students and staff are permitted to checkout library materials.
- Students are not to leave the library with any library items until the items have been checked out.
- When checking out materials, students should verify the condition of the item for damage (water damage, torn/missing pages, etc.) and report the condition to the Librarian before completing the checkout procedure. If the book is damaged upon return, the student will be held responsible for any damage not previously reported.
- All library items must be returned to the library on or before the due date. All items will be checked out for a period of one week.
- The library will cooperate with the home room teacher regarding overdue materials.

Note: The main purpose of these rules is to safeguard the common interest of all users and to enable the library to carry out its functions as efficiently as possible. Failure to observe the rules can lead to disciplinary action or dismissal from the library.

G. 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.

H. School 60 Partnership:

ASU has adopted Mongolian School #60 in the Khan Uul district as its sister school. At least 50% of all monetary fundraising at ASU will go to the sister school. Community service projects (e.g. food drive, clothing/ toys/ books campaign) will focus on supporting families in need.

Fundraising - Please note that fundraising must always be approved by the administration as our focus should be upon supporting our sister school.

IV. Student and Teacher

A. Parent Partnership and Communication

1. Curriculum Introduction for Parents

To introduce parents to the school year and the expectations both of the grade level and the classroom, ASU hosts an informational afternoon/evening whereby parents come to participate and learn about the classroom. This is held annually during the beginning of September (within the first few weeks of school).

2. Parent-Teacher Conferences

Except for the end-of-the-year written report in June, Parent-Teacher Conferences for all students are held the day after the report cards are sent home. The conference is a time for parents and teachers to share information. Please see the School Calendar for the exact conference dates.

3. Parent-Teacher Communication

Homerom teachers may send home letters and/or make an introductory phone call home within the first week of school and contact parents as needed throughout the school year. Parents are also encouraged to contact the teacher with information or concerns about their child. If there is a death or illness in the family, please let the school know so teachers can be sensitive to your child's needs.

4. Student Services Officers

The Student Services Officer is the school's liaison with parents to make appointments with teachers and administration to address individual concerns. It is expected that all communication and interactions between parents and student service officers will be respectful and courteous.

5. Coffee and Conversation

All ASU parents are encouraged to attend these monthly informative meetings to learn about our school curriculum, policies and to ask questions. Parents are also encouraged to provide feedback through our annual School Climate Survey.

6. Emergency Communication

Parents are advised not to call students during the School Day. If there is an emergency please contact the Student Services Office and we will get a message to your child. The start of the school day is a busy time for teachers and program assistants. Parents are encouraged to make an appointment if they wish to meet with the teacher.

7. Parent Volunteers

Volunteering in the school is one aspect of the special relationship between parents and educators. Educators will inform the parents of the volunteer duties. It is the responsibility of the teacher to cancel any parent volunteers scheduled to come to the classroom, if the teacher will be absent or the activity is canceled. The following is a summary of the guidelines for all parent volunteers:

- Parents may volunteer in the classroom at a specific time and for a specific purpose planned by the teacher.
- Parents who want to volunteer in the classroom to help individual students in reading, writing or math may commit to do so.
- Parents will meet with the teacher and Principal to make arrangements before volunteering.
- Volunteers will not perform assessments and will be expected to keep student information confidential.
- Parents are encouraged to share their expertise with storytelling, music, art, etc.

8. Process for Parent Concerns

The American School of Ulaanbaatar is committed to open communication and problem solving. When conflicts and/or concerns arise, parents are asked to set up an appointment to speak with the

faculty member and attempt to resolve the concern. For parents with limited English-speaking abilities, a translator will be provided.

In most cases, resolution can be reached at this step. If the faculty member and parent cannot successfully resolve the concern, then either party may request that the Principal intervene to facilitate problem-solving. Our goal as a premier learning institution is to maintain open and positive communication between home and school to ensure student success.

Conflict Resolution Policy can be found at Appendix E.

