

PARENT-STUDENT HANDBOOK

2026-2027



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I PURPOSE AND DIRECTION



VIRTUE OF THE YEAR

Service

BIBLE VERSE OF THE YEAR

"Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms."

1 Peter: 4:10



ABOUT ASHTON SCHOOL

For the last twenty eight years, the Ashton School has been serving our community as a privately owned, independent Dominican/International school offering instruction in English at the pre-school, elementary, secondary school levels, as well as Spanish instruction in the subjects required by the National Ministry of Education. The instructional program is student-centered and maintains high academic and personal development expectations, grounded in research-based practices and biblical principles.

The Ashton School was founded in 1998 with fewer than ten teachers and only 35 students in a one-family house, serving students in Kindergarten through third grade. Today the school serves a population of approximately 530 students ranging in grades Pre-Kinder through 12th grade and is accredited by COGNIA and recognized by the National Ministry of Education of the Dominican Republic (MINERD).

The school was inspired by the ideals, methods and techniques of the educator Sylvia Ashton Warner who dedicated part of her life to educate children, teaching them English as a second language, while respecting and maintaining their customs and cultural identities.



VISION

The Ashton School is dedicated to be an institution of excellence centered on inspiring minds and transforming hearts.



MISSION

To provide a challenging academic program shaped by international and national standards, values based on biblical principles, enhanced with physical and cultural experiences, so its students will be able to integrate their academic knowledge and skills with wisdom, respect, and love for God and others.



OUR SYMBOLS

Roots: grounded in an excellent academic program and biblical principles;

Wings: to soar with the knowledge and values learned to thrive, serve and impact the world around them.



ABOUT ASHTON SCHOOL

PHILOSOPHY

The Ashton School's academic program consists of a standards-based approach supported by curricular learning targets in all core subject areas. Programs are backed by research-proven instructional strategies in the classroom, and assessment and reporting practices that will allow the students to take ownership of their learning processes by understanding intended learning goals and engaging in continual assessment.

Since its founding in 1998, the Ashton School has been determined to provide the necessary support to stimulate students' academic and personal development, self-esteem, self-determination, as well as respect for others.

A collaborative effort is made to achieve excellence in the skills, concepts, procedures and dispositions that one requires for lifelong learning in English and Spanish. Through its character education program, which is based on Judeo-Christian principles, students are also taught how to make valuable contributions to their society by being a sensitive, creative and responsible citizen.

The described philosophy takes shape through different dimensions, which cover all areas of children's development:

- * **Social**.- Contributes to children's socialization, helping them to enjoy school, the atmosphere, to make friends, and feel like an essential part of the group;
- * **Emotional**.- Aids in the acquisition of self-confidence, self-discipline, a positive attitude, and appreciation and respect for life;
- * **Cognitive**.- Helps children to become excellent apprentices, allowing them to try their own ideas, make mistakes and learn from their errors while exploring their capacities, developing their abilities to formulate questions, face and solve problems, and express their agreements and discords effectively and respectfully;
- * **Psycho-motor** - Promotes the increase of motor skills, confidence in exploring possibilities to practice with their bodies, and learning good habits for healthy living;
- * **Spiritual**- Teaches that Christian principles and virtues, which are the foundation for Catholic and Evangelical denominations, will help students lead honorable and healthy lives. We believe the Bible is God's instrument to make this possible and that it teaches students the love of God and the desire to honor and worship Him.

Our philosophy is also based on "Love & Logic"® practices which are carried out while sustaining a "Culture of Grace"® as we address students' dispositions. Our actions and reactions are accompanied with empathetic and logical responses intended to help students take responsibility for their actions while restoring them to healthy behaviors.

Students will also come to understand and appreciate that God's creative wisdom is vastly evident in what they encounter on a daily basis. This may range from understanding the perfect order of mathematical systems, to the physical laws of the universe, to an appreciation of how colors come together during their art class.

Our guiding standard with regards to character education and general decision-making at the school is grounded primarily on the biblical principles of **loving the Lord our God with all our heart, soul and mind and loving our neighbors as ourselves**. These two guiding principles not only form the basis of our character education philosophy, but should also permeate throughout the school and be evident in our conduct, speech and guide us in decision-making.

This means that in our school you will find teachers and staff members who not only possess the credentials and qualifications to carry out their respective academic responsibilities, but are also: loving, joyful, peaceful, patient, good, faithful, gentle, honest, self-controlled, kind, responsible, and respectful.

We believe that if students are surrounded by people who are modeling these attitudes and dispositions, they too will understand the meaning of loving and knowing God and be able to demonstrate concern and love for their "neighbor". Students will also appreciate their own significance and self-worth by understanding how much God loves and cares for them. We believe this can only truly be accomplished if they are given the opportunity to get to know God, His attributes, His principles and His greatest expression of love in the gift of Jesus.

As educators, it's essential to understand that we can't just expect to educate the mind without concerning ourselves with our students' hearts. What is in their hearts will either "interfere with or propel the educational process".

CHILD PROTECTION PHILOSOPHY

Ashton School is committed to the protection of the whole child; physically, emotionally and spiritually. The school adheres to both Dominican regulations and COGNIA Assurances (summarized below) related to child protection policies and practices. Detailed policies, definitions and practices are outlined in the school's Child Protection Handbook which is reviewed annually by the leadership team.

The school is committed to preventing and responding appropriately if children are harmed, or if allegations of harm to children are made. The Child Protection Response Team and Academic Council ensure that we have procedures for reporting suspected situations. The school is also obligated to report suspected cases to the corresponding government authorities and maintains effective relationships with external organizations and bodies that are able to provide appropriate support and advice on matters related to child protection.

Our faculty, staff, contractors and volunteers are trained annually to ensure the safety and welfare of our students. Our staffing protocol includes rigorous procedures to ensure that our employees are of sound moral character and suitable to work with children and young adults. This includes requests for disclosure statements on employment applications and appropriate interview questions, employment reference checks, criminal background checks, and a signed and personal commitment to our Safe Environment and Staff Code of Conduct agreement.

External providers who are trained in child protection matters deliver learning programs for our students, in conjunction with the Counseling Department and the Child Protection Response Team.

All reports of suspected abuse and actions taken are securely guarded by the school.



ACCREDITATION AND AFFILIATIONS

The Ashton School is accredited by COGNIA. As a COGNIA accredited school, the school provides instruction in English in the core subjects and prepares students for universities abroad.

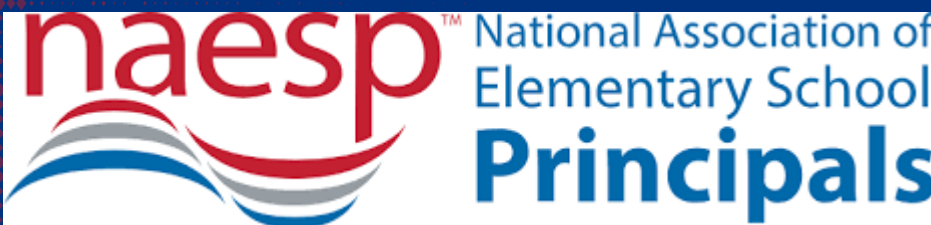
The school is also recognized by the Ministerio de Educación de la República Dominicana (MINERD) and thus complies with the required hours and academic program in Spanish and Sociales.

Other affiliations include:

- Association of Christian Schools International (ACSI)
- Tri-Association
- Association of Colombian-Caribbean American Schools (ACCAS)
- AXIS
- National Honor Society (NHS)
- Asociación de Instituciones Educativas Privadas (AINEP)
- Asociación Dominicana de Mitigación de Desastres (ADMD)
- Ministry Safe
- RenWeb/FACTS
- Northwest Evaluation Association (NWEA)
- National Association of Independent Schools (NAIS)
- National Student Council (NatStuCo)
- National College Athletic Association (NCAA)



ACCREDITATION AND AFFILIATIONS





GUIDING PRINCIPLES

- Mastery of Knowledge & Skills
- Creative, Critical and Curious Thinking/Designing
- Spiritual and Socio-emotional Formation
- Social Responsibility and Outreach
- Equitable & Extended Talent Development
- Communication, Collaboration & Organizational Effectiveness

MASTERY OF KNOWLEDGE AND SKILLS

Purpose Statement

We equip students to pursue academic excellence through mastery of rigorous standards, meaningful application of learning, and continuous growth in the knowledge, skills, and dispositions necessary to thrive in a changing world.

Rooted in a biblical worldview, this principle reflects our commitment to learner-centered, standards-based education that prepares students to lead, serve, and glorify God in every area of life. In short, it sustains academic excellence and measures what students know and can do academically.

Measurable Indicators

- **Academic Proficiency:** Students demonstrate proficiency in grade-level learning standards across all core academic disciplines.
- **Academic Growth:** Students demonstrate measurable annual growth regardless of their starting point.
- **Authentic Application:** Students transfer knowledge and skills through interdisciplinary, real-world, and service-oriented learning experiences.
- **Learner Ownership:** Students set learning goals, monitor progress, reflect on feedback, and demonstrate increasing ownership of their learning.
- **Postsecondary Readiness:** Graduates demonstrate readiness for university, career pathways, and lifelong learning.
- **Digital Literacy:** Students demonstrate digital literacy by effectively locating, evaluating, creating, and communicating information using appropriate digital tools and technologies.



CREATIVE, CRITICAL AND CURIOUS THINKING/ DESIGNING

Purpose Statement

Students cultivate intellectual curiosity, creative confidence, and critical discernment as they investigate God's creation, communicate with excellence, design authentic solutions to real-world problems, and leverage emerging technologies ethically to serve others and glorify God.

This Guiding Principle revolves around innovation and inquiry.

Measurable Indicators

- Students produce authentic work for real audiences.
- Students demonstrate creative problem solving.
- Students seek and find God's fingerprints in the intricate, purposeful, and unique design of what He has created through a series of critical thinking and highly effective learning experiences. Students ask meaningful questions and conduct inquiry.
- Students communicate clearly and graciously, write, speak, and present ideas effectively using a variety of media, technology and MakerLab tools within and across disciplines in English and Spanish, prioritizing public speaking.
- Students use emerging technologies, including artificial intelligence, ethically and creatively to enhance inquiry, problem-solving, innovation, and the production of authentic work



SPIRITUAL AND SOCIO-EMOTIONAL FORMATION

Purpose Statement

We equip students to apply biblical truth in every area of life by cultivating Christ-like character, emotional resilience, healthy relationships, ethical decision-making, and a lifelong commitment to serving God and others.

This points to who our students become; developing a Christ-centered character.

Measurable Indicators

- Students understand the importance of knowing, loving and honoring God and others in accordance with biblical principles to live with integrity.
- Students demonstrate Christ-like character with loving, joyful, peaceful, patient, kind, good, faithful, gentle, responsible, honest, respectful and self-controlled behaviors and attitudes. (Galatians 5:22-23, Ashton School founding principles are underlined.)
- Students develop healthy emotional regulation by considering (reflecting on) actions, confessing (admitting) actions/attitudes, committing to future improvements and ultimately being able to demonstrate the change that has taken place. (Culture of Grace®)
- Students understand and apply biblical truth.
- Students build positive relationships..
- Students apply biblical principles and ethical reasoning when making decisions in academic, digital, and personal contexts.



SOCIAL RESPONSIBILITY AND OUTREACH

Purpose Statement

We develop students who demonstrate Christ-centered social responsibility by serving others, embracing cultural diversity, honoring Dominican heritage, stewarding God's creation, and contributing positively to their local and global communities.

This demonstrates how our students commit to service and stewardship as they live out their faith and character in service to others and the world.

Measurable Indicators

- Students demonstrate cultural competence and understandings for cultural diversity while continuing to respect and cultivate Dominican heritage.
- Students serve local, national, and global communities, promoting community relationships, volunteer activities, and outreach opportunities at all grade levels to contribute to a multigenerational legacy.
- Students practice environmental stewardship and develop appreciation for God's creation by demonstrating good stewardship of our resources and respect for life.
- Students contribute positively to school culture, treating others well and standing up for what is right (e.g., empathy, kindness, integrity, respect, compassion)
- Students demonstrate responsible digital citizenship by engaging respectfully, safely, and ethically in online communities while contributing positively to society.



EQUITABLE & EXTENDED TALENT DEVELOPMENT

Purpose Statement

We equip students to become confident, adaptable, and future-ready learners by providing equitable opportunities to develop their academic strengths, talents, leadership, and real-world skills.

This Guiding Principle points to how students demonstrate purposeful growth as they discover, develop, and maximize their God-given potential.

Measurable Indicators

- Students demonstrate mastery of curricular standards in diverse ways, using appropriate supports and accommodations when needed, to create purposeful, high quality work.
- Students engage actively in Learning Expeditions, Advanced Placement (AP) and/or Honors courses, Learning through Internships (Ltl) and other rigorous learning opportunities.
- Students become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration)
- Students develop gifts through athletics, arts, STEM, student leadership learning, and service.
- Students develop future-ready competencies such as: collaboration, communication, adaptability, leadership, and self-direction, to thrive in a rapidly changing world.
- Students demonstrate growth towards personal goals.



COMMUNICATION, COLLABORATION & ORGANIZATIONAL EFFECTIVENESS

Purpose Statement

We develop a collaborative and high-performing school community where effective communication, servant leadership, responsible stewardship, and data-informed decision-making create an environment in which students and staff flourish.

This Guiding Principle revolves around how the school functions in order to achieve the prior Student Expected Outcomes. It encompasses excellence in governance, leadership, communication, stewardship, continuous improvement, and organizational culture.

Measurable Indicators

- Students and staff demonstrate loving, joyful, peaceful, patient, good, faithful, gentle, respectful, kind, responsible and self-controlled behaviors and attitudes resulting in the ability to: Establish positive relationships, express agreements or discords effectively and respectfully, make wise and healthy decisions, demonstrate good sportsmanship, respect individual differences, express gratitude and appreciation, and exhibit responsible work ethics. (Ashton founding principle)
- The school continuously improves through strategic planning.
- The school manages financial and operational resources responsibly.
- The school provides safe, effective learning environments.
- The school ensures that school wide decisions and actions (instructional, administrative, and operational) are consistent with the school's guiding principles, and strategic objectives.
- The school maintains constant and effective communication among parents, students and staff based on kindness, responsibility and respect.



- The school encourages parental involvement, in cooperation with parent representatives, to contribute to our students' academic and personal development.
- The school develops and retains mission-aligned teachers and leaders who strive for high academic student achievement while integrating biblical principles.
- The school develops and retains mission-aligned teachers and leaders who strive for high academic student achievement while integrating biblical principles.
- The school uses data-informed decision-making and responsible AI governance to continuously improve learning, operations, and stakeholder engagement while safeguarding privacy, security, and ethical practice.

FAMILY PROFILE

We welcome families of diverse ethnicity, cultural backgrounds and socioeconomic abilities who demonstrate values that are consistent with the school's vision and mission and express their commitment to embrace the school's values. This allows us to appreciate and welcome the diverse, unique, and beautiful design of our Creator.

At the Ashton School the family is an important part of the institution since it is the model to follow. Therefore it is expected that they:

- * Agree with and adhere to the school's philosophy, mission and vision;
- * Commit to their child's education;
- * Commit to the school and its purpose, by being active participants;
- * Agree with and respect the school's policies;
- * Value education as the main tool for a nation to progress;
- * Maintain a moral conduct that contributes to model the values fostered by the institution. This includes respectful use of: social media protocols, attire that is adequate for use on school grounds and during school activities, good and respectful interpersonal interactions with other parents, staff, students, and the school community.

GRADE LEVEL DIVISIONS

Preschool - Pre-Kinder and Kindergarten

Elementary – Grades 1-6

Secondary School Grades 7-12

SCHOOL SPIRIT

The school promotes healthy school spirit in a number of ways including playing the school song at the start of each flag ceremony day.

General information pertaining to school spirit:

- * The Ashton School's colors are maroon and navy blue.
- * Our motto is "Roots and Wings".
- * Our goal is for students to deeply value the importance of the learning they have or obtain at school.
- * We believe appropriate appearance and good grooming is important to encourage the right attitude regarding attending school.
- * We reinforce our beliefs through practices and routines that remind us continually of who we are and where we wish to go.

ASHTON SCHOOL SONG



*Ashton School, to you we promise love and praise;
Through our lives we'll always cherish our school days.*

Swift the care-free hours are flying,

But the memories never dying,

We will always love you, dear Ashton School.

*Ashton School, to you we pledge our loyalty;
Our prayer's that you'll always stand in years to be.*

Though some day from you we're going

All our pride for you we're showing,

Onward, upward, ever forward, Ashton School.





II GOVERNANCE AND LEADERSHIP

II GOVERNANCE AND LEADERSHIP

BOARD OF DIRECTORS

Jorge Luis Pelaez	President
Mrs. Myrna Morales	Vice President
Audrey Moore	Secretary
Rafaela Espaillat	Vocal
Mary-Anne Hipp	Vocal
Jose Mendoza	Vocal
Gianna De Moya	Parent Representative
Ines Gygax	Faculty Representative
STUCO President	Student Representative

HEAD OF SCHOOL

Ines Gygax, M. Ed.

GENERAL ACADEMIC & ADMINISTRATIVE MEMBERS (GAAM) TEAM

Mrs. Ines Gygax	Head of School
Mrs. Yolanda Resek	Pre-School and Elementary Principal
Mrs. Elsa Torres	Secondary School Principal
Ms. Laura Viera	Academic & School Improvement Coordinator
Mrs. Wendy Rudeke	Guidance Department Head and Secondary School Counselor
Mrs. Sarah Rodriguez	Elementary Counselor
Mr. Stalin Gavilán	Assistant Principal
Mrs. Lissel Cid	Parent and Alumni Engagement Coordinator
Mrs. Sarah Julian	Administrative Services Director
Mrs. Patricia Morillo	Operations Director
Mrs. Chantal Rosario	ACE Coordinator

III TEACHING AND ASSESSING FOR LEARNING



ACADEMIC AND CO-CURRICULAR PROGRAM OVERVIEW

The school's academic program is guided by a standards-based curriculum in accordance with U.S. standards for core classes which are all taught in English. The school also complies with the requirements of the Dominican National Ministry of Education (MINERD) in Spanish, Dominican Social Studies (Ciencias Sociales), French and Character Education (Desarrollo Humano y Religioso). To date, one hundred percent of our students who have applied to colleges abroad have been accepted.