B. Homework Purpose and Policy

1. Homework Purpose:

Homework is assigned to help students develop study skills and achieve academic competency. Parents have the responsibility to monitor and no more than reasonably assist their child. All assignments submitted must be the student's own work.

Homework is an important part of the educational process; however, we believe that homework is not necessarily the most important thing students should be doing after school. Our hope is that students are encouraged to pursue other interests and are allowed to play, socialize with their friends, and just be kids!

2. Teacher Responsibilities

- Design assignments that prepare students for new content or practice skills learned in class
- Explain homework assignments so students understand content
- Ensure students understand expectations
- Monitor completion of homework assignments
- Provide feedback

3. Student Responsibilities

- Ask questions if the homework assignment is unclear
- Complete all homework assignments independently, with minimal assistance from parents or tutors
- Do not copy assignments from friends
- Complete homework assignments according to the same neatness standards as expected in class
- Complete and return homework as requested by the teacher

4. Parent Responsibilities

- Create a study area at home and provide necessary supplies
- Establish specific times and routines for homework
- Assist the student only as needed
- Help the student arrive at the answer rather than provide the answer
- Do not correct homework or focus on what the student does wrong; allow the student to get help in those areas from the teacher
- Stop assisting if student expresses anger or frustration
- Communicate with the teacher if the student is consistently unable to complete homework assignments

5. Homework Guidelines:

The purpose of homework assignments is to prepare students for new content (e.g. collect leaves for an upcoming unit on the four seasons), practice skills they have learned in class, or finish incomplete classroom assignments. New content should never be introduced in homework, and to be effective, students must receive feedback. The following chart provides guidelines for the average amount of homework students can reasonably manage each evening. The amounts apply to a "typical" grade level student; some students may require more time to complete the assignments, while others may require less.

Grade Level	Average Number of Minutes Per Day
Pre-K	5-10 minutes of shared reading
KG	5-10 minutes of shared reading
Grade 1	10-15 minutes (including reading and specialist classes)
Grade 2	20-25 minutes (including reading and specialist classes)
Grade 3	30-35 minutes (including reading and specialist classes)
Grade 4	40-45 minutes (including reading and specialist classes)
Grade 5	50-55 minutes (including reading and specialist classes)

Although homework is not normally assigned on weekends, occasionally students may need to work on projects or assignments not completed during the week due to absences or other factors.

***During vacations 3 days or more, homework should NOT be assigned. Holidays are important for family events.

C. PBIS - Positive Behavior Intervention System:

To encourage students to make consistently responsible choices, teachers and administrators acknowledge students who make good choices. In addition to behavior management techniques used by teachers in the classrooms, students may receive the following.

- **Wolf Smiles** - Wolf Smiles are presented to individual students who show responsible, respectful, or safe behavior at ASU. The Wolf Smiles are given by administrators, teachers, or support staff. Students who receive a Wolf Smile go to the assistant elementary principal's office. Wolf Smiles are displayed on the bulletin board. Students who receive Wolf Smiles receive three points for their Spirit House.
- **Wolf Pride Slips** - Wolf Pride slips are presented to an entire classroom for showing responsible, respectful, or safe behavior at ASU. The awards are given by the Principal, or teachers may give them to other classrooms as well. The awards are displayed proudly in individual classrooms. Each Spirit House receives five points for a Wolf Pride slip.
- **Think Time** - Teachers are asked to use this strategy after other strategies within the classroom have failed. Students are sent to partner classrooms with the appropriate *Think Time* sheet and are given time to consider their actions and complete the form.
- **Check-In/Check-Out Policy** - The Check-In/Check-Out procedure is an intervention that is part of our Positive Behavioral Interventions and Supports (PBIS) approach. It is used for students who are unresponsive to the prior strategies.

1. Student Code of Behavior:

ASU is an environment where staff and students can enjoy learning and growing in an atmosphere where people care, have a sense of pride and strive for excellence. Our students are expected to be respectful, responsible and safe. This Code facilitates a school environment that is orderly and purposeful so that the goals of learning may be achieved in ultimately preparing the students to be future leaders. Classroom teachers may also have specific routines and expectations in the classroom.