ACADEMIC

- English Language Arts: Reading, Writing, Speaking & Listening, Language (U.S. Common Core Standards)
- Lengua Española (Spanish Language Arts) - (MINERD)
- Estudios Sociales Dominicanos (Dominican Social Studies)
- Mathematics (U.S. Common Core Standards) (MINERD)
- Science (Next Generation of Science Standards) (MINERD)
- Social Studies/History
- Character Education based on Biblical Principles
- Fine Arts
- Technology (computer science) and research skills
- Library Skills in Elementary School
- Physical Education (PE); including swimming (PK -6th)
- Advisory
- Electives
- Academic Pathways (Salidas Optativas -MINERD) grades 10th, 11th, 12th
- Advanced Placement: AP English Language, AP History (World and US), AP Government, AP Pre-Calculus, AP Cyber Security, AP Economics
- Honors in Math, Social Studies, Matematicas Financiera, English Language Arts

COLLEGE READINESS

- * PSAT and SAT exams required in grades 8th, 9th, 10th, 11th and 12th
- * Guidance program to help students with college entrance preparations
- * On-site college visits
- * Vocational tests
- * Career Week
- * Learning through Internships (Lti)

Advanced Placement (AP) Courses

Advanced Placement (AP) courses at Ashton School are offered both on-site (included in tuition, with the exception of the AP exam) and online (at an additional cost). Completion of AP courses offer students multiple benefits such as improved skills that they will carry with them well into their college years, and beyond. Successful completion of AP courses may afford students the opportunity to earn college credit, and is most definitely viewed favorably by universities that see AP course completion on a student's transcript.

AP courses are college-level courses that are rigorous in nature and require extra time and responsibility commitments on the part of the student. Students who are considering enrolling in AP courses must have approval from corresponding teachers, their counselor, the principal, and their parents. While we thoroughly encourage students to challenge themselves to reach higher potentials, we are also committed to helping students lead a successful, enjoyable and balanced high school life. It may be necessary for students to reconsider other extracurricular commitments in order to take on AP courses. These conversations and consultations will take place with the student and the counselor. Upon review of each student's application in the spring of the year previous to when the student wants to enroll in an AP course, the counselor will provide a letter to the parents with recommended next steps and request written parental authorization.

Although it is not mandatory, all students are encouraged to take the College Board's AP exam upon completion of the course in order to potentially qualify for college credit. The fee for this exam will be covered by the families.

Given the fact that Ashton students are actively and commendably engaged in extracurricular programs, and in order to help with balancing students' academic and extracurricular lives, Ashton School offers the following AP possibilities:

- **9th grade:** Enrollment in one AP course on-site or an online option.
- **10th grade:** Enrollment in two AP courses on-site or an online option.
- **11th grade:** Enrollment in a maximum of three AP courses on-site or an online option.
- **12th grade:** Enrollment in a maximum of three AP courses on-site or an online option.

Students who are aspiring and working towards the graduation achievement of holding the Valedictorian title must have taken at least two AP courses.

For the purpose of calculating the grade-point average (GPA), students taking AP courses will have the following weighted average reported on the transcript, not the quarterly report card.

Score of 4	5 AP points reflected in GPA
Score of 3	4 AP points reflected in GPA
Score of 2	3 AP points reflected in GPA
Score of 1	2 AP points reflected in GPA

ASHTON ENRICHMENT AND CONNECTIONS (ACE) AFTER SCHOOL PROGRAM

- Soccer
- Volleyball
- Gymnastics
- Basketball
- Chess
- Swimming*
- FIRST Lego League (Robotics)*
- Leadership Opportunities*



*additional costs



ASSESSMENT, GRADES, REPORT CARDS

ASHTON SCHOOL GRADING PURPOSE STATEMENT

Ongoing formative assessment is used to observe student performance, provide feedback to the student and help them make adjustments in order to empower them of their own learning, motivate them to set new goals and ultimately meet curricular standards. It also enables teachers to make informed adjustments to instruction to help students meet the standards. Grades are also meant to inform parents and other institutions of student achievement and performance.

At Ashton School, the purpose of grading is to measure and analyze student progress, at specific times during the school year, based on evidence gathered through summative assessments and observation of student performance during each quarter.

The school follows a proficiency-based assessment (standards-based grading) framework. This entails having clear and measurable learning targets (Standards) and an evaluation system that indicates the student's level of proficiency in the standard(s). Our goal is to see students clearly and continuously demonstrating knowledge, skills and dispositions that meet or exceed the standards.

Students will receive feedback and grades in three areas: Achievement, Academic Responsibility and Conduct. Achievement reflects the student's proficiency level in regard to the Standards. Academic Responsibility reflects the student's "self-regulating strategies and dispositions that help gain intelligence, achieve academically and succeed in school and life". (Improving Student Learning One Principal at a Time – Pollock). These are traits that employers and colleges expect to find in graduates. We believe these skills and habits can be taught, modeled and reinforced in all school settings and affect overall learning and performance.

Academic Responsibility will look at how well the student is prepared for learning, is effectively engaged with classwork, completes quality homework, shows good work ethic and respects due dates when handing in assignments. Conduct focuses on the student's attitude, respect for other students and adults, integrity and kindness.

Standards are scored (1-4) and viewed by students/parents in the digital gradebook. **Teachers will consider the preponderance of evidence when determining the final score on a Standard, not an average.**

AP yearlong courses will be weighed with a total of 1 full score added to the final end of year grade received by the student.

Quarter/semester grades will reflect the cumulative corresponding scores as earned in each reporting period.

AP semester-long courses will be weighed with a total of .5 full score added to the final end of year grade received by the student.

Quarter grades will reflect the cumulative corresponding scores as earned in each reporting period.

On the Report Card, core subjects show scores (1-4) in each Strand and an overall average course score and letter grade (A, A-, B, B-, C, C-, D, D-).

Passing is based on the Achievement grade, yet Academic Responsibility and Conduct grades have an impact on receiving recognition and taking part in extracurricular activities. To determine a student's level of proficiency on each summative task, teachers will also take into consideration if the student is demonstrating his/her knowledge and skills within the expected and adequate time frame.



Criteria for Recognition/Activity Participation

Following is a breakdown of how Achievement, Academic Responsibility and Conduct grades are taken into consideration:

Criteria for Recognition				
	Required Achievement Scores	Required Academic Responsibility Scores in each Subject	Required Conduct Scores in each Subject	Maximum Amount of Tardiness to School per Quarter
High Honors	3.5 or above in all subjects	3.5 or above at the end of each quarter	3.5 or above	5
Honors	3 or above in all subjects	3 or above at the end of each quarter	3 or above	5
Citizenship	2 or above A score of (1) in only one subject will be allowed	3.5 or above at the end of each quarter	3.5 or above	5

Note: Students lose any recognition (Honor Roll, High Honors and Citizenship Award) if they accumulate 5+ demerits or if they receive a mayor or severe referral **form from any school related source**, (classroom, ACE, extracurricular in general), regardless of the number of demerits.

Criteria for Participation				
	Required Achievement Scores	Required Academic Responsibility Scores in each Subject	Required Conduct Scores in each Subject	Maximum Amount of Tardiness to School per Quarter
Advanced Placement (AP)	3 or above in all subjects	3 or above at the end of each semestre	3 or above	N/A
National Honor Society (NHS)	3.5 or above in all subjects	3.5 or above at the end of each quarter	3.5 or above	5 result in warning
Student Council (STUCO)	3 or above at the end of the school year average in all subjects. A 2.5 in one subject will be allowed	3 or above average in all subjects at the end of each school year	3 or above at the end of each school year	5 result in warning
Extra-curriculars (i.e. Sports, Leadership, Robotics Teams, Drama)	2 or above A score of (1) in only one subject will be allowed	2 or above at the end of each semestre	2 or above	N/A

GRADING SCALE

PRESCHOOL

The PK and Kindergarten grading system consists of a proficiency-based checklist as well as short narratives/comments.

ELEMENTARY & SECONDARY SCHOOL

Elementary & Secondary School use the four-point Master Rubric.

SCORE	LETTER GRADE EQUIVALENT	PROFICIENCY LEVEL	DEFINITION FOR STUDENT	GRAPHIC REPRESENTATION
4 3.5	A A-	Mastering	You are mastering the Standard because you show high levels of quality in your work and can teach the Standard to someone else.	
3	B	Proficient	You definitely understand the Standard and show proficient levels of quality in your work. However, you need to show more consistency.	
2.5 2	B- C	Progressing Limited progress	You are progressing, and with more effort and practice you will make it! However, remember that any score below a 2 is a risk for academic advisement, warning or possibly probation.	
1.5 1	C- D	Progressing at Risk Limited Evidence	SOS! There is limited evidence of your progress either because you don't understand at all or miss opportunities to learn. Ask for more help by staying for after school enrichment.	
0.5	D-	No Evidence	You are not showing evidence of what you can do, either because you don't understand at all or miss opportunities to learn. Ask for more help by staying for after school enrichment.	

*Students will have to hand in all major assignments in order for teachers to make a determination of the student's level of proficiency. Teachers should not let students take zeros without attempting all necessary measures to communicate that "failing is not an option."

ACHIEVEMENT VS. PROCESS (SUMMATIVE VS. FORMATIVE)

Assessment of student performance should be viewed in two manners: Assessment for learning (Formative Assessment) and assessment of learning (Summative Assessment). Formative assessment is ongoing and informs the teacher and the student of learning progress. Summative assessment is carried out after the student has had opportunities to practice the acquired skills and gained sufficient knowledge of the subject at hand.

FORMATIVE ASSESSMENT

Formative assessment should be on-going and the teacher must provide continual feedback to the student on his/her progress in order for the student to learn from the feedback that the teacher is providing. This in turn prepares the student for the summative assessment task which will provide the teacher with evidence of what the student has learned over the course of the unit or quarter.

PROCESS (FORMATIVE ASSESSMENT) MAY TAKE PLACE ON A DAILY BASIS AT ASHTON SCHOOL.

Examples of good academic formative assessments include:

- Observation of students doing classwork while teacher takes anecdotal notes;
- Student class discussions;
- Completion of assigned tasks (homework);
- Guided readings;
- Practice exercises;
- Graphic organizers;
- Short quizzes;
- Book talks;
- Short answer questions;
- Questioning in general;
- Short practice of timed writing;
- Short reading comprehension exercises;
- Participation that demonstrates knowledge/skills;
- Journal entries;
- Response logs;
- Engagement with classwork;

ACADEMIC RESPONSIBILITY

Students are given ample opportunity to demonstrate their learning and even retake summative assessments (see section below), if bonafide effort has not resulted in expected learning outcomes. However, if after one week of an assigned due date, a student has not responded to teachers' efforts to show their work, the teacher will not have sufficient evidence of proficiency and will have to assign a score of **.5 (D-)** on the assignment.

ACADEMIC RESPONSIBILITY RUBRIC

ACADEMIC RESPONSIBILITY RUBRIC						
Guiding Principles	Criteria	Descriptor	Consistently (4 pts)	Usually (3 pts)	Occasionally (2 pts)	Seldom (1 pt)
Mastery of Knowledge & Skills Creative, Critical and Curious Thinking/Designing	Integrity in learning	Upholds academic ethics, does own work.				
	Preparedness	Organizes him/herself independently. Arrives punctually to classes and uses the appropriate resources.				
	Engagement	Engages actively in English and promptly in class, demonstrating preparation and commitment.				
	Timely fulfillment of academic commitments	Fulfills academic commitments (group projects, presentations, etc.).				
	Search for improvement and autonomy	Shows interest in improving, seeks help when needed, is perseverant and learns from mistakes. Accepts the consequences of actions and takes care of own belongings and those of others.				
Colossians 3: 23 "And whatever you do, do it heartily, as to the Lord and not to men,"			Total:			

Academic Responsibility (Lower Elementary)		Consistently (4 pts)	Usually (3 pts)	Occasionally (2 pts)	Seldom (1 pt)
Engagement	I participate in English (actively uses English during class discussions and activities).				
	I work diligently to comply with my classwork/homework expectations provided by the teacher.				
	I'm prepared for class with materials.				
Work Ethics	I turn in classwork and homework on time (submits assignments by the deadline).				
	My workspace and work quality is clean and tidy (working area, desk and notebooks).				
	I do my own work, by myself.				
Search for improvement and autonomy	I use resources responsibly (does not waste materials).				
	I take care of materials (handles school supplies, books, and resources carefully and responsibly).				
	I show interest in improving (accepts the consequences of actions).				
Colossians 3: 23 "And whatever you do, do it heartily, as to the Lord and not to men,"		Total:			

*This rubric will be supported by the Tracking Sheet Template with the following guidelines for passing **periods between classes and for early dismissals:**

1st late pass or early dismissal: 3.5

2nd late pass: 3

3rd late pass: 2.5 + referral form

4th late pass: 2

5th late pass: 1.5

6th late pass: 1 + referral form

7th late pass: 1 + referral form

Note: This breakdown takes place by subject within the same quarter.

ACHIEVEMENT (SUMMATIVE ASSESSMENT):

Examples of good summative assessments include:

- Performance tasks where students apply what they have learned to real-world settings;
- Essays or other writing assignments that have gone through the revision and editing process;
- 25-minute writing prompts (High School);
- Individual or group projects;
- Quizzes;
- End of unit tests;
- Reading and writing assessments;
- Midterm or Final Exams (only for 12th grade);
- Oral Presentations;
- Lab Experiments;
- Portfolios;
- Project-based work;
- Any other assignment that will allow the teacher to evaluate the overall Standards and Benchmarks that were taught in any given unit.



Each Standard must have a corresponding rubric.

Since tests/exams are a type of Summative Assessment, these should only be given once the teacher is convinced that he/she has given sufficient formative assessment opportunities for the students to have obtained the content knowledge and practiced the skills that were taught during the unit of study.

Summative assignments must be posted on RenWeb/FACTS at least one week in advance. In Secondary School, they are also posted on the Secondary School Monthly Calendar in the Principal's office at least one week in advance.

In Elementary School only ONE summative assignment per day may be scheduled and no more than TWO summative assignments per day in Secondary School.

Summative assessment is important so the teacher may make a judgment call (evaluation) of how the student is progressing. However, the more time that is spent on summative assessment, the less time there is for instruction. Therefore, unit or chapter tests should only include content for the specific unit or chapter that was completed and are thus NOT Quarterly or Mid-Quarter tests. Unit or chapter tests do not require study guides or a week of review.





QUARTERLY GRADING BREAKDOWN

- **Achievement (summative assessments)** will be aligned to subject area Standards and the level of proficiency will be reported as the Achievement Grade.
- **Process grades (formative)** will report how effectively the student has been performing in preparation for the summative assignments.
- **Conduct grades** will report on the student's attitude, respect for themselves, other students and adults, integrity and kindness.
- **Academic Responsibility** will report on the student's work habit.

SEMESTER GRADING BREAKDOWN AND CREDITS

Credits are granted based on the number of hours per cycle that the course meets. The school year is divided into two semesters, each of which is divided into two quarters.

ELEMENTARY SCHOOL

Standards are scored as they are assessed and teachers will use the preponderance of evidence to give an overall score for each Standard.

The score for each Standard within a Strand will be averaged to determine a score for each Strand.

The Strands will be averaged to determine an overall Subject Grade each Quarter.

Each quarter is worth 25% and the Final Subject Grade is based on the final achievement (level of proficiency) that is demonstrated at the end of the school year by averaging the four quarters. **Passing is based on a score of at least 1 (D) or above.** A final grade of **0.5 (D-)** will require summer school.

If a student does not pass a quarter, he/she will have to take a recuperation summative based on the standards that have not been met. This will take place within two weeks after the quarter has closed. It is strongly recommended that students who are at risk for failing will be required to work with an independent tutor to help with the recuperation process. The recuperated score will be taken into consideration to replace the Standards scores, but the "Comment" box will contain the information about the student's Academic Advisement status.



SECONDARY SCHOOL:

Each quarter is worth 25% and the Final Subject Grade is based on the final achievement (level of proficiency) that is demonstrated at the end of the school year by averaging the four quarters. Passing grade is based on the final end-of-year result which must be a score of a **minimum of 1.5 (C-) or above.**

If a student does not pass a quarter, he/she will have to take a recuperation summative based on the standards that have not been met. This will take place within two weeks after the quarter has closed. It is strongly recommended that students who are at risk for failing will be required to work with an independent tutor to help with the recuperation process. The recuperated score will be taken into consideration to replace the Standards scores, but the "Comment" box will contain the information about the student's Academic Advisement status.

ACADEMIC CONCERNS



ACADEMIC CONCERNS (1st-6th)

ACADEMIC CONCERNS IN ELEMENTARY (1ST-6TH)

Students who are not performing at the expected levels will be placed on one of the following conditions:

ACADEMIC ADVISEMENT

- One or more subjects with a score of 1 or below in one **quarter**.

Students on Academic Advisement will be placed on Enrichment for the subject(s) in which their average is 1 or below in order to improve skills and avoid Academic Warning status. The student will also be referred to the Guidance Department for Student Support status consideration. Both enrichment and guidance referral will be carried out for students who are demonstrating effort and not reaching the expected level of proficiency.

ACADEMIC WARNING

- One or more subjects **under and including 1.5 (C-)** in one **semester**.

Students on Academic Warning are at risk of failing one or more subjects if the standing is not improved to **2 (C)** or better. Enrichment will continue, the Principal and Counselor will hold a conference with the parents and send a written notification to inform of the RISK OF REPEATING THE GRADE if the student fails **(D-)** the subject at the end of the year.

Students who fall on Academic Warning may not participate in team sports (tournaments) or other co-curricular extended activities or events until his/her grades are improved to 2 (C) or above in the following marking period.

ACADEMIC PROBATION

A **(D-)** IN ANY SUBJECT at the end of the school year. Students who end the year on Academic Probation will refrain from participating in co-curricular activities and team sports during the first quarter of the following school year to focus on maintaining a score of **1.5 (C-) or above**. This condition may be lifted midway through the 1st quarter if all subject grades have a score of **1.5 (C-) or above**.

ACADEMIC CONCERNS (1st-6th)

*Students may be taken off of Academic Warning or Probation after meeting the established term and requirements. However, if after the first semester they once again fall on Academic Warning, they will not be able to participate in co-curricular tournaments or events for the Third Quarter.

** The school may evaluate the possibility of allowing a student who demonstrates clear effort and responsibility to participate in tournaments or co-curricular events if he/she is struggling in only **ONE** subject. This determination will be made by the Principals, Counselors, subject area Teacher and Co-curricular Advisors/Coaches and will likely require an external evaluation to validate this practice. This will also require parental commitment to provide extra support for the student to meet his/her academic requirements.

RECOVERY POLICY - ELEMENTARY (1ST - 6TH)

Any student who has not passed a subject in a given quarter (**score of .5**) will have to take a "recuperación pedagógica" in the standards that were not mastered. A new report will be issued after this has been completed.

ACADEMIC CONCERNS (7th-12th)

ACADEMIC ADVISEMENT

- One or more subjects with a score of **1.5 (C-)** or below in **one quarter** (Applicable for the 1st, 2nd, and 3rd quarters).