Student Code of Behavior:

- Show respect for the rights, property and safety of themselves and others.
- Express themselves with socially acceptable language and behavior.
- Exhibit behavior that avoids intimidation, harassment, violence and discrimination.
- Dress according to the school Dress Code.
- Attend classes, activities and events and be prepared and punctual.

- Demonstrate behavior that contributes to an orderly, supportive and safe learning environment.
- Finish and turn in homework assignments on time.
- Always follow staff directions.
- Helps to maintain a clean school environment.
- Always stay in designated areas.

Responses To Inappropriate Behavior Shall Be:

- Logical, realistic, timely.
- Appropriate to the student's stage of development and considerate of the student's special needs.
- Reflect the severity of misbehavior and take into account the frequency, duration and intent of the misbehavior.
- Chosen primarily to restore stability in the learning environment.
- Enable students to learn to make better choices.
- Enable students to generate appropriate responses and solutions.

2. Consequences and Strategies:

The following are examples of consequences and/ or strategies that may be considered in response to inappropriate behaviors:

- Think Time
- Teacher arranges for student detention in home room
- Visit Administration
- Teacher/ Student/ Administration conference
- Phone call to parent(s)
- Interview with parent(s)
- Implementation of behavioral or Check-In, Check-out program
- Out of school suspension
- Expulsion

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

- Stealing
- Making serious threats to others
- Leaving the school without proper authorization
- Causing damage to school property or property located on the school premises
- Swearing at a teacher or other person in authority
- Physical assault (punching or kicking)
- Cyberbullying, bullying, intimidating, threatening
- Making others feel unsafe or unwelcome in our school community
- **Bringing dangerous items to school**

Once suspended, the student's return to school will be discussed with the student and parents in accordance with the school's policy and expectations.

3. 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.

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.
- Did not meet the deadline for tuition and fees
- The student does not successfully complete Grade 5 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.

D. Spirit Houses

1. Spirit House Rationale:

The purpose of the elementary house initiative is to (1) empower students, (2) promote respect, understanding and sportsmanship, (3) inspire students to take action, (4) encourage students to enrich the community through active teamwork, and (5) provide leadership opportunities to students within the school community. Grade 4 and 5 students elect Spirit House captains and co-captains from among peers.

Spirit House activities allow intermediate students to acquire leadership skills and become role models for younger peers, while primary students become acquainted with older classmates and learn from them in constructive ways. Healthy, friendly competition between the Spirit Houses contributes significantly to the positive community atmosphere within the school.

2. Spirit House Procedures:

Each of the members of the school community (teachers, program assistants, and students) is assigned to one of four Spirit Houses represented by a color (green, red, blue and gold), and the houses include groups of students from all grade levels to encourage interaction between classrooms and age groups.

Students can earn points for their Spirit Houses in one of several ways:

- Dressing up and participating in school-wide spirit days
- Consistently wearing proper school uniform
- Regularly speaking English in the classroom
- Habitually completing homework assignments
- Receiving a Wolf Smile
- Contributing to class discussions and activities
- Participating in Sports Day

Classroom teachers keep track of points each month on a recording sheet, and fifth grade “House Captains” collect the sheets and combine the scores. Monthly results are included on Spirit House bulletin boards in the school.

E. Absences and Tardies:

ASU believes that regular and consistent attendance is very important in a student’s learning. The first class begins at 8:20 am and all students need to be in their scheduled classroom when the bell rings. For students that are absent or tardy, ASU is not responsible for giving them opportunities to make up

missed tests and/or assignments. Any make-up work will be granted at the teacher's discretion in consultation with Administration. For any absence, ASU reserves the right to administer assessments to gauge student attainment of missed curriculum in order to determine their progression to the next grade.

Tardy to school - If a student has an early morning appointment, a parent should call the school and inform the office that he/she will be tardy due to a medical or dental appointment. A note from the doctor's office is required. Frequent student tardiness will result in a parent meeting with administration.

We monitor student tardiness closely throughout the school year. Learning time is precious at ASU and the following procedure will be followed to encourage regular attendance.

Absences - Parents must call or email to notify the school on the morning of a student's absence. The school should try to make a reasonable effort to contact a parent whenever a child is absent.

An excused absence should include full student name and grade and may include:

- Personal illness or an illness in the family
- Death in the family
- Absences approved in advance by the Administration Prior Request
- Emergency dental and doctor visit (Parents are encouraged to make appointments after school).

The above must be documented and filed with the Student Services Office.

Absence with prior permission - Parents who are aware of a future absence of their child must make a request through the Student Services Office indicating the reason for the absence and requesting the absence be recorded as excused. The Student Services Office will evaluate the request and may issue an Absence Request Form (Appendix B). The student must have this form signed by his/her homeroom teacher and the Principal and return it to the office at the end of the day. The homeroom teacher can mark "unapproved". Students will be assessed on curriculum missed due to absences.

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 parents to discuss the importance of attendance and inform them about the possibility of retention or dismissal.

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.

F. Student Dress Code

Appropriate attire sets the tone for the school day. It is also important to expect students to obey the regulations; therefore, students must follow the dress code

Students in violation of the dress code will be given a Dress Code Violation Slip and sent to Student Services. Student Services will contact parents and after 3 violations, parents will be notified to provide the appropriate clothing items.

Uniform 2023-2024

At ASU we believe that it is of primary importance that the students' mode of dress be conducive to learning. It is for this reason that the Dress Code has been established. The Dress Code will be consistently enforced throughout the school year. Students who are not in the proper uniform will receive a Dress Code Violation. If this happens 2 times parents will be contacted, and if more than 2 times the **student will be sent home**. In addition to wearing the School Uniform, the students are required to adhere to the following:

- Shoes are black uppers with white or light colored soles that are non-marking. They may have a small colored logo.
- Girls will wear black or skin-colored tights, winter and woolen leggings under the skirt (no patterns). Girls are not allowed to wear pants.
- Black or navy blue socks only for boys.
- Natural hair color only. No hair dyes or additional colors.
- The dress code is in effect from Monday through Thursday and must be followed by all students.

Boys' Uniform



Jacket

Long sleeve polo

Short sleeve polo



Pants

Girls' Uniform



Jacket

Long sleeve polo

Short sleeve polo



Skirt

Shoes

PE uniform /Elementary School only/



PE Shoes



G. Recess

To enhance academic achievement in the classroom, students are encouraged to participate in gross-motor activities during outside recess.

Occasionally, parents request children remain indoors during outside recess because of illness or previous injury. A note from a doctor is required in these circumstances, and students will be required to participate in a quiet activity in a designated area. Students may not remain in a classroom without a teacher present. Students are expected to play in designated areas only.

Because of the harsh winters and cold temperatures in Ulaanbaatar during the winter months, students must often remain indoors during recess time. In the event of inside recess, students will engage in activities in appropriately supervised areas.

H. Student Supply Lists:

A school supply list is provided for each grade during registration and/or prior to the start of the school year. Parents are required to provide the necessary supplies. Grade-level supply packs are available for sale at the Reception desk. Workbooks and texts are supplied by the school. All textbooks are the property of the school and are to be returned at the end of the year in good condition. Students must reimburse the school doubled price for the cost of lost books as a negligence fee stated by the Finance Office of ASU.

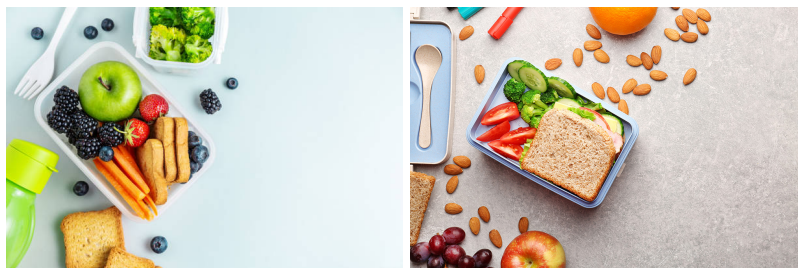
***The book deposit is collected to ensure ASU textbooks remain in good condition. The deposit will be fully refunded when a student withdraws from ASU and if all books are returned in good condition.