Students on Academic Advisement may be placed on Enrichment for the subject(s) in which his achievement is **1.5 (C-)** or below in order to improve skills and avoid Academic Warning status. The student will also be referred to the Guidance Department for Milkbreak status consideration. Both enrichment and guidance referral will be carried out for students who are demonstrating effort and not reaching the expected level of proficiency.

Students on Academic Advisement will also be advised by the Principal, coaches or co-curricular advisors that they will not be able to participate in tournaments or other co-curricular activities IF they drop their grades below **1.5 (C-)**.

ACADEMIC WARNING

- One or more subjects with a score of **1 (D) in one semester**.

This means that the student is at risk of failing one or more subjects at the end of the school year if the score is not improved to 2 (C) or better. Mandatory Enrichment will be issued and the parents will have to sign a letter of consent or a waiver for this benefit. The Principal and Counselor will inform parents and discuss possibilities for improvement.

ACADEMIC PROBATION

- Score of **1 (D)** or below at the end of the school year IN ANY SUBJECT
Participation in Co-curriculars with an Academic Concern:

Students must maintain an Achievement score of **2 (C)** or above (only one subject with a score of 1 will be allowed) in order to participate in co-curriculars (team sports, plays, debate, MUN, etc.) and maintain Academic Responsibility and Conduct scores of **2 (C)** or above.

Students who end the school year on Academic Probation will not be able to participate in team sports events or other time-consuming activities such as drama presentations, during the 1st quarter of the following school year in order to make sure he/she dedicates ample time to his/her academic studies. This condition may be lifted midway through the 1st quarter if Achievement scores are at **2 (C)** or above and Academic Responsibility and Conduct scores are at **2 (C)** or above.

The school may evaluate the possibility of allowing a student who demonstrates clear effort and responsibility to participate in tournaments or co-curricular events if he/she is struggling **1 (D)** in only ONE subject. This determination will be made by the Principals, Counselors and subject area Teacher and will likely require an external evaluation to validate this practice. This will also require parental commitment to provide extra support for the student to meet his/her academic requirements.

RECOVERY POLICY - SECONDARY SCHOOL (7TH - 12TH)

At the end of each quarter, students who do not obtain a 1.5 (C-) or better in any subject will have to pass a recovery (completivo) exam (depending on the Standards/Competencias that were not met). Students who do not pass the completivo exam will have to take an extraordinario exam in August. An updated report card will be issued upon completion.

At the end of each quarter, students who do not obtain a 1.5 (C-) or better in any subject will have to pass a recovery (recuperacion pedagogica) exam (depending on the Standards/Competencias that were not met). At the end of the school year, students who do not obtain 1.5 or better in any subject will have to pass a recovery completivo exam depending on the standards competencias that were not met. June completivo is worth 50% of the final grade. Students who do not pass the completivo exam will have to take an extraordinario exam in August, extraordinario exam is worth 70% of the final grade. Conditional promotion is no longer available. An updated report card will be issued upon completion.

12TH GRADE

Seniors may take no more than two failed subjects to recovery (completivo/extraordinario) exam status in order to have the opportunity to participate in the graduation ceremony. All subjects will be taken into consideration.

ENROLLMENT

Students may not repeat a grade at Ashton School. The exception to this is for students in Pre-School, 1st and 2nd grades who may not be retained, unless agreed upon with the parents.

Students who repeatedly fall on Academic or Behavior Probation may be counseled out of the school after efforts have been made to restore the student's performance and/or behavior.

Students who have been counseled out for academic reasons may be admitted after the student has completed one full year at another comparable institution and has obtained a B or above in all core subjects. Students must also bring a letter of good conduct from the other school. These cases will be considered in June after the student has been issued the final report card. They will also have to pass the entrance exam.

SUMMER REINFORCEMENT

If a child passes subjects with considerable difficulty, the Student Support Department personnel will coordinate with the subject area teacher to determine summer remedial needs for the student. A letter will be sent home with the details during the end-of-year reporting period. The school will require that in August, the parent submit a formal report from the specialist/teacher who worked with the student during the summer weeks.

STRIVING FOR PROFICIENCY





As capable and caring professionals, teachers at Ashton School help students realize that they believe in their students and that they will strive for students to demonstrate proficiency in the knowledge and skills that they set out to teach them. Teachers will do everything, within reason, to help them succeed and at least reach acceptable proficiency in their subject.

Therefore, teachers will allow a student to retake a failed exam or a failed summative assessment assignment with a different assignment **if the teacher feels there were valid reasons for the student to not be able to demonstrate his knowledge and skills at the moment when the first summative assessment was given.** The student will have the benefit of obtaining the better of the two scores.

This practice is for students who have demonstrated effort, not for students who do poorly on summative assessments due to irresponsible academic habits. This is not to be an automatic decision by the teacher and should instead be discussed with the student who should make the decision of accepting this opportunity if he/she can admit that he/she is deserving of such.

A teacher will make a decision of this nature for deserving students when:

- The summative assessment results are below proficiency;
- The student has been demonstrating proficiency on the formative assessments leading up to the summative assessment;
- The student has been demonstrating commendable effort;
- It is apparent that the student is suffering from test anxiety or another situation that is affecting his/her ability to demonstrate proficiency;
- The student makes a written request, providing a valid explanation as to why he/she was not able to perform effectively on the summative assessment.
- These written requests must be signed by the parents and should be submitted no later than one day after the student receives feedback on the summative assessment. Students may only take this last privilege once per semester in each subject area. Teachers will submit these student requests and other accommodations to the Principal and it will be recorded in the student's file. Any attempt to abuse this practice on the part of the student will result in a Parent/Teacher conference. This practice follows the Love & Logic principles and allows the student to make responsible choices.



Ashton School is adamant about meeting students' learning needs so a student should never lose the opportunity to demonstrate his/her knowledge and skills due to test anxiety or other factors that affect the student's ability to demonstrate proficiency. From time to time, teachers may also want to consider alternate projects to test that may include:

- An oral presentation of the material on the test to the class.
- Demonstration of knowledge by creating a project.

Nonetheless, students should be helped to overcome test anxiety so alternate projects should not become the norm.

At the mid-quarter point, teachers will email parents to inform if a student is performing a score of 2 or below (limited progress or limited evidence of proficiency). It is likely that the suggestion for after school enrichment will be made. If there is no response from the parents to the notice, a telephone call will be made and the parent will be asked to send an email with their confirmation.

If at the end of Quarters 1, 2, and 3 a student's score, in any subject area, indicates that the student is "below proficiency" (C- or below in Elementary and C or below in Secondary), he/she (the student) will be:

- Placed on Enrichment in the specific subject;
- Referred to the Guidance Department as a potential Milkbreak student. The teacher, Guidance Counselor, Principal, student and parent will meet to determine the necessary interventions which may include external evaluations to determine possible learning difficulties. The latter will be mandatory in order to proceed with special accommodations for the students.



MEASURES OF ACADEMIC PROGRESS (MAP) EXAMS

MAP exams are held twice per year in September and April/May in Kindergarten through 11th grade. We will administer mid-year exams where necessary. They are designed to measure a student's instructional level in Reading, Language Usage, and Mathematics, and adapt accordingly as the student progresses through the exam. MAP exams provide three types of data: student growth from one period to the next, proficiency levels, and comparison with U.S. norms.

When taking a MAP test, the difficulty of each question is based on how well a student answers the previous question. As the student answers correctly, the questions become more difficult. If the student answers incorrectly, the question becomes easier. The scale used to measure your child's growth is called a RIT scale (Rasch unit). This is a state-of-the-art test that is being used in the Dominican Republic by COGNIA accredited schools.



MAP FLUENCY

Formal running reading and writing records are used in K-5th at least three times per year, with informal assessments conducted more regularly. These records will reveal the student's current level of performance in reading at three levels: difficult, instructional or independent. You will find detailed information about using this assessment tool in the running reading /writing records instructional.

HOMEWORK

Purpose:

The purpose of homework should be for students to:

- review content and practice skills learned in the classroom;
- apply skills in settings outside the classroom;
- learn how to be responsible and develop good work habits that support learning.
- Prepare for new content.

Reading as Homework:

The development of healthy, independent reading habits is one of the school's learning expectations. Therefore, all students at Ashton School should spend a minimum of 20 minutes on independent reading in addition to the time they will spend on other assignments. This may be from a book of their choosing or from the class novel being read by the group. Parents of Pre-school and 1st grade students should read to their children for 20 minutes each afternoon/evening.

Evaluation of Homework:

Homework is considered to be formative in nature and provides crucial practice or pre-practice for work that is further carried out in the classrooms. Homework forms part of the student's Academic Responsibility grade and is expected to be completed on time, thoroughly and in good quality.

When homework assignments are consistently not being completed, parental contact is essential (phone calls, notes in planner, etc.). An appropriate plan of action should be developed between the student, parent, and teacher. Homework and assignments will be posted in each teacher's Google Sites.



EXTENDED READING

In order to maintain healthy reading habits, students will be expected to read from an assigned book during Christmas and summer breaks. However, projects and reports will not be assigned, with the exception of the summer reading if determined by the English Language Arts teacher.

ENRICHMENT

Teachers may request after school enrichment when students are placed on Academic Advisement or an even more concerning academic standing. Enrichment is not intended for students who are not doing well due to irresponsible academic behavior. It is reserved for struggling students. Teachers will determine if the student needing enrichment should stay once, twice, or three times per week. Parents are expected to confirm agreement with this teacher request. Enrichment time should take place on Mondays, Wednesdays and Thursdays from 2:30 – 3:00 p.m. in Elementary School. In Secondary School, the self-directed learning time will be used for this purpose.

REPORT CARDS AND CONFERENCES

In-person Parent/Teacher Conferences will take place after the 1st, 2nd and 3rd quarter. On those days, there will be asynchronous work posted on the teachers' Google Sites which students will complete at home.

From PK - 2nd grade, teachers will hold Parent/Teacher Conferences (PTC)

From 3rd – 12th grade, teachers will hold Student-led/Parent/Teacher Conferences (SPTC)

Student attendance from 6th-12th grade is mandatory and will count as a summative assignment worth points in Advisory class. Non-attendance will result in a zero on that assignment.

Dates are specified in the school calendar. The end-of-year report cards will be delivered by all Homeroom/Advisory Teachers.

STUDENT PROGRESS

In Elementary School, Homework Templates are provided on a weekly basis from 1st-2nd grade Students and parents may use FACTS to continually follow up on assigned homework and student progress.

The Guidance Department gathers the Student Support Team three times per year to follow up on students who are part of the Student Support Services program (see program description below.)

In addition, the Guidance Department uses Adjustment Reports in Preschool and Elementary School to provide feedback to the parents of students who are new to the school. It is issued one month into the school year by the homeroom teacher in Elementary School.

In Secondary School, a Student-at-Risk report will be sent to the principal when a student is not performing as expected at the midpoint period of the quarter. Teachers then email parents with the information and follow up with an individual phone call if parents do not respond to the email.

STUDENT SUPPORT TEAM

Teachers, Principals and Counselors carefully monitor each student's progress. The school will make every effort to assist a student's learning and in the case of special difficulties or circumstances, additional help may be necessary to ensure a child's success. These students are first referred to the Student Support Service. Parents are informed that the child has been referred to the committee for recommendations or conditions.

New students who are accepted on condition are discussed during the October - November session and considered to enter the Student Support Services program.

Students who fall on academic advisement for two consecutive quarters may fall on RTI, and an evaluation will be required and based on the results will remain RTI or enter the Student Support Services program.

Students are considered RTI status as a preliminary step before entering the Student Support Services program.



TUTORING RECOMMENDATIONS

Tutoring may be referred by the Guidance Department after considering student progress. A list of teachers (internal and external) for tutoring will be kept in the Guidance Department. **Ashton School teachers may never tutor their own students.**

UNSATISFACTORY /UNFINISHED PROCESS ASSIGNMENTS

Process assignments have the purpose of preparing students for the achievement (summative) ones. Assignments not turned in on time or with unsatisfactory levels of performance will affect the overall level of achievement. Assignments turned in within a two-day late delivery will be reflected in the Academic Responsibility grade, after two days the assignment will not be accepted.

ACHIEVEMENT ASSIGNMENTS (SUMMATIVE):

In order for teachers to measure students' levels of proficiency, students must hand in all achievement assignments in order to obtain credit for the course. Students are given ample opportunity to demonstrate their learning and even retake summative assessments if bonafide effort has not resulted in expected learning outcomes. However, if after one week of an assigned due date, a student has not responded to teachers' efforts to show their work, the teacher will not have sufficient evidence of proficiency and will have to assign a score of 0.5 (D-) on the assignment.

BLENDED LEARNING

Blended Learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional in-person classroom methods, with some elements of student control over time, place, path, or pace. It allows students to continue practicing with digital learning resources and develop skills.

Research on blended learning indicates that students 1“had higher average score than the non-blended learning environment” and “improved retention and increased student satisfaction”. 2

Secondary school teachers will incorporate blended learning into their subject area assignments throughout the school year in order to keep students engaged with this learning modality.

Students in 4th - 6th will also carry out blended learning assignments when there are Student/Parent Teacher Conferences, Student Support Services Meetings and on other occasions as planned by the teacher. In addition, in elementary school, teachers incorporate blended learning at least once per month in the classroom.

1 Kenney and Newcomb (2011)

2 Garisson and Kanuka (2004)

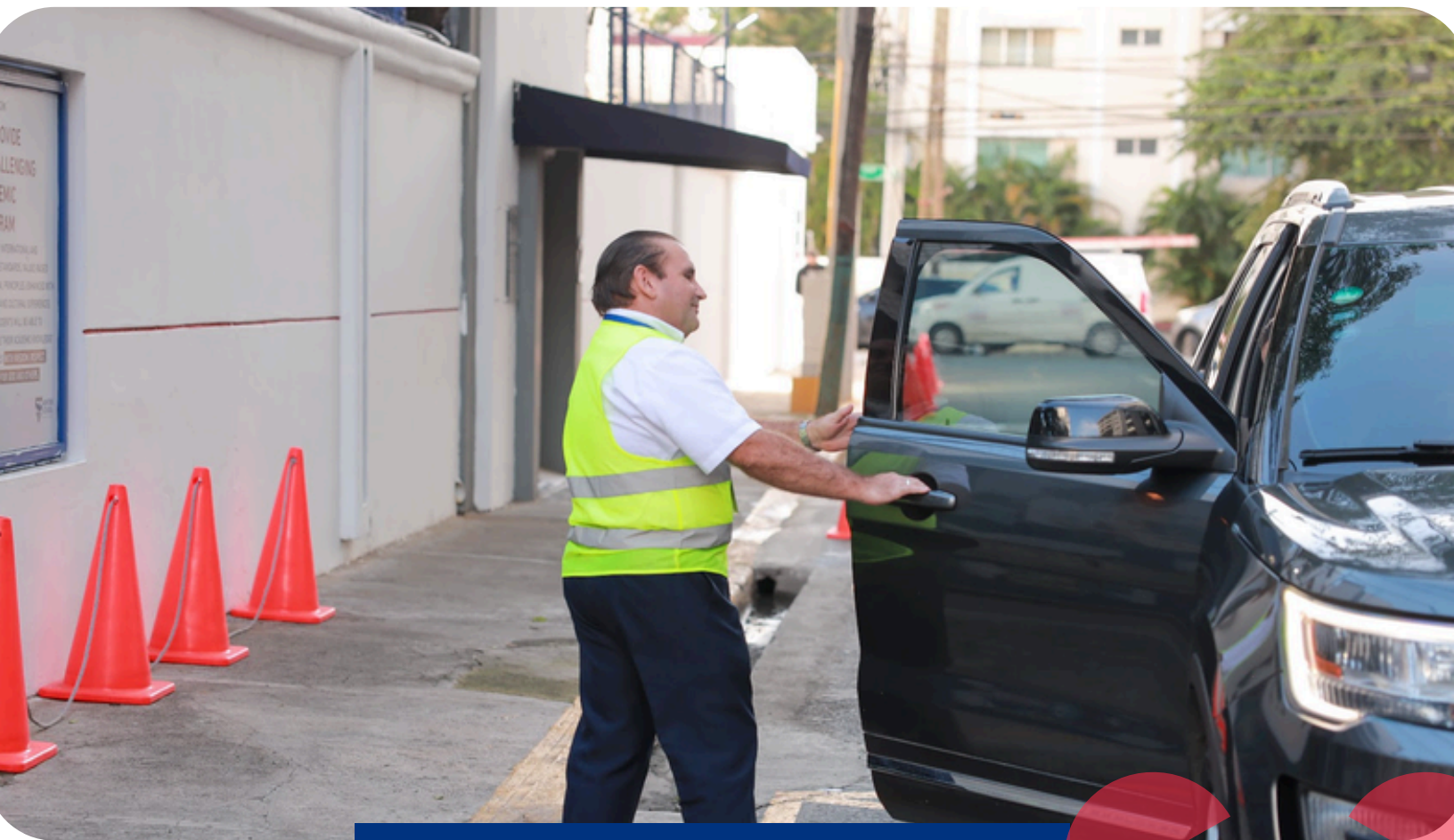
LEARNING EXPEDITIONS

Students engage in expeditionary learning, during specific units of study, in grades PK through 9th. Learning expeditions allow students to engage with and master curricular standards by “transferring their knowledge and skills to novel, meaningful tasks”. (EL Education). Students produce authentic, beautiful, complex work while engaging with field experts and participating in field work in the community. The final product or solution demonstrates to students how they can make a positive difference in God’s beautiful creation.

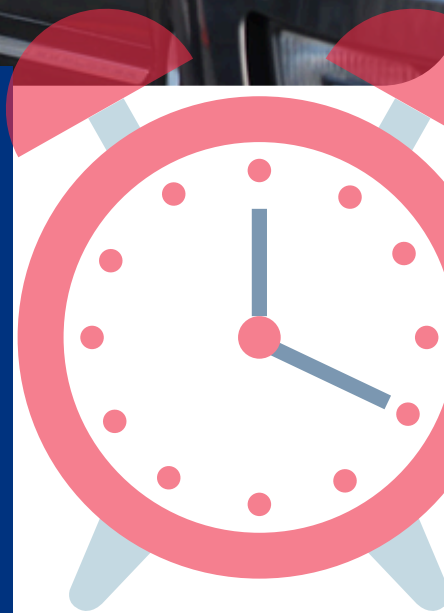
LEARNING THROUGH INTERNSHIPS (LTI) and Real-World Experiences

In the upper grades (10th-12th) students engage in deeper learning with college and career preparatory initiatives. Tenth graders are given multiple opportunities to be exposed to future career options, in preparation for our Learning through Internships (LTI) program in 11th grade,

In their senior year, through an extended financial literacy project, students explore core economic principles and the functioning of the stock market. This deepens their understanding of markets, trends, and global economic factors, while emphasizing biblical values such as stewardship, honesty, and wise management of resources.