I. Nutrition

Lunch Procedures - ASU has an on-site cafeteria where students can purchase hot meals, healthy snacks and drinks. The menu will appear on our School website each month. All students' ID cards should be charged by parents. Students should not come to school with cash.

Snacks -We are a “junk food” free zone, therefore, if students bring unhealthy snacks, they may be held by the teacher and returned to the parents.

1. Pre-K to Grade 1: Snack time is scheduled for morning and afternoon. Parents are asked to send healthy snacks for their child.
2. From Grade 2 on, snacks are available for purchase during recess and must be eaten in the cafeteria.



Classroom Parties (including birthday celebrations) - Parents with children in Kindergarten to Grade 3 must communicate in advance with homeroom teachers their wish to celebrate their child's birthday on the appropriate **Thursday** afternoon. Only cake and juice is allowed for student birthdays. Obviously, individually wrapped items are welcome to ensure safe food handling. Children should not gather around the food and by no means should candles be lit and blown out.

J. Student Cubbies

Student cubbies are the property of the school and are provided for students. Coats and boots should, in most cases, be kept in the student cubby. Misuse or abuse of cubbies will result in repair or replacement costs. Valuables should **not** be brought to school. Administration reserves the right to inspect cubbies if necessary.

K. Prohibited Items

The possession, use, and/or sale of tobacco, alcohol, drugs or any other items deemed harmful to oneself and others (such as weapons or things that can be used as weapons and **dangerous items**) are strictly prohibited on any part of the School premises and at school sponsored events/activities. In order to deter and prevent this, the school reserves the right to conduct searches of students' bags, backpacks and lockers.

Photographing and/or videoing any member of the school community without their permission is strictly prohibited. This does not apply to photography/video that is solely for internal official use (e.g., yearbook, school bulletin board). Any images intended for marketing (e.g. school website or other social media) must be used by only approved ASU staff. Severe consequences, including immediate dismissal, will result if students violate this policy. Parents must complete a Student Photograph and Video No Release Form if they do not want their child's photo used for marketing purposes. (Appendix C).

Cell Phones/Electronic Devices - No personal devices are to be used by students during the school day for personal reasons. If a student is found using a device inappropriately, it will be taken from him/her by the staff member and returned at the end of the day. On the 2nd offense, the device should be taken to administration and parents will be notified.

L. CCA's: Co-Curricular Activities:

The school addresses a wide range of sporting, recreational and artistic activities ensuring students can discover their potential, explore their interests and develop their sportsmanship, teamwork and fair play. The program offers a variety of interests and abilities, to ensure that all students have the opportunity to participate and develop fully. Activities will be offered on Mondays and Wednesdays from 3:35 p.m. - 4:20 p.m. from September to December and from March to May. Students need parental approval for all activities. Attendance will be taken. Activities vary every year.

M. Tutoring:

Occasionally parents may use the services of tutors to help support their child with homework and/or classroom assignments. We recommend that tutors follow the ASU curriculum rather than confusing students with content and curriculum from other countries and/or sources. Tutoring is the most beneficial when the students achieve the standards and benchmarks set by the school. Parents should contact their child's classroom teacher for further details. Occasionally, various current teachers may be available for tutoring at ASU. All tutoring involving school staff must be coordinated through Student Services. The current tutor rate per hour is 40,000 MNT. Tutoring must occur at school immediately following work hours. Parents are expected to pick up their child at the arranged time.

N. Late Fee Policy:

The school day for elementary school begins at 8:20 a.m. and ends at 3:25 p.m. It is the parents' responsibility to make sure that their child arrives at school on time and departs school by 3:45 p.m. (4:45 p.m. on Mondays and Wednesdays, *if* the student is involved in an ASA). Parents are asked to be sensitive to the other responsibilities of ASU staff after normal school hours and ensure students are picked up no later than 3:45 p.m. if not in an ASA, and 4:45 p.m. if in an ASA. Students not picked up

by 3:45 p.m. (or 4:45 p.m. for ASAs) will be sent to the Student Services Office, and there will be a charge of 1,000MNT per child per minute. This policy is in place for child safety and security.

O. Withdrawal Procedures

If a student withdraws from the School the parents or guardians are required to submit a written request. After receiving this request, the student, teacher and parent need to complete the Student Checkout form (see Appendix D), and the student will return all textbooks and library books. After all materials are returned, the school administration will release the report cards and book deposit fee.

P. School Bus Service Policy:

The 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.

School buses arrival/departure times

- Buses arrive at school by 8:10 a.m.
- All buses leave the school at 3:40 p.m. (except on Co-Curricular Activity days)

1. School Duties

- Buses are equipped with cameras and microphones. Bus drivers are provided with a cell-phone and units, as well as a list of contact numbers to reach parents.
- Parents will sign a bus service contract two weeks prior to school commencement after reviewing bus routes approved by school administration. Seats in the bus will be confirmed after the contract is signed and 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.
- 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.
- Parents will be introduced to “The Requirements of Bus Drivers” approved by school administration. The school will assist to solve any conflict and miscommunication between parents and bus drivers.
- School administration will conduct a monthly unscheduled inspection to monitor bus drivers’ performance and compliance to the requirements and report to the bus company to make improvements.
- Changes to bus routes and dropping off/picking up students from a new district outside the routes will be made by school administration. Bus drivers are strongly instructed to transport students on established routes only.
- 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 a written approval from parents.
- 1.8 If a student continuously violates the 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.
- 1.9 School Administration will organize child safety training and effective communication training for bus drivers.
- 1.10 If bus drivers fail to pick up students at a scheduled time due to any technical failures to the bus, school administration will be responsible for contacting the bus company to compensate the costs.

2. Parents’ Duties

- Parents will give basic instruction to their children on how to behave on the bus.
- Children must be brought to a designated bus stop 5 minutes before the scheduled time.
- Parents are responsible to drop off/pick up their young children to 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, and a late fee will be charged to the parents.

- 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.
- 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 to school. School will not bear the cost.
- 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 and hail, or strong wind that impacts road conditions) parents are responsible to bring their child to school.
- 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.

3. Students' Duties

- Students must be seated and buckle up the seat belts before the bus departs. Students will proceed to get on/off the bus ONLY when the bus comes to a full stop.
- Students must be at his/her designated stop 5 minutes before the scheduled bus arrival time and must be seated 5 minutes before the bus departs.
- 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.
- 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.
- Any conflict/miscommunication on the bus must be dealt with in good faith and if necessary, be solved based on camera footage.
- No eating or drinking is allowed on the bus. 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.

4. Drivers' duties

- 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.
- Drivers must keep the buses clean and keep the furniture such as seats, headrest, window, floor and door in 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.
- 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.
- Drivers will load/unload the students on the bus according to the list of names and established route 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.
- Any requests from parents regarding the school bus service must be handed to School Administration. Drivers are prohibited from making their own decisions.
- If School Administration ordered the bus drivers to make improvements, they are obliged to do it within a time given.
- 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.
- Drivers are forbidden to: use alcohol and tobacco in the workplace; use vulgar language with parents and students; meddle with the 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.

V. Emergency and Health Procedures

A. Illness:

At times, students make teachers, student services, and/or administration aware about minor illnesses such as stomach ache or headache. These students will be monitored closely and if symptoms worsen, a phone call will be made to the parents to pick up the child.