**MORNING ARRIVAL, FLAG
CEREMONY, ATTENDANCE,
PUNCTUALITY AND
DISMISSAL**



Arrival and Dismissal

All students, with the exception of children of staff members, must enter via Calle Poncio Sabater and exit via Calle Poncio Sabater or Federico Geraldino, depending on their grade level. Students will not be able to linger in the Reception area, but instead be alert to exit promptly.

For morning arrival, cars will travel East to West on Calle Poncio Sabater. Students may not exit their cars from the middle or far lane. If this occurs, parents will be called by the administration. Elementary students who arrive before 7:30 will wait downstairs until a school personnel gives them the cue to go into the classrooms. Secondary school students who arrive before 7:30 a.m. will wait in Gator Bites or the covered court. From 7:30-8:00 a.m., secondary school will be engaged in Self-Directed Learning time.

For dismissal, cars will travel East to West on Calle Poncio Sabater or South to North on Federico Geraldino starting at dismissal time (2:00 p.m. for preschool, 2:20 p.m. for elementary and 2:50 p.m. for secondary.) Students will be dismissed promptly. Cars must not wait or park along Calle Poncio Sabater or Federico Geraldino Street at any time. If the student does not approach the gate once he/she has been called, the parent or driver will be asked to circle around the block. On Fridays, dismissal is at 12:30 for PK -K and at 1:00 pm for the rest of the school.

For dismissal to and from arrival from the Ashton Sports Complex, students will use the gate on Calle Jacinto Mañón under the supervision of the ACE Coordinator.

Parking in the area is very limited. There are a few spaces on the Calle Jacinto Manon entrance. Otherwise, we encourage parents to use the Plaza Mezza Luna parking for a nominal fee.



PK & K SCHEDULE

- 7:30 - 8:00 arrival via Poncio Sabater (Gates 1 & 2)
- 9:05 - 10:00 Recess
- Morning break to snack
- 2:00 pm Dismissal (on Fridays, at 12:30) via Federico Geraldino (Gate 3).

1ST - 3RD GRADE SCHEDULE

- 7:15 - 7:40 arrival via Poncio Sabater (Gates 1 & 2)
- 9:35 - 10:15 Recess
- Morning break to snack
- 2:20 Dismissal (on Fridays, at 1:00) via Poncio Sabater (Gate 2) or the gate pertaining to older siblings.

4TH - 6TH GRADE SCHEDULE

- 7:15 - 7:40 arrival via Poncio Sabater (Gates 1 & 2)
- 10:35 - 11:15 Recess
- Morning break to snack
- 2:20 Dismissal (on Fridays, at 1:00) via Federico Geraldino (Gate 3) or the gate pertaining to older siblings.

7TH - 12TH Grade SCHEDULE

- 7:15 - 8:00 arrival via Poncio Sabater (Gates 1 & 2)
- 12:10 p.m. for 7th-9th Recess and 1:10 for 10th-12th
- Morning break to snack
- 2:50 Dismissal (on Fridays, at 1:00) via Poncio Sabater (Gate 1)

NOTE: Walkers need authorization by accessing the Parent Portal.

ARRIVAL & DISMISSAL SCHEDULE

2026-2027 SCHOOL YEAR

DIVISION	ARRIVAL TIME	DISMISSAL TIME (MONDAY-THURSDAY)	FRIDAY DISMISSAL
 PRESCHOOL	Monday: 7:15 - 7:40 Tuesday-Friday: 7:15 - 8:00 Poncio Sabater (Gates 1&2)	2:00 - 2:15 Federico Geraldino (Gate 3) (or the gate pertaining to older siblings)	 12:30
 ELEMENTARY	7:15 - 7:40 Poncio Sabater (Gates 1&2) Late pass: 7:40-8:00 (Gate 1) After 8:00. Enter via reception on Jacinto Manon.	1st-3rd: 2:20 Poncio Sabater (Gate 2) or the gate pertaining to older siblings 4th-6th: 2:20-2:35 Federico Geraldino (Gate 3)	 1:00
 SECONDARY	7:15 - 8:00 Poncio Sabater (Gate 1) After 8:00. Enter via reception on Jacinto Manon.	2:50 - 3:05 Poncio Sabater (Gate 1)	 1:00

Six (6) tardy arrivals in one quarter results in loss of Citizenship Award.

ASHTON SCHOOL DOOR MAP





TAKING ATTENDANCE & CHECKING UNIFORMS

Advisory / HR Teachers must take attendance in their classroom and register it promptly in the computerized attendance sheet before 8:10 a.m. They will take attendance, check uniforms, and collect mobile phones. Prompt compliance with attendance procedures will be monitored by the Registrar and reported to the Principals. Late arrivals will be checked by the people monitoring the entrances.

Pk - 3rd grade Elementary teachers check uniforms and inform parents when there's a recurrent case of a student out of uniform. 4th - 12th grade teachers check uniforms and insert the corresponding information in the digital form provided. This procedure should be completed by the 1st class period. Each uniform infraction derives in 1-point demerit.

Students may only use the official school jacket. Sweaters and jackets that do not comply with the uniform code may be confiscated. To get the jacket returned, parents should retrieve it in school or send a note committing to ensure that their child will not wear the jacket again in school. The only exception would be the senior students who may be allowed to wear a class jacket.

The accumulation of demerits on a quarterly basis due to infractions will result in more serious consequences as follows:

5 demerits: Loss of Citizenship, Honors and High Honors Recognition

10 demerits: + reflection

15+ demerits: Suspension which automatically results in Behavior Advisement + parent meeting

STUDENT MORNING TARDINESS

Elementary students arriving after 7:41 a.m. will be marked late. Assigned personnel will record the tardiness and update the database. If the student arrives after the 1st period teacher has taken attendance, the Registrar will make the necessary adjustment in the database before submitting the absence report.

In Secondary School, the process starts at 8:01 a.m.

Instilling the importance of punctuality in our students is one of many ways of preparing them to be responsible and reliable citizens. Therefore, punctuality will be a factor that is taken into consideration when issuing Citizenship Awards and will be carried out as follows:

3 tardy arrivals in the quarter results in: parent notification by email.

6 tardy arrivals in the quarter results in: Loss of Recognitions such as: Citizenship Award, Honor and High Honors for that quarter.

After 8:00 a.m., late students must enter via Jacinto Mañón. They will report to the Receptionist and be issued a tardy slip which the student must present to the teacher before entering the classroom. The Receptionist will make the adjustment on the attendance database and keep track of overall student tardiness.





STUDENT ABSENCES

At Ashton School we are eager to take advantage of each school day that is made available to educate your child since our academic program is challenging and requires that we make good use of time.

At Ashton School we are concerned about your child's well-being and need to be informed should it become necessary for him/her to be absent from school. This will also help us determine if our students are being responsible about their learning and allow us to guide them as necessary to face the challenges that some may try to avoid by being absent. The latter is particularly relevant on days when there are summative assessments, retreats, service-learning projects or field trips.

Students are expected on campus, in-person. We also want to be considerate of exceptional situations that may require extended absences due to medical reasons (i.e. surgery, physical impairments, mandated bed-rest). These will be accompanied by a written medical excuse. In these exceptional cases, which will be reviewed on a case-by-case basis, it is likely that we will provide the means to connect with their classroom live, in at least their core subjects. The teachers will also follow up with the student, as we have always done when a student has an extended absence. For shorter medical absences or other non-medical extended absences, the student will receive the work that has to be done or made up. Teachers will make use of their Google Sites to post work or provide physical resources if applicable.

In order to make sure that we help your child be responsible about these types of major assignments and responsibilities, absences on these days will only be accepted if they were due to medical reasons and the student/parent must present the corresponding medical excuse.

In order to be consistent with our proficiency-based assessment policy, students will be able to make up summative assessments that he/she has missed due to PROPERLY EXCUSED absences. Make up work for UNEXCUSED absences will have an automatic deduction in the Academic Responsibility grade.

In addition, in accordance with the National Ministry of Education, students must not be absent more than 20% of the school year and even then, absences must be excused. Absences exceeding this amount may result in loss of credit in subject or lack of completion of the school year. (MINERD Ordenanza 04-2023, Artículo 14, Par. VI)

HOW SHOULD PARENTS REPORT STUDENT ABSENCES?

If a student is going to be absent on any given day, the parent must email the Receptionist at recepcion@tas.edu.do, who in turn will send a confirmation of receipt email to the parent and proceed to notify the Principals, their Assistants and the Registrar. However, this does not imply that the absence is automatically excused (see reasons for excused absences below.)

Valid Excused absences include:

- Extended or short quarantine due to contagious illnesses
- Medical appointment/procedure with prior notification to the Registrar
- Accidents
- One-day illness. Recurrent illnesses must be accompanied by a medical certification. Illnesses that occur on a day when there are summative assessments, retreats, service learning projects or field trips must also be accompanied by a medical certification.
- Death in the family
- Participation in non-school athletic events with accompanying documentation
- Participation in school-related activities or sports activities
- Consulate appointments with prior notification to the Registrar
- University visits with accompanying certification from universities with prior notification to the Registrar

The Registrar will also send an email notification after the 3rd absence, to the parent of any student whose absence has not been excused with a parent email to the school. . An accumulation of six unexcused absences will result in loss of Recognitions such as: Citizenship Award, Honors and High Honors for the quarter.

HOW SHOULD PARENTS INFORM THE SCHOOL ABOUT UPCOMING EXTENDED EXCUSED ABSENCES?

Parents must email or write a letter to the Principal, at least one week in advance, if their child will have an EXTENDED absence that will be for more than two days. The Principal will inform the Registrar who will include the percentage of the student's attendance to date. The Registrar's office will conduct a double check and call home to verify the reported absence.

The Principal will give the final authorization and communicate with the teachers so that teachers may provide home assignments to keep the student in contact with his/her studies. **Vacations/family trips during the school year, especially during testing periods, are not considered excused absences. Non participation in school field trips, retreats or school related events must be notified with anticipation to the Principal to determine the validity of the absence and how it affects the overall design and assessment of the makeup assignment.**

In order to be consistent with our proficiency-based assessment policy, students will be able to make up summative assessments that he/she has missed due to EXCUSED absences.

HOW WILL STUDENTS BE DISMISSED AT THE END OF THE SCHOOL DAY?

All student dismissal will take place in accordance with the times stated in the section with the title PK, Elementary and Secondary arrival and dismissal times.

At 2:00 p.m PK and Kinder students wait in their classrooms until their names are called for dismissal.

First, second and third grade teachers will take their students to the first floor to wait for their names to be called. Students who are not picked up will be taken to the Elementary Office.

All other Elementary students are taken downstairs by their teachers to wait in the designated areas for their names to be called. Any fourth to sixth grade student who has not been picked up by 2:35 p.m. will be taken by their last period teacher to the Security Office area. where they will remain under the supervision of Security Guard until they are picked up.

Students who participate in the Ashton Connections and Enrichment (ACE) after school program will stay with their groups and teachers until 2:30 p.m. At that point, the teacher will dismiss them to eat before their afternoon activities. Then they report to the picnic area for attendance purposes.

On Fridays, Preschool will be dismissed at 12:30 p.m. and the rest of the grades will be dismissed at 1:00 p.m.

WHAT IF PARENTS NEED TO MODIFY THE DISMISSAL PROCEDURE?

If the student will be leaving with a different person at the end of the day, parents must email the Receptionist's area at **recepcion@tas.edu.do**, and the corresponding academic office **aacademic@tas.edu.do**, **lg_assis@tas.edu.do**.

Parents may fill out a Dismissal Authorization Form found in the Registrar's office authorizing their child to leave the school without an adult.

If it's the family's desire, students in secondary school will be issued a Walker's Pass which they will have to display before being allowed to leave. If students lose the pass, they will be asked to pay RD\$300 to the cashier.

WHAT IF I NEED TO PICK UP MY CHILD BEFORE THE SCHOOL DAY ENDS?

Early dismissals are disruptive to classroom instruction. If it is absolutely necessary to request early dismissal, it is important to note that the process takes at least 30 minutes and may only be allowed during passing periods. The parent must email or call the Receptionist who will fill out a Request for Early Dismissal form and send it to the Principal's Office for approval. The student will take the dismissal form to show the Security Guard on the way out.

Principals are informed about early dismissals, and have the discretion to decide if an early dismissal will be excused. Principals will also communicate with parents about the situation.

RELEASE OF STUDENTS OF DIVORCED OR SEPARATED PARENTS

Children will be released to either parent unless legal status has been established denying one parent this right. If a legal decree is silent as to the parent's custodial rights, then both parents continue to exercise equal rights. It is the parent's responsibility to provide such legal documentation to the Registrar's Office.



AWARDS AND RECOGNITIONS

CITIZENSHIP AND SCHOLARSHIP PINS

The school recognizes students who progress consistently above expectations in both the academic and social emotional areas. Both awards are considered equally important.

CITIZENSHIP:

Citizenship recognition is awarded to students who demonstrate exemplary conduct both in and outside the classroom and obtain an overall conduct grade of 3.5 (A-) or 4 (A) in each subject, an Achievement score of 2(C), 3(B), or 4(A) (and a 1 in only one subject), and a Academic Responsibility score of 3.5 (B) or 4 (A) in each subject, on a quarterly basis. Students receiving this honor may not have any conduct issues, i.e. referral form, suspensions, Behavior Advisement or Probation, five or more demerits, or any serious situation that the school considers disqualifying. Students must also have good punctuality (i.e. six or more tardy arrivals, early dismissals or unexcused absences in a quarter will result in loss of Citizenship.)

A student may not have any major or severe infractions from their extracurricular activities in order to receive a Citizenship recognition.

CITIZENSHIP PIN:

In grades 3rd through 6th, a pin will be issued during the end-of-year Pinning Ceremony if the student maintains the Citizenship status for at least three out of four quarters in the school year. Students receiving this honor may not have any conduct issues, i.e. referral form, suspensions, Behavior Advisement or Probation, five or more demerits, or any serious situation that the school considers disqualifying.

HONOR ROLL:

The Honor Roll recognition is awarded on a quarterly basis to students who obtain an overall Achievement grade of 3(B) or 4(A), and an Academic Responsibility & conduct grade of 3(B) or 4(A) in every subject. Students receiving this honor may not have any conduct issues, i.e. referral form, suspensions, Behavior Advisement or Probation, five or more demerits. Students must also have good punctuality (i.e. six or more tardy arrivals, early dismissals or unexcused absences in a quarter will result in loss of Honor Roll.) A student may not have any major or severe infractions from their extracurricular activities in order to receive Honor Roll recognition.

HIGH HONORS:

High Honors recognition is awarded on a quarterly basis to students who obtain an overall Achievement & Academic Responsibility average of 3.5(A-) or 4(A) in each subject AND 3.5(A-) or a 4(A) average in conduct. Students receiving this honor may not have any conduct issues, i.e. referral form, suspensions, Behavior advisement or Probation, five or more demerits. Students must also have good punctuality (i.e. six or more tardy arrivals, early dismissals or unexcused absences in a quarter will result in loss of High Honors.) A student may not have any major or severe infractions from their extracurricular activities in order to receive High Honors recognition.



SCHOLARSHIP PIN:

In grades 3rd through 6th, a pin will be issued during the end-of-year Pinning Ceremony if the student maintains the High Honor status for at least three out of four quarters in the school year. Students receiving this honor may not have any conduct issues, i.e. referral form, suspensions, Behavior Advisement or Probation, five or more demerits, or any serious situation that the school considers disqualifying. A student may not have any major or severe infractions from their extracurricular activities in order to receive The Scholarship Pin.

NATIONAL HONOR SOCIETY:

After a careful selection and interview process, High School students who have spent at least one semester in the school may be selected to become part of the Ashton School National Honor Society Chapter as of 10th grade.

Ninth grade end-of-year performance will be used when considering possible candidates. Students will be considered on the basis of the four NHS tenets: Scholarship, Leadership, Character and Service.

Criteria include:

- Maintaining an Achievement score of **3.5(A-) or 4 (A) in each subject**, Academic Responsibility of **3.5 or 4 (A) in each subject** and a Conduct score of **3.5(A-) or 4 (A) in each subject**.
- A student may not have any major or severe infractions from their extracurricular activities in order to be part of NHS
- Teacher recommendation
- Completion of NHS candidacy forms
- Leadership, Service, and Character – as demonstrated by activities and teacher
- Evaluations
- Interviews with the NHS Faculty Council

No student is inducted simply because of a high academic average. The National Honor Society strives to recognize the complete student –one who excels in all of these areas. Membership, however, is more than an honor. It entails a responsibility and a commitment to demonstrate those outstanding qualities that resulted in the selection. Membership also carries a responsibility to the Chapter. If our Chapter to the National Honor Society is to be effective and meaningful, each member must become involved. A full list of Chapter obligations is provided to the members. We challenge members to live up to their obligations by participating in all of our Chapter meetings (generally twice per month), individual and group projects.

Students will be expected to maintain the above-stated standards at all times. Any student who is involved in a situation that deviates from NHS or school standards will receive a written warning, will appear before the NHS Advisor and/or Faculty Council and may be counseled out of the NHS if deemed appropriate. A student who is counseled out or voluntarily resigns from NHS may not be reinstated.

Students who have the honor of being selected for membership will participate in a simple, yet solemn Induction Ceremony which highlights the honor and responsibility of being an NHS member.





STAR OF THE WEEK:

In PK, Kinder and 1st grade every student is given a turn to be the “star” for the week. This entails displaying photos and special information about the student as well as giving them special privileges like raising the flag, being the line leader, teacher’s helper, etc. The parents are invited in at the end of the week, speak about the child and bring a shared snack during recess time. This practice is completely independent of the student’s academic or behavior performance.

THE SYLVIA ASHTON AWARD:

This is a Principal’s award presented at the 6th Grade Moving Up Ceremony. It is awarded to the student who faced special social, emotional, academic or health challenges upon entering the school, and successfully overcame them with faith, dedication and commendable effort.

In addition to the above, the following criteria are considered when selecting the student:

- * Most improved over the last three or more years in school;
- * Has not had any Academic or Behavior Advisements, Warnings or Probations, including in his/her extracurricular activities (committed, disciplined)
- * Has shown steady progress, with no ups and downs (steadfast, diligent);
- * Has shown steady and sustained effort and motivation (faithful, perseverant);
- * Is considered likely to continue to exemplify and model these qualities as a student in Ashton School into his/her secondary school years;
- * Most representative of Roots and Wings in that he/she:
 - Is academically responsible;
 - Shows commendable character values and conduct;
 - Demonstrates positive leadership qualities among students;
 - Demonstrates a commitment to service in school among staff, classmates and the community;
 - Demonstrates a love for his/her school (school spirit);
 - Is willing to embrace opportunities for growth and extended learning.