Should your child have a fever or cold symptoms at school, or if your child vomits at school you will be called to take him/her from the school. Please make arrangements to pick up your child as soon as possible. Removing a sick child from class will ensure that all children are protected from illness.

In addition, we suggest that you:

1. Keep your child home from school and contact your family doctor if your child has any of the following: temperature, rash, diarrhea, vomiting or listlessness.
2. Notify the school immediately if you learn from your doctor that your child has one of the following conditions: chickenpox, fifth disease, hepatitis, measles, meningitis, mumps, pertussis (whooping cough), and rubella. Your child must remain at home until he/she is no longer able to spread the disease.

B. Medications & Medical Needs:

Parents are to provide the school with any health related matters including (but not limited to) allergies, ongoing medical care, or physical restrictions. Should your child need medication during the day we ask that you use the following procedure:

1. Submit to the office written authorization for the medication to be administered. (Forms available in the office)
2. Medication should be brought to the Student Service Office or given to the PA.
3. Please label the medication container with your child's full name and class, time medication should be given, and whether medication requires refrigeration.

C. Emergency Procedures:

We must be able to reach a parent or person designated by the parent(s) at all times during the school day. It is your responsibility to ensure that we have at least one telephone number where someone can be reached. The school must be notified of any changes immediately.

Any student needing emergency medical care during school hours will be taken to GrandMed, the nearest medical facility.

VI. Appendix - Forms and Policies

APPENDIX A

Field Trip Participation Form

The undersigned _____ Parent or Guardian of _____

(Parent/ Legal Guardian)

a student in Grade _____ of the American school of Ulaanbaatar agrees that:

1. The above named student has my permission to participate in all educational field trips during the school year, as approved by the principal. I understand that I will be notified in writing in advance of the dates and locations of these field trips.

2. I agree to release the American School of Ulaanbaatar and its representatives from any claim for personal injury or damages resulting from my child's participation in educational field trip activities.

3. I understand the activity and give my permission to my child's participation.

4. I give permission for my child to travel by the means of school transportation.

5. I give permission for my child to participate in local walking trips in the Zaisan area without additional notice.

6. In the event of an emergency or medical need, I give permission for medical treatment. I release the following information about my child:

A. Physical problems or limitations

B. Current Medication

C. Drugs or other allergies

D. Name and phone # of physician

E. Name and phone # where I may be reached

7. The above named student is covered by medical/ liability insurance

8. As the parent or legal guardian of the above named student, I am authorized to sign this permission form.

I HAVE READ AND UNDERSTAND THIS PERMISSION FORM AND UNDERSTAND THAT

THE AMERICAN SCHOOL OF ULAANBAATAR IS RELEASED FROM LIABILITY AS A RESULT OF ANY INJURY OR DAMAGES FROM MY CHILD'S PARTICIPATION IN THE FIELD TRIP ACTIVITY. I ALSO UNDERSTAND THAT IN THE EVENT OF EMERGENCY OR MEDICAL NEED, I HAVE GIVEN MY PERMISSION TO HAVE MY CHILD RECEIVE MEDICAL TREATMENT BY THE BEST MEANS AVAILABLE.

(Parent or Guardian Signature)

(Date)

APPENDIX B
Student Absence Information

Student Name's: _____

Grade(s): _____ Teacher(s): _____

Type of Absence:

Illness or health reason Family business Bereavement Other:

Will be absent from: _____ To: _____

Additional Comments and/ or study plan while absent:

School Administration and Teacher

Student Services Office _____ Date: _____

Homeroom _____ Date: _____

Teacher _____

Not approved / Reason _____

Approved _____

Principal _____ Date: _____

Approved Not approved / Reason _____

Parent or Guardian Contact Information

Phone: _____ Mobile: _____

Email address: _____

Parent Signature: _____ Date: _____

APPENDIX C
Student Photograph & Video Release No Release Form

School Website and Social Media 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 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 D
Elementary School Student Check out form



AMERICAN SCHOOL OF ULAANBAATAR
P.O.B. 2365
Central Post Office
Ulaanbaatar-15160, Mongolia
Tel: 976-11-34 15 01
976 -11-34 88 88
Email: info@asu.edu.mn
Website: www.asu.edu.mn

AMERICAN SCHOOL OF ULAANBAATAR
Elementary Student Withdrawal Checklist
2022-2023

Student's name: _____ Grade: _____

REASON: (1) ___ GRADUATION (grade 5) Class of : _____
(2) ___ WITHDRAWAL Effective Date: _____

Parents/Guardians/ Эцэг эх/Асран хамгаалагч:

Reason for withdrawal/Хүүхдээ шилжүүлэх болсон шалтгаан:

Please check one / Аль нэгийг нь сонгоно уу:

- To private school (if YES, please indicate name of school) / Хувийн сургууль руу
(Хэрэв ТИЙМ бол сургуулийн нэрийг доор бичнэ үү)
- _____
- To public school (if YES, please indicate name of school) / Улсын сургууль руу
(Хэрэв ТИЙМ бол сургуулийн нэрийг доор бичнэ үү)
- _____
- Moving abroad (if YES, please indicate name of country) / Гадаад улс руу шилжих
(Хэрэв ТИЙМ бол орны нэрийг доор бичнэ үү)
- _____
- Others/Бусад шалтгаан
- _____

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: _____

The American School of Ulaanbaatar's challenging, comprehensive and supportive learning environment encourages students to actively discover and develop their intellectual, physical and creative potential. The school demonstrates its commitment to the development of the whole child through stimulating academic and co-curricular programs that prepare students to learn and achieve success in an ever changing global society.



AMERICAN SCHOOL OF ULAANBAATAR
P.O.B. 2365
Central Post Office
Ulaanbaatar-15160, Mongolia
Tel: 976-11-34 15 01
976 -11-34 88 88
Email: info@asu.edu.mn
Website: www.asu.edu.mn

Homeroom teacher and Program Assistant

_____ All books and other materials returned

_____ Cubby cleared

Homeroom teacher's name _____ signature: _____

PA's name _____ signature: _____

Library:

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

Librarian's name: _____ Signature: _____

Cafeteria:

_____ Account clear, if any ₮/\$ _____

Cafeteria staff's name: _____ signature: _____

Student Services:

Note: _____

_____ Letter of student resignation (Date received: _____)

_____ Copy of transcripts records given and letter of attendance (_____)

Student Services Officer's name: _____ Signature: _____

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P.O.B. 2365
Central Post Office
Ulaanbaatar-15160, Mongolia
Tel: 976-11-34 15 01
976 -11-34 88 88
Email: info@asu.edu.mn
Website: www.asu.edu.mn

Accountant:

Fees and other charges have been paid:

___ Registration

Tuition: ___ 1st Semester ___ 2nd Semester

___ Bus ___ Library Fees (₮/\$ _____)

___ Outstanding late pick up fee (₮/\$ _____)

Refund calculation:

Tuition fee refund: _____

Book deposit refund: _____

Bus payment refund: _____

Library Fees: _____

Other fees 1: _____

Other fees 2: _____

Total Refund: _____

Accountant's name: _____ Signature: _____

Managing Director:

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

The American School of Ulaanbaatar's challenging, comprehensive and supportive learning environment encourages students to actively discover and develop their intellectual, physical and creative potential. The school demonstrates its commitment to the development of the whole child through stimulating academic and co-curricular programs that prepare students to learn and achieve success in an ever changing global society.

Appendix E

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:

Informal conflict resolution and complaint process

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.
2. If the problem cannot be resolved at the lowest level, the staff member 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.
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.

Formal conflict resolution and complaint process

1. School 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. 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.
3. If the complainant agrees with the plan of action, the principal will keep a copy of the signed reply on record.
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.
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 F

The American School of Ulaanbaatar Child Protection Policy

International 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.

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 common definition of child abuse (physical, emotional, and neglect)
3. Discussion and lessons 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 family 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)

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.