THE RISING STAR AWARD:

This is also a Principal's award presented at the 6th Grade Pinning Ceremony. It is awarded to the Summa Student, with the highest GPA average in the previous three years, who apart from having academic and citizenship excellence possesses the following characteristics:

- * Commendable character and values
- * Ashton student for three or more years
- * Leadership among students
- * Strong school spirit
- * Strong sense of service towards school, staff, classmates and community.
- * Is considered likely to continue to exemplify and model these qualities as a student in Ashton School into his/her secondary school years;
- * A student may not have any major or severe infractions from their extracurricular activities in order to be considered for The Rising Star Award.



CEREMONIES

KINDERGARTEN GRADUATION

This is a simple, dynamic and exciting event to officially “graduate” our Kindergarten students to the next stage in their academic lives.

PINNING / MOVING UP CEREMONIES

Every student in grades 1st – 6th is recognized at the end of the year for showing growth and/or effort in a specific area where the student excels or has shown commendable improvement. Students will have a special pin placed on the stole that they maintain all throughout their Elementary grades.



12TH GRADE GRADUATION

The ultimate ceremony is the senior class graduation, generally held during the second week of June. This Graduation ceremony is to include medal recognitions for all subject areas taught in the 12th grade program.

The recognition of Class Valedictorian will be awarded to the student with the highest grade point average (GPA). Students must have taken Advanced Placement (AP) classes. Students achieving this award may not have any outstanding disciplinary status and must have the overall approval of the Academic Council and 12th grade teaching staff. Only students who have been in the school for at least three of the four years of high school may be considered for this recognition. Academic Responsibility and Conduct scores may be considered in case there is a tie for valedictorian.

Students in the class of 2027 will need at least one AP course to form part of their GPA high school average to qualify for valedictorian status.

As of the year 2028, graduating students will need at least two AP courses to form part of their GPA high school average to qualify for valedictorian status.

The Class Salutatorian recognition will be awarded to the student with the second highest grade point average, meeting the disciplinary status criteria, overall approval of the Academic Council and 12th grade teaching staff.

In order to enjoy the privilege of participating in the graduation ceremony, 12th grade students must meet the following criteria:

- Successfully pass all subjects (only two subjects may be taken to completivo in order to participate in the graduation ceremony);
- Take the SAT's on the mandatory established date;
- Complete the 60 required service learning hours;
- Demonstrate overall compliance with the school's academic and conduct expectations as explained below:

Potential graduates must demonstrate ethical behavior and not fall on Behavior Probation status due to an act(s) that would otherwise be severe enough to consider not participating / walking in the graduation ceremony.

THE PRINCIPAL'S HONOR AWARDS

The Principal's Honor Awards are issued to the students who achieve:

- outstanding academic and discipline performance scores in the senior year;
- show aptitude and attitude in subject area to be awarded;
- have no significant discipline record in the junior and senior years;
- have maintained an Achievement score of **3.5(A-)** or **4 (A)**, a Academic Responsibility score of **3.5 (A-)** or **4 (A)** and a Conduct score of **4 (A)** during his/her senior year in the subject area for which he/she is receiving the recognition.
- must have the overall approval of the Academic Council.

ROOTS & WINGS AWARD

- Has achieved Honor Roll standing during each quarter of 10th, 11th and 12th grade at Ashton School (Achievement, Academic Responsibility and Conduct data);
- Has achieved Citizenship recognition during each quarter of 10th, 11th and 12th grade at Ashton School;
- Exemplifies commendable character and values (Teacher, Administrator and Student data);
- Demonstrates positive leadership qualities among students;
- Demonstrates a strong sense of service towards school, staff, classmates and community (Character Education data);
- Demonstrates strong school spirit;
- Willingness to embrace opportunities for growth and extended learning experiences.



CONDITIONS

CONDITIONS- ADMISSION

A child may be admitted on conditional status which is intended to ensure the child's success, both academically and in conduct. A new student continues to be on conditional admissions (CA) status until it is determined that the child can be removed from conditional status. This is determined by the Principal and monitored by the Counseling Department during the first Milkbreak.

FIELD TRIPS/FIELD WORK

The school's academic program will occasionally be complemented by educational field trips. These are mandatory and may require the use of the more formal school uniform (black closed shoes and belts). For most trips, students will be transported in the school bus by the school's designated driver. Parents will be asked to sign an authorization and release form in order for their child to participate in field trips.

Field Work is part of the students' Learning Expeditions

PHYSICAL EDUCATION AND SWIMMING CLASSES

The Ashton School is very committed to developing students' physical abilities as well as academic skills. The school's facilities provide for consistency of the physical education classes with the use of both covered and outdoor courts, a PK and Kindergarten playground as well as a swimming pool. Therefore, it is imperative that students plan and prepare properly to consistently carry out their physical education classes, which usually take place two times per cycle.

UNIFORMS (See Uniform Policy section)

* Competitive style swimsuits are required to be worn. Not having the correct swimwear without a valid excuse results in an automatic unexcused non-participation (see below).

GENERAL POLICIES

* Showers are required for the swimming class.

* Students are also required to be in their respective locker rooms by the time class is scheduled to begin, or be considered tardy. They will be given 4 minutes to report on deck (if they have swimming classes) or on the court (for PE days).



MEDICAL EXCUSES

All students are expected to fully participate in physical education and swimming unless there is a verifiable medical excuse certified by the child's doctor (not retroactive).

- * A doctor's medical excuse is appreciated if a student is to be excused from swimming for more than one class period.
- * A parent's written excuse will be accepted for one (1) class period only.
- * It should be noted that students are expected to make up non-participation days that result from a doctor or parent note.
- * Participation in class is a vital part of the swimming curriculum, and is graded accordingly.

SWIMMING

The swimming program at Ashton School, ranging from PK-6th grade, is designed around the basic premise that each student will receive the best instruction possible, and hopefully have an enjoyable time in the process.

We are trying to give them not only good instruction but also build in them the maximum amount of cardiovascular fitness possible in the time allotted. With swimming being one of the best cardiovascular activities available today, this is an ideal time to build good fitness levels in each student. We do not expect to reach maximum levels of fitness in this short time however, but we hope we can instill in each student the desire to continue some form of physical activity.

TEAM SPORTS

The school provides students the opportunity to expand their learning through team sports. Team members must commit to staying after school for scheduled practices and participate in the tournaments and friendly games as organized by the school or other institutions.

Team members may not fall on Academic Warning or Behavior Probation. If this happens, they will be asked to refrain from participating in upcoming tournaments. See corresponding academic and discipline policies for details.

CAFETERIA/MEALTIME RULES

- The cafeteria is a safe and courteous environment, a place where students interact appropriately and treat each other with respect.
- Students in grades PK -2 will use “indoor” voices when talking.
- Students in PK and Kinder will have their recess time in their designated area.
- Students will eat using good manners, and clean up after themselves
- Everyone will treat others with dignity and respect.
- Grace will be said with solemnity and respect. No one begins eating food until after grace is said.

Prayer of Thanksgiving Before Meal

The Lord is good to me
And so I thank the Lord
For giving me the things I need
The sun and the rain and the mango tree
The Lord is good to me.
Amen.

PARENT RELATIONSHIPS AND COMMUNICATIONS





PARENT RELATIONSHIPS AND COMMUNICATIONS

The school sends all communications to the registered emails and in some cases physical copies are distributed as well. Notification of upcoming activities and events are also posted on the school's web page calendar, social media (Instagram) and included in the Weekly News.

It is very important for families to make sure that their contact information is up to date in the school system as well as having completed the registration in the Newsletter Subscription form. Parents may contact the Registrar's Office (extension 241) should they have any change of e-mails or phone numbers during the school year.

Parents and students are asked to solely communicate with their teachers in person, through the school telephone (Preschool and Elementary ext. 240 and Secondary ext. 234), written notes, RenWeb/FACTS or via the teacher's school email and not by means of any other social media tool or personal numbers or addresses. The only exception to this is when school authorized groups have been created for expedited communication (For example, Grade-level chats, Seniors and Counselor, Debate Club, school teams, Parent Book Club, Delegates chat).

During the school day, parents and students may only communicate via the Academic Offices.

If a parent has a concern, suggestion or observation, he/she should first meet with his child's Homeroom or Advisory teacher. If the teacher is unable to address the matter, parents are welcome to request a meeting with their child's Principal, Counselor or the Assistant Principal, depending on the nature of the matter. Parents are welcome to request a meeting with the Head of School once the above mentioned channels of communication have been taken.

The school regularly communicates with families through Weekly News and via social media outlets like Facebook and Instagram. Class Delegates also belong to a Delegates chat that is managed by the Development Coordinator for the sole purpose of school-related announcements. Specific personal questions or concerns that parents may have should be handled as described above and not in the Delegate Chat.

In addition, each classroom teacher may create a chat group among the Class Delegates and the teacher. Full class parent/teacher chats are not allowed.

Our students are very active in the Ashton Connections and Enrichment (ACE) program and often participate in tournaments and events both in and outside the country. The team or club Advisor will create a chat group with students, but a parent team or club Delegate must be part of the chat group.

Parents and students should not attempt to add teachers or staff members to their social media pages. Teachers are not to post pictures of their students on personal social media outlets other than the school's official outlets.

CONTACTING THE SCHOOL

SCHOOL HOURS:

- The Reception desk is open from 7:30 a.m. to 4:00 p.m.
- The Administrative Division is open from 7:30 – 3:30 p.m.
- Operations Divisions is open from 8:00 a.m. to 4:00 p.m. (cashier until 3:30 p.m.)
- The Academic Division offices are open from 7:30 a.m. to 3:00 p.m.
- Library hours are from 7:30 a.m. to 3:15 p.m.



DISCIPLINE POLICY

DISCIPLINE

Elements of the school's discipline policy are based on "A Culture of Grace®" – Paul Tripp, Love and Logic® – Jim Fay & David Funk, and Normas del Sistema Educativo Dominicano para la Convivencia Armoniosa en los Centros Educativos Públicos y Privados – MINERD (Ministerio de Estado de Educación).

While the school believes it is necessary to have clearly defined rules and expectations, it is our goal to use conduct issues that arise as an opportunity to understand what is happening in the student's life and address issues of the heart. The ultimate goal is to contribute to the restoration of the student's heart and help lead him/her to a more productive and harmonious style of living, both in and outside the classroom.



GENERAL DISCIPLINE PROCEDURES

Teachers are responsible for conducting and keeping a productive learning environment where students are engaged at all times, working on challenging curricular activities as well as monitoring and following up on conduct issues. Conduct issues are reported separately from academic achievement or proficiency. We expect teachers to get to know their students, demonstrate love and model respectful attitudes for them at all times, take time to speak to their students about these conduct issues that develop in the classroom and take actions that will help the student reflect on the reasons for his/her actions to help them make better choices in the future.

Acceptable behavior is expected both in and outside the classroom and school grounds (field trips, retreats, promotion activities, sports events and other school-related activities). School authorities have the responsibility of addressing and solving any disciplinary situation with students and between students with professionalism and putting into practice Love and Logic® and Culture of Grace® principles.

When dealing with behavior issues, we ask that teachers take brief moments, outside of academic instruction time, to speak to students using questions that generate reflection:

1. What was going on?
2. What were you thinking and feeling as it was happening?
3. What did you do in response?
4. Why did you do it; what were you seeking to accomplish?
5. What was the result?

When it comes to reporting classroom conduct, students will receive a conduct grade for each subject as determined by each teacher. This conduct grade will be based on the overarching virtues of RESPECT and KINDNESS, two of the school's long-standing virtues.

The classroom conduct grade is assessed by a rubric that takes into account the student's compliance in:

- Kindness
- Respect
- Compassion
- Self-control/Making Good Choices

CONDUCT RUBRIC

CONDUCT RUBRIC						
Guiding Principle	Criteria	Descriptor	Consistently (4 pts)	Usually (3 pts)	Occasionally (2 pts)	Seldom (1 pt)
Spiritual and Socio-emotional Formation	Respect for classmates and others	Shows respect. Uses appropriate language and actively listens to others, showing kindness and empathy.				
	Attitude in class	Participates actively, maintains a positive attitude, collaborates with others and promotes a good environment.				
	Conflict management	Resolves conflicts peacefully and seeks reconciliation, models biblical peacemaking, forgives others.				
	Compliance with regulations	Respects school rules (inside and outside the classroom), even without supervision. Demonstrates self-control when making decisions.				
	Integrity and honesty	Tells truth, admits mistakes, acts with integrity.				
Our Conduct Rubric is based on Colossians 3:12-14, which encourages believers to embody Christ-like virtues, emphasizing compassion, kindness, humility, gentleness, patience, and forgiveness, all ultimately bound together by love, which is described as the "perfect bond of unity" or "perfect harmony".			Total:			

Conduct (Lower Elementary)		Consistently (4 pts)	Usually (3 pts)	Occasionally (2 pts)	Seldom (1 pt)
Peer-to-Peer Behavior	Shows respect and kindness (treats classmates with love and respect, using kind words and actions).				
	Resolves conflicts peacefully (solves problems calmly and tries to avoid arguments or fights).				
	Helps others (actively looks for opportunities to support and encourage classmates).				
	Expresses opinions respectfully (shares thoughts and opinions in a polite manner, even when disagreeing).				
Student-to-Authority Behavior	Respects authority (treats teachers and staff with respect, following directions and using polite language).				
	Engages positively (participates in activities with a joyful and willing attitude even during challenging activities).				
	Follows instructions (listens carefully and follows instructions from teachers and staff without needing reminders).				
	Follows rules for school spaces (respects classroom rules, playground areas, and other school facilities).				
Self-Regulation	Shows patience (remains calm and composed when receiving feedback or instructions).				
	Takes responsibility (owns up to mistakes and makes efforts to improve behavior when asked).				
	Tells the truth (admits mistakes).				
	Waits patiently and respects turns (takes turns and listens to others without interrupting. Raises their hand before speaking and waits to be called on).				
Our Conduct Rubric is based on Colossians 3:12-14, which encourages believers to embody Christ-like virtues, emphasizing compassion, kindness, humility, gentleness, patience, and forgiveness, all ultimately bound together by love, which is described as the "perfect bond of unity" or "perfect harmony".		Total:			

It is the responsibility of all Advisory teachers to send the rubric version to their students and to work on it as important content during the first Advisory sessions of the school year. The Assistant Principal's Office will follow up on this. The ultimate goal is that the students understand the rubric to be able to know the expectations ALL teachers have for them conduct wise. These conduct dispositions are expected in all of school life (classroom, school activities, practices and rehearsals, etc.)

The disciplinary incidents will be addressed following clear procedures, taking into consideration the severity of the incident. Ashton School highlights the different types of infractions contemplated by Normas del Sistema Educativo Dominicano para la Convivencia Armoniosa en los Centros Educativos Públicos y Privados (MINERD, along with the possible corresponding disciplinary measures taken by the authorities in order to help develop the students' character.

All minor infractions may result in deduction in the subject conduct grade corresponding to the teacher who handles the situation. For major or extreme infractions, a student may be referred to the Assistant Principal's Office who along with other authorities assigns disciplinary consequences. The school Counselor and the Advisory/Homeroom teachers are informed about the situation and then he/she has the opportunity to mediate regarding the measure that may be taken based on social-emotional factors that should be taken into account in the student's situation. Also, the Counselor has an opportunity to carry out an intervention with the student/s involved in order to benefit the development of their character and overall well-being.

MINOR INFRACTIONS

Note:

- A.** Interruption to the regular activities of the classroom and / or school unless it is due to a special / health condition of the student;
- B.** Being late to school / class without prior notification;
- C.** Bothering or making fun of any student, teacher or any member of the school community, as long as it is not recurrent;
- D.** Using an offensive verbal / non-verbal language;
- E.** Not complying with the uniform / dress code of the school;
- F.** Leaving the classroom without permission during class time;
- G.** Using without permission, electronic devices in school, such as: Cell phones, tablets, computers, earphones or having them visible during the school day;
- H.** Staying in classrooms or any other non-authorized location during recess;
- I.** Throwing trash in or dirtying any school area;
- J.** Accusing someone of committing a minor infraction without having the corresponding proof.

DISCIPLINARY MEASURES FOR MINOR INFRACTIONS

All measures for minor infractions (with the exception of mobile phones and uniform) are handled by the teachers and may result in deduction of points in their subject conduct grade. This does not require further information to either the Mediation or the Discipline Management Team unless it escalates to a major / severe infraction due to recurrence or if it is of great concern on behalf of the teacher.

- A.** Reflective dialogues with the student, which are focused on solutions and logical consequences;
- B.** Verbal admonishment in private, encouraging the student to present an apology if applies;
- C.** Special assignments conducive to reflection, which are related to the infraction committed;
- D.** Confiscation of cell phones or any other distracting item by the Assistant Principal's Office (during the school day or any other school-related activity outside of school);
- E.** Written agreements with students accompanied by follow-up processes and acknowledgement of students' improvements on behalf of the teachers;
- F.** Written or oral family contact to implement strategies in conjunction with the family that may result in positive behavior on behalf of the students;
- G.** Reflective dialogues with the group of students to generate solutions in order to get a healthy cohabitation among the members of the class to benefit the learning process;
- H.** One point demerit will be applied for each uniform infraction / cell phone confiscation;
- I.** Confiscation of jackets, sweaters, etc. if these are not the official school jacket.*

*To have the jacket returned, parents should retrieve it in school or call the Assistant Principal's Office with the commitment of ensuring that their child will not wear the jacket again in school. The only exception would be the senior students who may be allowed to wear the class jacket.

MOBILE PHONES

Elementary school students (grades 1-6) may not bring mobile phones to school. If elementary students have a need to reach their parents at the end of the school day, they may do so with the assistance of the Principal's Assistant in the Elementary School Office.

Secondary school students who bring mobile phones to school will be required to hand them in at the beginning of the school day to their advisory teacher. These will be stored in the principal's office until the end of the day, at which point they will be returned to the student. Failure to turn in the phones to the Advisory Teacher at the beginning of the day (or directly to the Academic Office if the student has arrived late) will result in an infraction.

If a student is caught with a cell phone during the day (from the beginning of the day to the dismissal time), the phone will be taken away and given back at the end of the day. Each confiscation generates 1-point demerit to the student and as of the fourth time the device is confiscated, the Assistant Principal Office will write a disciplinary referral for the student.

Demerits are registered by the Assistant Principal's Office.



MAJOR INFRACTIONS

Major Infractions (MINERD Handbook Art. 19)

(2-point demerit)

- A.** Not complying with the expectations, procedures and regulations while taking a test, quiz or any other assigned evaluation;
- B.** Physical or verbal aggression, threatening attitudes or disrespect towards peers and / or authorities;
- C.** Verbal or nonverbal irreverence towards patriotic symbols;
- D.** Discrimination towards any member of the school community for reasons of race, nationality, religion, disability, etc;
- E.** Publishing content about members of the school community on social media without authorization;
- F.** Littering or deteriorating any furniture or facilities of the school, which may be considered vandalism;
- G.** Leaving any location of the school with or without authorization with the intention of causing harm or committing any incorrect action;
- H.** Leaving a class / the school grounds without authorization or not reporting to a class after 10 minutes of the start of it (skipping);
- I.** Misbehavior or inappropriateness in any outside school activity;
- J.** Entering the school grounds without authorization out of the regular school hours.
- K.** Accusing someone of committing a major infraction without the corresponding proof;
- L.** Committing plagiarism or cheating on projects and / or exams. Using Chat GPT or any artificial intelligence tool or app for non-educational purposes or without the awareness of the teacher;
- M.** Deteriorating own school supplies or others';
- N.** Recurrence of minor infractions despite the support and follow-up on behalf of school authorities in conjunction with the family. The school needs to show evidence of previous follow-up to the student.

DISCIPLINARY MEASURES FOR MAJOR INFRACTIONS

- A.** All of the measures considered for Minor Infractions;
- B.** Having the student report to the Detention Room for a maximum of one (1) day. This measure should be taken in agreement with the Guidance Department in order to provide a proper space for the student to comply with this consequence while working on assigned tasks under proper supervision;
- C.** Written reflections;
- D.** Public or private apologies;
- E.** Conversations with parents or tutors to agree on commitments on behalf of the students with positive follow-up included;
- F.** Written notifications to parents or tutors;
- G.** Annulment of any plagiarized or stolen assignment. Loss of credits on copied or plagiarized work and written admonishment to the one committing the act and the one sharing the material.
Note: Retake of plagiarized exams/summative assessments and an automatic score of 1 in the "work ethics" criterion of the Academic Responsibility Rubric and a score of 1 in the "self-control/makes good choices" criterion of the Conduct Rubric will be applied.
- H.** Assignment of special tasks to encourage students to reflect. These may include: cleaning desks, yard, helping to organize areas among other tasks related to the original action;
- I.** Prohibition of use of computers and other electronic devices due to recurrence in the misuse of these apparatuses.
- J.** Replacement of deteriorated furniture, facilities or devices.

SEVERE INFRACTIONS

(3-point demerit)

- A.** Bullying;
- B.** Bringing, trafficking, consuming or interacting with any psychoactive substance of any kind in school or in any school-related activity;
- C.** Appropriating or stealing any item or school supply in school or in any school context;
- D.** Alteration of school documents;
- E.** Confrontation, physical aggression or threatening actions towards any person;
- F.** Bringing or using any dangerous item that causes harm to any school member, such as sharp items, weapon, among others);*
- G.** Recurrence of major infractions despite the support and follow-up on behalf of school authorities in conjunction with the family;
- H.** Actions against health and the environment, such as: electronic cigarettes, hookah, vaper, homemade bombs, etc.;
- I.** Accusing someone of committing a severe infraction without the corresponding proof;
- J.** Attacking or offending any school authority in private or public;
- K.** Posting on social media any content in relation to any member of the school community and without their consent;
- L.** Violating the privacy of any school member's social media;
- M.** Creating social media accounts involving the name of the school or any school member without proper authorization;
- N.** Stealing money or any school material from any school member;
- O.** Having sexual relationships in any school area.

*Our main goal is to guide students to make wise and healthy decisions that guarantee their well-being now and in the future. We understand that if a student chooses to commit a severe offense such as bringing, using or distributing prohibited items or substances, that student may need external professional counseling. Therefore, and pursuant to Law No. 136-03, Art. 32B (Obligation of Educational Authorities in Health Matters), the school may require the parent of said student to seek external professional counseling for his son/daughter. Compliance with the established referral is essential for enrollment the following school year at Ashton School. The School Counselor and the Assistant Principal would then follow up with the external Counselor. This external follow-up will be requested of the student's parent (s), who will thus grant written authorization to the Ashton School Counselor.

Likewise, the school is required to contact relevant government authorities, such as the Office of the Attorney General of the Republic (Procuraduría General de la República) so that they follow up on cases of minors who are involved in severe infractions.

DISCIPLINARY MEASURES FOR SEVERE INFRACTIONS

- A.** All of the measures considered for Major Infractions;
- B.** Having the student report to the Detention Room for a maximum of two (2) days. This measure should be taken in agreement with the Guidance Department in order to provide a proper space for the student to comply with this consequence while working on assigned tasks under proper supervision;
- C.** Restriction of participation in outside school activities;
- D.** Restriction of participation in school activities as long as they are not part of the mandatory curriculum.

* Referral forms are used to report major or severe infractions to the Assistant Principal's Office. This document generates demerits independently from the disciplinary consequence assigned which are contemplated above. The Assistant Principal will keep a record of these referrals and the demerits applied, which may result in further consequences as follows:

Infractions regarding uniform / mobile phone	Major infractions	Severe infractions
1 point demerit	2 points <u>demerit</u>	3 points <u>demerit</u>

The accumulation of demerits will result in the following consequences:

5 demerits: Loss of Citizenship Award

10 demerits: Above and reflection

15+ demerits: Suspension which results in Behavior Advisement

The school reserves the right to expect that our students carry themselves in a manner that is consistent with the school's vision, mission and principles at all times, including in or outside of school. In case of any questionable behavior or actions, the Academic Council will take up the matter and apply consequences or take action accordingly.



PLAGIARISM AND CHEATING

Plagiarism and cheating demonstrates a lack of integrity and character that is inconsistent with the goals and values at Ashton School.

PLAGIARISM

Plagiarism consists of taking another person's work or ideas and presenting them as your own ideas . It is a dishonest act and it interferes with the assessment and feedback process that is necessary in order to promote academic growth. Plagiarism defrauds the instructor with a false view of a student's strengths and weaknesses.

This includes:

- Taking someone else's assignment or portion of an assignment and submitting it as one's own;
- Submitting material written by someone else or rephrasing the ideas of another without giving the author's name or source;
- Presenting the work of tutors, parents, siblings, or friends as one's own;
- Submitting papers from the Internet written by someone else as one's own;
- Supporting plagiarism by providing work to others, whether it is believed it will be copied or not.

Note: When students choose to plagiarize on a process assignment (formative) and get caught, they receive a zero on the assignment and receive a disciplinary report. In case of an achievement assignment (summative), students will also have to make up the work or test in order for teachers to properly assess proficiency of the content. They will also receive an automatic score of 1 in the "work ethics" criteria of the Academic Responsibility Rubric and a score of 1 in the "self-control/makes good choices" criteria of the Conduct Rubric.



CHEATING

At Ashton School education is based on learning specific skills, forming lifelong work habits, and developing mature coping skills according to each student's unique abilities.

CHEATING INCLUDES:

- Copying as original work; including inappropriate use of artificial intelligence.;
- Exchanging assignments with other students, either handwritten or computer generated,
- Allowing another student to copy;
- Giving or receiving answers during tests or quizzes;
- Using or possessing any non-authorized electronic device during the examination;
- Physical or digital access to exams outside the testing scenario, prior to testing period.

Note: During exams, quizzes or any assessment assignment, it is the student's responsibility to secure his or her papers so other students will not have the opportunity or the temptation to copy.

If students choose to cheat and get caught, they receive a zero on the process assignment (formative) and receive a referral form. In case of an achievement assignment (summative) during the quarter, students will also have to make up the work or test in order for teachers to properly assess proficiency of the content. They will also receive an automatic score of 1 in the "work ethics" criteria of the Academic Responsibility Rubric and a score of 1 in the "self-control/makes good choices" criteria of the Conduct Rubric.

If a student cheats on a semester (Midterm or Final) exam (12th grade), the score will be annulled and the exam will be taken as a makeup exam in the next testing session, i.e. "completivo" or "extraordinary" (examen extraordinario).

The school reserves the right to require a student(s) to take a different exam or to make up any assessment assignment if the results are found to be unreliable.

TARDINESS

Morning Tardiness: Refer to section on MORNING ARRIVAL, FLAG CEREMONY, ATTENDANCE, PUNCTUALITY AND DISMISSAL`

Tardiness to Class and Skipping in Secondary School (7th - 12th)

*4th, 5th and 6th Grade will follow the same procedure with a two-point deduction.

Tardiness to class consists of arriving to the classroom after the transition time is over. Skipping consists of arriving to the classroom ten (10) minutes after the class has begun. Students will have to obtain a late pass from the Assistant Principal's office or the Academic Office if they are late to class.

- Tardiness to class and the issuance of late passes will be reflected in the "Reporting to class prepared and on time" criteria in the Academic Responsibility grade, in the corresponding subject, on a quarterly basis as follows:

1st late pass: Score of 3.5

2nd late pass: Score of 3

3rd late pass: Score of 2.5 + referral form

4th late pass: Score of 2

5th late pass: Score of 1.5

6th late pass: Score of 1 + referral form

7th late pass: Score of 1 + referral form

- Skipping class (ten-minute tardiness to class) = Referral Form to the Assistant Principal which results in 2 overall demerits, loss of Citizenship, Honor Roll and High Honors awards for the quarter + notification to parents and a score of 1 in "self-control/making good choices criteria of the Conduct Rubric.

SCHOOLWIDE RESPONSIBLE BEHAVIOR





SCHOOLWIDE RESPONSIBLE BEHAVIOR

- Students are expected to respect each other in every sense of the word; physically, emotionally, spiritually and in digital and social media exchanges. Students must never take unauthorized pictures of each other or share pictures and images of other students.
- Students should walk through the building in a calm, quiet and orderly manner.
- Every classroom has rules that promote learning as well as respect, responsibility, and kindness.
- Each student is expected to follow classroom, playground and cafeteria rules at all times.
- Each student is expected to demonstrate politeness and good manners when interacting with each other and with school staff at all times.
- Students may not leave the school grounds during the regular school day unless parents request by written permission at the school office.
- Running is permitted only in authorized outdoors areas.
- Gum, candy and toys must remain at home.
- Respectful behavior to students, staff, and teachers is expected at all times.
- All materials, including at lunchtime and recess must be cleaned up and placed in the proper place.
- Care for school property at all times and refrain from anything that could be considered pranks or acts that will negatively affect the school and the community.



RESPONSIBLE HALLWAY BEHAVIOR

- Remove hats upon entering the building.
- Use line basics to avoid bothering classes in sessions.
- Walk on the right side of the hallway.
- Students will keep their hands and any other objects to themselves.
- When a staff member requests that a behavior be changed, the students should follow the direction immediately.
- Cover mouth when yawning.
- Use the arm and inside of the elbow to cover mouths when coughing or sneezing at all times in and out of the buildings.
- Appropriate language is expected at all times in any language used.

RESPONSIBLE RESTROOM BEHAVIOR

Use restroom appropriately and leave it clean. Appropriate behavior includes:

- No hanging from stall walls;
- No jumping off toilet, seats or sinks;
- No peeking under doors;
- No harassment or intimidation;
- Only use quiet voices in the restroom;
- Put toilet paper in the wastebasket and flush;
- Put paper towels in the wastebasket;
- Wait for other students to leave the restroom if there are already three students inside;
- Only three students may be in the restroom at any given time;
- Use of mobile phones as well as unauthorized items in the restrooms is absolutely not allowed.
- After the proper use of the facility, the student should leave immediately.



RESPONSIBLE CAFETERIA BEHAVIOR

- Teachers will say grace with their students in the classrooms/cafeteria before recess (PK-6th).
- Students will use “indoor” voices when talking.
- Students will keep hands, feet, and other objects to themselves.
- In Pk – 2nd, students will stay seated in the cafeteria or designated eating area at all times. NO WANDERING. Raise hands to get help and to be dismissed.
- Students will eat using good manners, and clean up after themselves.
- Students will walk in and out of the cafeteria.
- Everyone will treat others with dignity and respect.

RESPONSIBLE PLAYGROUND BEHAVIOR

- Use appropriate language;
- No unacceptable physical contact (that which makes a person feel uncomfortable or is deemed invasive or offensive);
- No spitting or biting;
- No rough play in the courtyard;
- Jump ropes may not be used for any activity other than jumping;
- No scaling or jumping off of the court seating area;
- Line up using line basics immediately after the teacher arrives to go indoors. (Elementary).

CATCH THE STUDENT BEING GOOD

Ashton School prides itself with supporting good and positive behavior whenever and wherever it occurs. Students are routinely acknowledged for displaying good manners, courtesy, respect, kindness and responsibility. Verbal praise, a brief note, a “thumbs up” signal are used generously every day at every opportunity. Happy grams are shared via email with students and parents when a student has shown improvement or for outstanding behavior or progress.



BEHAVIOR ADVISEMENTS AND PROBATIONS:

Students who are not performing at the expected behavioral levels will be placed on one of the following conditions:

BEHAVIOR ADVISEMENT:

- Two subjects + with a score of 1 in Conduct (quarter results).
- Any cheating / plagiarism incident (achievement assignments).
- One suspension.
- Inappropriate conduct as deemed by the Discipline Management Team (Equipo de Gestión).

ACTION(S) TO BE TAKEN:

- Documented meeting with The Assistant Principal, Guidance Counselor/Principal (the last two as needed) to come up with a Behavior Improvement Plan (BIP) as needed.
- Letter informing of the Behavior Advisement and possibility of Behavior Probation if the student does not carry out the goals in the BIP. Recommended student counseling and support as deemed appropriate.

Any student who chooses to conduct him/herself in a manner that results in Behavior Advisement will have to achieve conduct grades of 2 or above (with a maximum of one subject achieving a score of 1) during the following quarter and achieve the goals outlined in the Behavior Improvement Plan.

If the student falls on Behavior Advisement due to a suspension, cheating or plagiarism in an achievement assignment, the expectation is that he/she complies with the discipline expectations as a result of the BIP that was assigned. Any suspension that occurs after the mid-quarter cutoff would place the student on Behavior Advisement immediately and into the following quarter.

This may even carry into the following school year and the student will receive follow up from school personnel during the time period that he/she is on BA as part of our mission to transform hearts. At the end of the quarter, the Discipline Management Team will determine if the student is ready to be removed from Behavior Advisement.



BEHAVIOR PROBATION:

- Three quarters (they do not need to be consecutive) on Behavior Advisement AND/OR;
- Two suspensions or more in the year AND/OR;
- Any action that is considered major or extreme in nature by the Discipline Management Team in which may result in the school reserving the right to enroll the student.

ACTION(S) TO BE TAKEN:

- Documented meeting with the Assistant Principal, parent and student for the student to reflect on the situation;
- A student BIP is developed or updated if deemed necessary by the Assistant Principal;
- Required student and family counseling outside of school (if deemed necessary by the guidance counselor).

Students on Behavior Probation will not be able to represent the school on teams, co-curricular activities, school plays or participate in field trips. Students WILL be able to participate in retreats (convivencias). The purpose of this consequence is for the student to understand the severity of his/her behavior standing and that students who represent the school in any of the above listed activities should comply with the school's basic conduct code. Retreats, however, may be opportunities to restore the student's heart and should not be used as a behavior consequence.

Any student who chooses to conduct him/herself in a manner that results in Behavior Probation will have to successfully comply with the BIP assigned. This may even carry into the following school year and the student will receive follow up from school personnel during the time period that he/she is on BP as part of our mission to transform hearts. At the end of the quarter, the Discipline Management Team will determine if the student is ready to be removed from Behavior Probation.

Any suspension or severe incident that occurs after the mid-quarter cutoff would place the student on Behavior Probation immediately and into the following quarter.

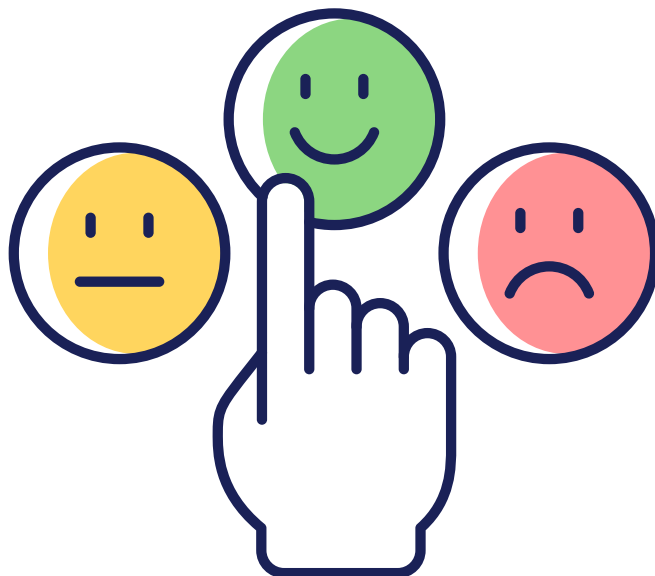
If the behavior does not improve, the school may decide to not enroll the student, unless the teachers and Discipline Management Team (if warranted) understands that there are extenuating circumstances in the student's life that merit more opportunities to restore the student's heart and conduct. This may include requiring outside support or therapy. The school also reserves the right to not grant admission for any conduct that the school considers inappropriate or conduct that goes against the school's general philosophy. This is independent of a student's conduct scores or advisement/probation status."

If the student has already enrolled for the following school year, the school will reimburse any payments made that pertain to registration for the upcoming school year.

BEHAVIOR IMPROVEMENT PLAN (BIP)

The Behavior Improvement Plan (BIP) is designed to help the student consider (reflect on) his actions, confess (admit) his actions/attitudes, commit to future improvements and ultimately be able to demonstrate and document the change that has taken place. The BIP will be reviewed by the Assistant Principal's Office within an established time frame (two weeks, one month, one quarter, etc.)

Students who have BIP's are closely monitored by teachers, Principals and the Assistant Principal.



UNIFORM AND GENERAL DRESS CODE





The school has a strict uniform code for safety and to maintain the proper school atmosphere for both students and teachers.

PRE-SCHOOL AND ELEMENTARY SCHOOL (PK-6TH)

Girls:

- Regular Uniform: Regular skirt / navy blue pants, white school polo, white/navy blue socks, closed, flat dress-type shoes / appropriate sports sneakers, and official navy blue school jacket;
- P.E. Uniform: school T-shirt, navy blue shorts, white or navy blue socks, and appropriate sports sneakers;
- Swimming (2nd –6th): Competitive style swimsuits.

Boys:

- Regular Uniform: Khaki pants, white school polo, belt, white / khaki socks, closed, formal type shoes / appropriate sports sneakers, and official navy blue school jacket;
- P.E. Uniform: White school T- shirt, navy blue shorts, white or navy blue socks, and appropriate sports sneakers;
- - Swimming (2nd – 6th): Competitive style swimsuits.

SECONDARY SCHOOL (7TH-12TH)

Girls:

- Regular Uniform: Navy blue pants, white school polo shirt, navy blue / white socks, closed, flat dress-type / appropriate sports sneakers and official navy blue school jacket.
- P.E. Uniform: White school T-shirt, long blue athletic pants, white / navy blue socks and appropriate sports sneakers.

Boys:

- Regular Uniform: Khaki pants, white school polo shirt, belt, khaki / white, navy blue, black and grey socks, closed, formal type shoes / appropriate sports sneakers and official navy blue school jacket;
- P.E. White school T-shirt, long blue athletic pants , white / navy blue socks / appropriate sports sneakers.

NOTES:

A. Polo shirts, P.E. T-shirts, regular navy blue and khaki pants for boys and girls, and the official jacket and P.E. pants are sold only at school;

B. For semester exams (12th grade), students must also use complete or P.E uniforms

C. If on a given day a student has difficulty wearing the uniform, he / she must bring in an excuse signed by the parents / tutors, or parents may send an email to **assistantprincipal@tas.edu.do**, explaining the reason for the situation. The Dean of Students will examine the excuse to determine if it is justifiable. If the excuse is not justifiable, the student will assume the corresponding consequence.

For field trips, field work, or specified ceremonies, students are strictly expected to wear a formal uniform which implies the following:

- Regular polo shirt tucked in;
- Formal belt;
- Formal shoes (not sneakers)

The formal uniform is a special requirement for students to be able to participate in field trips or otherwise remain in school instead of participating in the outing.

STUDENTS ARE ALSO EXPECTED TO:

- Boys should refrain from wearing headbands or ponytails;
- Hair on the sides of the head should be trimmed;
- Eyes, ears and neck should be visible;
- Maintain short and clean nails;
- Maintain correct skirt length - for girls;
- Maintain correct pants length, neatly hemmed;
- Refrain from wearing caps inside the school buildings;
- Use complete and proper Physical Education uniform;
- Bring correct swimsuit and labeled towel;
- Wear only simple, functional hair ornaments – for girls;
- Only use the official school jacket;
- Boys can have a well trimmed mustache/beard.



THE FOLLOWING ARE NOT ALLOWED:

- Elaborate jewelry;
- Elaborate hair ornaments;
- Make up;
- Unnatural hair coloring;
- Excessively long fingernails;
- T-shirts with slogans undershirts;
- Use of earphones or headphones at any station of the school unless it is authorized by an authority who will supervise the use of the item.

The above are general guidelines. Other situations may be handled on a case-by-case basis.

COLOR DAY DRESS CODE:

On Color Days students may use non-uniform outfits as per the Color Day theme. Nonetheless, all attire must be in accordance with the school's principles of maintaining modesty, decency and appropriateness. If students do not comply with the dress code set by the school, they will have to call from the Assistant Principal's / Academic office to receive appropriate attire from home. If there is no one at home to help the student resolve the situation, a demerit will be applied.

THE FOLLOWING ARE NOT ALLOWED DURING COLOR DAYS:

- Flip flops;
- Crocs;
- Pants with holes;
- Tank Top;
- Tight pants/ leggings;
- Shorts (Secondary students);
- Spaghetti straps/ crop tops;
- Pajama-type pants ;
- Any other piece of garment that is not aligned with the school philosophy;

Note: bermudas with 12-inch inseam are allowed .

EMERGENCY SITUATIONS AND SCHOOL CLOSINGS





In general, the school will not suspend class unless it is mandated by the Ministry of Education (MINERD).

In the event that classes must be suspended due to an emergency, notifications will be posted on the web page and other official social media resources. If Internet service is not available, school personnel will contact homes by using a telephone tree system.

The school has a designated Emergency Committee, which ensures that students and personnel are familiar with appropriate evacuation and lock-down procedures in case of emergencies. Drills are carried out throughout the year to practice for these possible scenarios.

In the event that we are unable to carry out teaching and learning on campus, we will activate the Ashton School Distance eLearning Plan if internet lines are not affected by the emergency situation. Depending on the emergency, we will determine how quickly eLearning may be in place.

EARTHQUAKE PROCEDURES - OVERVIEW:

In accordance with the U.S. Federal Emergency Management Agency (FEMA) and the Dominican Ministry of Education, the school instructs students to do the following during an earthquake:

1. Drop, cover and hold on – students should get under their desks in a quick manner, and hold the legs of their desks.
2. Move as little as possible.
3. Stay away from windows to avoid being injured by shattered glass.
4. Stay indoors until the shaking stops and you are sure it is safe to exit.

FIRE DRILL

Evacuation procedures will be practiced with students upon hearing the fire alarm.

LOCKDOWN DRILL

Students and staff will be instructed to practice how to shelter in place in the event of an emergency requiring the school to go into lockdown. Communication will be via our WhatsApp chat and local authorities will be notified.



**GUIDANCE, GUIDANCE
SERVICES AND STAFF
CONFIDENTIALITY**



GUIDANCE, GUIDANCE SERVICES AND STAFF CONFIDENTIALITY

The Guidance Department aims to provide students with support, advice and guidance in their social, emotional, educational and vocational areas. The department contributes to develop individuals with values and standards who are able to make wise, healthy decisions and manage their personal life.

In addition, the High School Guidance Counselor assists students with all matters related to college and career planning including: providing college preparation information and advice, guiding students with selection of possible majors, conducting vocational testing, writing letters of recommendation and helping with college applications, guiding students with course selections that may prepare them for future college studies, contacting universities and hosting college visits, networking with other Guidance Counselors among other responsibilities.

School personnel commit to respecting the privacy and confidential nature of student information. In its Contract for Services, the school informs parents of its obligation to provide accurate/honest information to universities, colleges, or other educational institutions to which students may be applying.

INDIVIDUAL GUIDANCE

- 1) At the beginning of the school year the counselor will inform students about the Guidance service.
- 2) The student has the right to voluntarily meet with the counselor.
- 3) During school hours, the student must have the teacher's permission and a signed pass.
- 4) There shall be equal opportunity to receive psychological and emotional guidance, at the discretion of the Guidance Department.
- 5) These Guidance meetings can occur immediately when a student is in need due to a specific emergency situation.
- 6) Meetings can be scheduled in several sessions to work on a specific area that is preventing the student from healthy development.
- 7) Promotes a healthy self-concept among students using positive reinforcement and advice based on "Love and Logic".
- 8) Confidentiality: All students are entitled to keep the sole discretion of all issues covered in the guidance department.



EXCEPTIONS

The following cases are exceptions in which the department is not committed to total confidentiality:

- When the student (him/herself) or another one is in danger;
- When the student can cause physical harm to him/herself;
- There may be cases that must be transferred to the Head of School for a final decision on this regard.

EDUCATIONAL GUIDANCE

Whenever necessary the Guidance Department organizes support groups and groups of diversification. The counselor performs interventions at times of crisis which may include the entire class or just small groups depending on the need. While conducting educational Guidance, the following must be kept in mind:

- Guidance is not a discipline element in school, but rather prevention;
- The counselor does not implement rules, or addresses disciplinary problems directly with students in the classroom;
- For students with special needs, the department keeps track of "Milkbreak" records working in conjunction with the special educator and the school principal of corresponding grade levels (see Milkbreak description below);
- Maintain effective communication with families and teachers;
- The department works with parents to remove barriers that are preventing the student from developing;
- Families seeking information or personal consultation may request an interview with the school counselor.

CHARACTER EDUCATION (VIRTUES)

- The Guidance Department promotes Christian virtues in students;
- The Character Education teachers work with the department receiving guidance in the program used;
- The Guidance Department and Character Education team supervises and directs the work of teachers in shaping students' values.



STUDENT SUPPORT SERVICES

Students with special needs are expected to master the general curriculum to the maximum extent appropriate with the use of interventions in school, as well as outside supplementary instruction, and other support such as psychological and medical assistance.

These students are first referred to Student Support Services As soon as students are referred, parents are informed that the child has been referred to the Student Support Team for recommendations or conditions. Student Support Services meetings take place three times a year.

Teachers, Counselor, Coordinators and the School Principal carefully monitor each student's progress. The school will make every effort to assist a student's learning and in the case of special difficulties or circumstances, additional help may be necessary to ensure a child's success.

All teachers meet to discuss students in general, and specifically those in Student Support Services.

INFIRMARY SERVICES





The infirmary will only attend students with passes. If an elementary student is sick during recess, he/she must go with a teacher or have a pass explaining his/her ailment signed by a teacher or a duty teacher. Students on regular medication may go to the school doctor to receive their medication without an explanatory note or pass during the scheduled time. Infirmary hours are from 7:30 a.m.-5:00 p.m.

A legitimate injury is that which has broken the skin or caused a bruise or mark on the body or eyes.

A legitimate ailment is that which causes visible symptoms in the child: nausea, headache, vomiting, flushing from fever, congestion, persistent cough, chills, faintness, cold sweating, etc.

INCIDENT REPORTS

Should an injury or accident occur at any time to a student, the teacher on duty may be required to file an incident report explaining the details of the incident. The report is filed with the administration and used as a record of the incident.

MEDICINE ADMINISTRATION AND MEDICAL EMERGENCY MANAGEMENT

- Parents or guardians' authorization is required to administer medicine.
- If a medication has been prescribed by a professional, parents must state it in writing, both the medicine and the dosage to be administered.
- The school Principal, the teacher and the corresponding grade level counselor or psychologist should be aware of such instructions.
- All medication shall remain locked in custody of the Infirmary Department.
- -Medicated students shall be allowed to go to receive their treatment at the scheduled time.
- Any emergency situation must be reported to parents immediately, as well as the medication that has been given.
- If necessary, the student shall be transferred to the medical centers already established.
- The students' transfer shall be done in special vehicles (ambulances).

MEDICATION AUTHORIZATION PROCESS

- Parents must sign a transfer authorization for students to be taken to the established medical centers as well as permission for transportation.
- Parents or guardians are required to fill out the information in the corresponding section of the admissions form in order to administer any medicine.

HEAD LICE

The school nurse will check students for head lice on a scheduled and periodic basis. Parents are asked to report known or suspected head lice problems. When head lice or nits (eggs) are discovered, the parents will be informed immediately. Parents are kindly requested to take appropriate measures at home, before the student returns to the school.



CONTAGIOUS DISEASES

Students shall not attend school if they are diagnosed or suspected of being affected by any infectious disease, such as nits, herpes, COVID-19, influenza, etc.

STUDENT PROTOCOLS

 The Household	 The Student	 The rest of the class
Someone has symptoms related to Covid-19.	Symptom-free	Attend School
Someone is confirmed positive for Covid-19	Symptom-free	Attend School
Symptom-free	Student has symptoms related to Covid-19	Attend School
Symptom-free	Student is confirmed positive for Covid-19	Attend School
Someone in the household was in direct contact with a person confirmed with Covid-19 but has no symptoms	Was not in contact with the person confirmed with Covid-19.	Attend School

Direct Contact: Anyone who was within 6 feet of an infected person for a total of 15 minutes or more, during a 24-hour period, even if wearing a mask.

Symptoms related to Covid-19: Headache, sore throat, malaise, cough, stomach pain, fever, loss of smell or taste.

GENERAL INFORMATION





LIBRARY

Students may frequent the library with a pass, or after school. Classes may schedule a regular library time with the librarian to check out books for extensive reading, a practice strongly encouraged at the Ashton School. Students may keep books for one week. Students may renew books if they are still reading them. Students are responsible for the condition of all library books and are liable for payment of books destroyed or lost.

LOCKERS & LOCKS (7TH - 12TH)

Each student will have an assigned locker and lock. Locks are school property and must be returned at the end of each school year. In case of loss, students will have to pay US\$ 10.00.

LOST AND FOUND

Parents are expected to clearly mark all student lunch boxes, sweaters, jackets, etc. with a lasting ink marker (sewing ink-marked tape into the clothing works well). The school is not responsible for items that are lost. Students are expected to take responsibility for their belongings. The Lost and Found is next to the Library. Any student needing to visit the Lost and Found should see the Security Guard.

NEWSLETTERS

The school prepares a digital Weekly Newsletter to inform about upcoming events and to share news and photos that have occurred during the week at school. In addition, the school maintains a blog to share information about virtues, principles being addressed at school as well as ideas and articles for parents to use at home.

PARENTS ASSOCIATION (ASPAS)

This committee is essential for a school to function effectively, since its main goal is to represent the parents' assembly in the school. Likewise, it will help monitor, in conjunction with the school, the effective communication among all community stakeholders.

PARENT DELEGATES

All parents are encouraged to become involved in the Ashton School Parents' Association (ASPAS).

Grade-Level Delegates:

For Classroom Delegate roles, an informational email will be sent to parents towards the end of each school year explaining the procedures to be followed if any parent wishes to become involved as a Classroom Delegate for the upcoming school year. Any parent wishing to hold this position must have been an Ashton parent for at least one school year.

After interested parents send their interest requests, the school leadership team reviews all the entries and communicates results to the parents who will serve as Grade-Level Delegates for the upcoming school year. Delegates will serve both grade sections, not only the section where his/her child is placed.

ASPAS Executive Council:

The Executive Council is elected for a two-year period. In accordance with the National Ministry of Education, it must consist of the following:

- Seven-nine (7-9) members representing the different grade levels.
- One (1) member representing the Board of Directors
- One (1) member representing the School Administration

ASPAS is legally constituted and regulated according to its statutes and the internal policies created for this purpose.

Towards the end of each two-year period, an email is sent to the entire community to determine interest to serve on the Executive Council. All entries are reviewed by the school leadership team and the existing ASPAS Executive Council.



PARENTS ON CAMPUS

- Parents are always welcome to join us for flag ceremony but may not use this time for conferencing with the teachers;
- Once the flag ceremony ends, parents should refrain from going into the classrooms unless there is a special activity which they have been asked to attend;
- All parents and visitors on campus must check in and out with the security guard or the receptionist if they are coming in for a meeting;
- Parents should respect the use of proper attire on campus and at school events;
- Parents who need to leave a message may do so by calling or writing to the Area Principal's office, but may not go directly to the classroom;
- Parents have access to the school grounds to wait for their child at dismissal, in the area adjacent to the security office on Calle Poncio Sabater, no earlier than 30 minutes prior to dismissal time. Students may not be dismissed early with parents unless they have an authorization pass from the office;
- Ashton School has specific child protection policies and practices which are outlined in the handbook titled, Safeguarding our Children: A Guide to the School's Child Protection Policies and Procedures. All parents serving as Delegates or volunteers must acknowledge that they have read the Handbook and agree to abide by the Code of Conduct contained within;
- Parents who serve as Delegates must agree to the professional training that the school will provide on a regular basis, both on-site and web-based training.



APPOINTMENTS WITH TEACHERS

Parents are encouraged to set up appointments with teachers by calling the Elementary or Secondary School assistants who will schedule an appointment during one of the teacher's available planning periods.

PERSONAL ITEMS AT SCHOOL

- * No items may be delivered to students after 8:00 a.m.
- * Items such as candy, electronic devices, pets, collections, etc., must not be brought to school unless the teacher or school office has granted prior permission in writing.
- * We cannot be responsible for any such items, even if they are given to the staff for safekeeping.
- * Use of any toys in school is not allowed.
- *Basket, volley, soccer, or other soft textured balls are allowed with the teacher's permission and these must be labeled with the student's name.
- * Personal items, which are not allowed, may be confiscated and held until dismissal to be given to the parents.

PHOTOGRAPHS

Photographs on school grounds are not allowed unless the Area Principals have given prior authorization. The school reserves the right to use student photographs on the school website and other promotional materials unless parents request otherwise. The packet made available during registration contains a form that If parents would like the school to refrain from using student photographs they must complete the section in the registration form.

PLAYGROUND RULES

The Lower Grades playground is to be used solely by students in grades PK-2nd and only under the teacher's supervision.

REGISTRATION AND NEW STUDENT ADMISSIONS





REQUEST FOR TRANSCRIPTS, LETTERS OF GOOD CONDUCT AND CERTIFICATION OF STUDY

The Registrar's Department handles all students-information and data. Requests for records or study certificates should be made directly to the Registrar's Department. Transcript formats are based on the requirements of U.S. colleges and the MINERD.

REGISTRATION

Registration for the upcoming school year generally begins in January. However, information regarding enrollment of siblings should be given to the Admissions Department by September of the previous school year since admissions priority is given to siblings, upon successful completion of the admissions process and evaluation.

Enrollment agreements and payments must be completed as per the registration schedule, which is sent to parents in December or January. The school cannot guarantee placement for any student if the enrollment agreements and payments are not completed on time.

If a student has been placed on Behavior Probation (BP) due to conduct issues, the student's enrollment will depend upon his/her behavior during the remainder of the year.

A student on Behavior Probation (BP) might not be allowed to enroll during the regular registration period, until he/she has modified any conduct issues.

NEW STUDENT ADMISSIONS

The Admissions Department will oversee everything related to the admission of new students, and what this process involves.

- The academic and psychological evaluation is a requirement for student admission. A child may be admitted on a conditional status.
- Parents must have completed and supplied all student records and documents required by the admissions department and required by the Ministry of Education.



PHYSICAL EXAMS AND IMMUNIZATION

Ashton School requests various medical exams for student admissions:

- Complete physical exam, list of vaccinations and immunizations up to date, exams, TB test, dentist evaluation;
- Eyesight evaluation;
- Hearing evaluation.

These are required by the institution as well as by the Ministry of Education.

FORMS

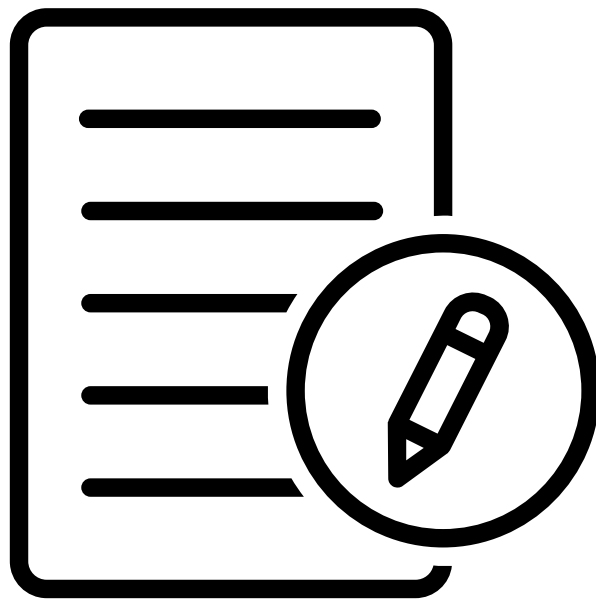
- Parents should sign a form acknowledging that payments for the admissions process will not be reimbursed, nor will admissions be guaranteed;
- If the student has any physical or medical problem already diagnosed by the doctor, such conditions must be specified, as well as if carrying any specific treatment or recommendations or limitations, such as not playing sports due to this condition;
- Parents should clearly identify cases of children with diabetes, asthma, epilepsy, allergy, anemia (falcemia), or any other medical condition, either congenital or acquired;
- To have at hand the list of permitted drugs to be administered to students.

COMPLETION OF REGISTRATION

- Any student who has not completed the registration process within the stipulated time limit will lose the right to be accepted.
- The school may decide on the available places for students after notifying families about the need to use those, especially if the families have not formalized their registration process.

Likewise, the school reserves the right to not enroll students for upcoming school years due to:

- Inappropriate behavior;
- Failure to meet academic standards;
- Non-compliance by the family with the school's mission and vision;
- In cases in which the community safety is compromised;
- Failure to meet financial commitments.





CALENDAR (Calendar (available on the web page - www.ashtonschool.edu.do)

The school year consists of at least 180 days of class as required by COGNIA. Dominican national holidays are observed as well as Thanksgiving in November.

The school year is divided into four (4) quarters, which in turn are divided into two (2) semesters beginning in mid-late August and ending in mid-June.

DAILY SCHEDULE

We have a research-based schedule that draws from insights into how memory encodes, consolidates and retrieves information to embed learning; make it stick: The Science of Successful Learning, Brown, Roediger III, McDaniel (2014)

Scheduling instruction of content to allow for short “forget” time leads students to have to retrieve new information which results in greater retention of the new information. J.D. Karpicke, A.C. Butler, & H.L. Roediger, III, Metacognitive strategies in student learning: Do students practice retrieval when they study on their own? Memory 17 (2009), 471-479.

The schedule consists of a six-day cycle that includes both short (55 minutes) and block (90 minutes) periods. There are five instead of seven periods per day.

Salidas/Academic Pathways are offered to students as per the MINERD requirements.



Fewer transitions allows for 20 minutes at the start of the day for Advisory check-in and flag and character education assemblies and extra rest/recess time. The modified schedule also leaves some room to develop future initiatives and innovations for project-based learning, blended learning, self-directed learning, design thinking and other learning experiences that engage students beyond the classrooms.

Grade	Start time	Dismissal time
PK-K	7:40 a.m.	2:00 p.m.
1st - 6th	7:40 a.m.	2:20 p.m.
7th - 12th	8:00 a.m.	2:50 p.m.

The front gate closes for Elementary at 7:40 a.m. and closes at 8:00 a.m. for Secondary. Gates remained closed during the school day for security.

Secondary students wishing to arrive at 7:30 a.m. may do so for Self-Directed Learning time.

On Fridays, dismissal for Preschool is at 12:30 p.m. and for the rest of the school, at 1:00 p.m.

TRANSITION (UPPER ELEMENTARY AND SECONDARY SCHOOL)

Students have five minutes to transition from one class to another class. Teachers will close the classroom doors and students who are not inside will have to get a late pass from the Assistant Principal's Office or the area assistants if the Assistant Principal is unavailable. This does not apply for Preschool and Lower Grades where students are accompanied by their teachers during transitions.

EARLY DISMISSAL DAYS AND FULL PROFESSIONAL DEVELOPMENT DAYS

The Ashton School is committed to providing ongoing professional development for its instructional personnel. Teachers have an extended day once per week, as well as Friday afternoon work sessions for this purpose.

**SPECIAL OCCASIONS,
HOLIDAYS AND CELEBRATIONS**





BIRTHDAYS

Birthdays are special occasions during which we honor the birthday students at the Flag Ceremony. If the family of the student wishes, birthdays may be celebrated during lunchtime in school. Cupcakes/cakes and a juice beverage is suggested (no snacks, no soft drinks). Party favors and candy bags, decorations (balloons) and the like are reserved for birthday party celebrations at home, not at school.

All birthday observances must be pre-authorized by the Principals.

INVITATIONS FOR BIRTHDAYS OUTSIDE OF SCHOOL

For parties outside school in grades PK through 6th, the school will provide parents with a student list, without telephone numbers, for invitations if requested. However, we require that invitations distributed in school be extended to all the children in the classroom, or alternatively, all the girls or all the boys. If parents wish to invite some, but not all of the students, they are free to do so, but they must distribute the invitations directly to the children at their homes. Teachers must not be involved in selective distribution of invitations.

HOLIDAYS

We celebrate several holidays and special days with classroom festivities involving food and beverages in school. As a COGNIAccredited school, Thanksgiving is celebrated with a shared snack and a special flag ceremony presentation. We do not celebrate or decorate for Halloween and instead encourage a harvest theme celebration and corresponding decorations. Christmas and Mother's Day are marked by special performances.

STUDENT COUNCIL STUCO



STUDENT COUNCIL (STUCO)

Student Council (STUCO) is a group of High School students expected to be the role models for the whole student body in both the academic and the conduct aspects. Their role is to contribute to the everyday improvement process of the school through different assigned tasks, general support, and initiatives that are listened to and approved by the Academic Council.

These students are expected to show the main three virtues of the school which are respect, responsibility, and kindness at all times which make them ideal to be involved in and to handle different serious matters related to the improvement process of Ashton School. STUCO students should also identify themselves with the vision and the mission of the school because they are in charge of helping other students of all grades to meet both statements.

Student Council participation is made available to High School students who meet the academic and conduct requirements.





Students wishing to participate must meet the **following criteria:**

- Achievement Score 3 or 4 in all subjects (quarters 1 through 3 average) a 2.5 in one subject will be allowed;
- A score of 2.5 in ONE subject will be allowed;
- Academic Responsibility Score 3 or 4 (quarters 1 through 3 average).
- Conduct Score 3 or 4 (quarters 1 through 3 average);
- No referral forms nor Behavior Advisement nor Probations statuses during the school year;
- Good communication skills;
- Genuine leadership skills and /or outstanding achievements in group related matters.
*Conflict resolution abilities;
- If a candidate is a returning student, he or she must have complied with the above in previous school;
- Candidates must be able to stay for after school meetings twice per month and attend activities during weekends.

Note: Along with the criteria described above, the consideration of teachers and the Academic Council is essential for students to become eligible.



There are four Executive STUCO members (President, Vice-president, Secretary, and Treasurer) and four class representatives with the same positions. Both types of positions (executive and class representatives) will be elected by the same procedure except for the fact that the class representatives will be chosen solely by their class and the Executive ones will be chosen by the entire High School.

The process for becoming a STUCO Executive / Class Representative member is the following:

1. In April, the student body is informed about the beginning of the election season and the selection criteria along with the sign-up sheets are posted on the STUCO bulletin board.
2. The students wishing to be elected form a student party, sign-up as a party, and are screened to determine if they are eligible based on the corresponding criteria.
3. The eligible student parties are published and their electoral campaign starts.
4. The voting process takes place mid May, during an Advisory period, and the results are published in two days.
5. A brief STUCO induction ceremony takes place during the flag ceremony in June.

STUCO PROBATION STATUS AND REMOVAL PROCESS

If any STUCO member becomes involved in any questionable disciplinary incident, the STUCO Coordinator will make the decision of placing the student on a STUCO probation status or removing him/her from his/her regular status and functions. The student falls on STUCO Probation Status for committing any major and/or severe infraction and after the STUCO Coordinator takes into consideration the circumstances in which the incident took place.

If a STUCO member is removed from his/her position, it will be announced to the other class representative members. Then the student that was closest to be elected for the position in the prior elections will take over. If for any reason no student can take over the position, there will be a voting process or the STUCO Coordinator will choose a student he or she considers is ideal for the position.

FUNDRAISING





STUDENT ACTIVITIES & FUNDRAISING

OVERVIEW:

At Ashton School we understand that co-curricular fundraising activities complement our students' learning experiences and are an important part of a student's life in order to develop additional skills outside the classroom.

We also believe that while parents should be supportive of these activities, it is important that they allow students to take responsibility for their learning process both inside and outside the classroom.

In addition, although co-curricular activities provide valuable experiences and help to meet specific goals, they are also time consuming and must never take precedence over academics as the primary focus of schooling.

Furthermore, at Ashton School we believe that students should regularly have opportunities to look beyond their own needs and interests and develop social responsibility mind-sets when planning fundraising activities. To this end, all fundraising activities will contemplate a 10% reserve for an approved charitable destination.

Moreover, much of the fundraising that takes place taps into our community's funds and must thus be balanced throughout the school year.

Finally, since co-curricular activities that involve fundraising can sometimes lead to misunderstandings, they must be conducted under specific guidelines. The following policies are not intended to control or hinder fundraising activities, but to offer guidance, protect our students and uphold the school's principles as well as practices that are appropriate for a school setting.

Student fundraising activities at Ashton School will be developed and carried out under the umbrella of the Student Council (STUCO), with guidance from the STUCO Advisor (Assistant Principal) and Principal.



FUNDRAISING ACTIVITIES GUIDELINES:

1. Any proposed activity that would take place in or outside the school, which may affect the school's or our students' image, must be based on the school's philosophy and principles and must be approved by the corresponding Academic Council.
2. All attire, music, dances and other matters will be appropriate for a school setting and in accordance with the school's philosophy and principles.
3. When planning and carrying out activities, students are expected to understand, respect and adhere to the school's philosophy and principles without reminders or the need for supervision and monitoring of preparations leading up to the activity. Nonetheless, the Assistant Principal, Principal or activity sponsor will be expected to ensure that the policy is respected and may inform students of the need to modify any part of the activity.
4. All fund-raising activities must be approved by the Academic Council.
5. All activities, including those commonly classified as extracurricular, shall be controlled by school personnel designated by the school.
6. School/student activities must never involve gambling, alcohol, extreme-sports, or activities that are prohibited by the Ministry of Education.
7. Requests for activities must be made by September 15th via the Assistant Principal's office to ensure that the proposed activities are aligned with STUCO's yearly plan.



8. When considering class activities, the Senior Class will have priority in fund raising activities.

9. Activities that entail support from school personnel must be specified at the moment of the request. Depending on the activity, and what it entails, the costs of extended hours, use of generator or other school materials will be covered out of the revenues generated by the activity.

10. Planning and implementation of activities held on school grounds must comply with the school's established security policies. Activity coordinators must inform the Assistant principal of all visitors or suppliers that will be part of the activity.

11. Only the agreed upon sale items may be sold on the day of the activity.

12. Activities must not interfere with the instructional time of those who are not part of the activity organizers.

13. Any funds collected from school activities should be handled according to this Board policy.

14. All advertisement and proposals to request funds from sponsors for an activity must be approved by the school (Principal and Head of School).

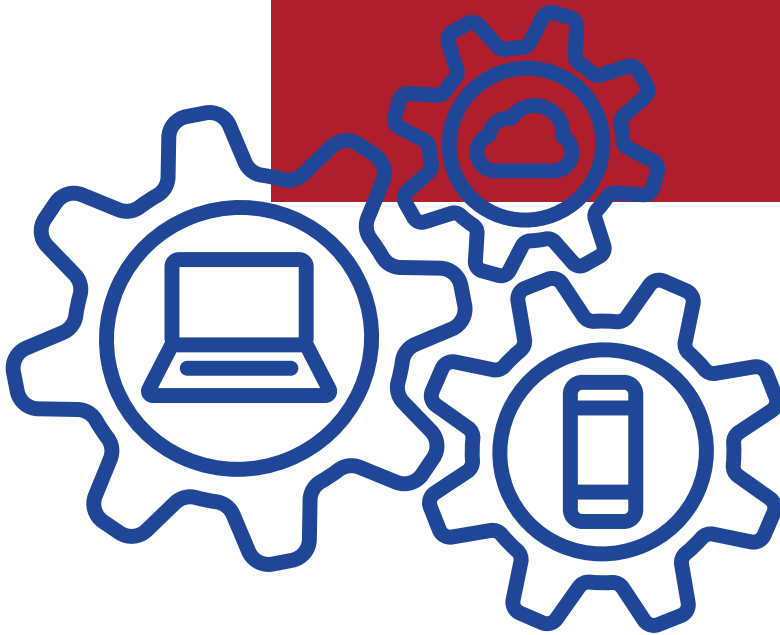
15. The use of the school's name or logo will be under the strict approval of the Head of School. Once approved, the Community Engagement Manager will facilitate the information to the designated adult who is sponsoring a given activity. Only the official version of the logo, school name, typography and school colors may be used.

16. Clubs, student organizations and High School classes may be allowed to raise funds to accomplish their objectives as long as they align with the school's principles. These will be discussed at the start of each school year, along with STUCO, to determine which clubs and organizations will need to engage in fundraising.

IN ORDER TO GAIN APPROVAL FOR A FUNDRAISING ACTIVITY, THE FOLLOWING CRITERIA MUST BE MET:

1. A fund raising activity must be in compliance with the school's vision and mission.
2. There must be a clearly stated purpose as to why the club, student organization or class wants to raise money. School-approved fundraisers are intended to help families with the ultimate goal of relieving graduation expenses. The school does not approve fund raisers for off-campus activities such as beach weekends, parties, etc.
3. The club, student organization or class must determine the means by which it intends to raise money.
4. Written approval must be obtained from the Assistant Principal, Head of School and corresponding Principal for any school sponsored group participating in a student fund raising activity off the school premises.
5. The organization must agree that no food sales be held in competition with the school's cafeteria. Prior arrangements with at least a one-month notification period may be arranged.
6. Students and families must never be "forced" to sell a set number of tickets for any fundraising event.

IV RESOURCES AND SUPPORT SYSTEMS





TECHNOLOGY

Each classroom is equipped with a computer for teacher use. Students in Secondary School may bring laptops to be used in the classrooms as designated by the teacher(s). Students must not access web pages that are inappropriate for school purposes.

EDUCATIONAL DEVICES: LAPTOPS

OVERVIEW

Secondary School students will receive an educational device with educational applications, previously installed by the IT Department. Ashton School technology resources are used to support the educational mission of the school. The purpose in providing mobile devices such as laptops to each student is to promote educational excellence through innovation, research, creativity, communication, and increase productivity.

The use of these technologies is a privilege that carries responsibility and expectations of appropriate behavior related to all policies and rules contained in the Student/Parent Handbook.

The Ashton School maintains all rights regarding the possession of the devices and related equipment. These devices will be used by the student according to the outlines specified in this policy. The school reserves the right to recollect or inspect the school devices at any time it deems necessary, and modify, add, or delete any program installed.



RECEIVING EDUCATIONAL DEVICES (LAPTOP)

- The educational device usage policies are given to each student within the first days of class and must be read and signed by each student and the parent or guardian. At the time of receiving this document duly signed the student will receive the device.

CARING FOR THE LAPTOP

- Students are responsible for the care of the devices assigned by the school. The laptops that present technical problems in the operation should be sent immediately to the IT Department for evaluation and correction of the problem. Failure to observe this rule will be subject for disciplinary action.
- Students receive a suitcase for the laptop to protect it. This will keep the equipment protected from scratches, bumps, etc.



GENERAL CARE

- The cables must be carefully inserted into the Laptop to prevent damage.
- Only the Laptop charger must be used to charge it. Do not plug any other charger into the Laptop.
- School Laptops are labeled with the school's logo and must be free of outside writings, drawings, stickers or labels that are not owned by the school.
- The Laptops should never be left in open lockers or in areas that are not supervised by the student.
- We advise you to not leave the equipment in cars or in very humid areas.
- Students may not use accessories (skins) to customize their Laptops.

CARING FOR THE SCREEN

- The Laptop screen can be damaged if it is subjected to harsh treatments. The screen is particularly sensitive to damage by excessive pressure. Do not lean on the top of the Laptop.
- Do not place any objects close to the Laptop that could put pressure on the screen.
- Be careful when placing your Laptop in the backpack. Remember that the weight of the books, when throwing or dropping your backpack may result in the screen breaking.
- Avoid bumping the Laptop with lockers, doors, walls, etc. This may result in the screen breaking.
- Wipe the screen with a soft, dry cloth or an anti-static cloth; never use cleaners of any kind.



PROPER USE IN SCHOOL

- Students are responsible for bringing their Laptop fully charged to all classes. The school does not have extra chargers available.
- When students lose or leave their Laptops unattended, for a first and second time, there will be a verbal admonishment by the Assistant Principal once school personnel find the device. If it happens a third or multiple times, it will be considered a major infraction for which there will be a referral form and parent notification.
- The student who repeatedly fails to bring the Laptop to school or does not keep it properly charged may lose the privilege of using the device for the time deemed by their teacher and Principal.
- Students are expected to use the Laptop and other devices solely for the purpose instructed by their teachers. Using devices (school issued or personal) to access inappropriate content will be handled in accordance with the discipline section of this Handbook.
- The student is forbidden from sharing this key with others except his/her parents. If the student ever needs to change his/her password, should request the change to the IT department and it should be recorded in his/her file.

MULTIMEDIA CONTENT (PHOTOS, VIDEOS, MUSIC, SCREENSAVERS, ETC.)

- The student can use his own screensaver and wallpaper respecting the standards of conduct established in the Handbook. They must remember that the use of inappropriate images on their computers can be taken into account with disciplinary actions.
- Photos and videos stored on the Laptops should be strictly limited to projects or assignments made by the school. Personal photos or non-allowed download content will be removed without notice by the IT department. Only educational games are allowed.
- The student cannot download music from any website. This will be possible only when it is required by the teacher for any activity or specific class. The student shall keep the sound of his Laptop in silent mode (muted) at all times, unless the teacher gives permission to change it. **The Laptop can only be synchronized with the school's account.**

INSPECTIONS

- Any student can be selected randomly for the purpose of inspections to verify that the settings and content of his/her Laptop have not been changed.

Jailbreaking:

- Jailbreaking is a process to make changes or modifications without authorization in the original IOS system for the iPad, and is used to install pirated applications. This action has disciplinary consequences and a cost of \$100 to restore the iPad to its original state and install all the necessary applications used by the school.



ACTIONS THAT ARE PROHIBITED FOR STUDENTS

- Installation or illegal transfer of materials having copyright. Any actions that infringe or violate school rules and policies.
- Sending, accessing, uploading, downloading, or distributing offensive, defiling, or threatening content; pornography, obscenity, or any other material that goes against good manners.
- Any action that involves the promotion of illegal drugs, alcohol and cigarettes.
- The use of email services not authorized by the school.
- Games that are not educational in nature and authorized by the teacher / IT Department.
- Changing the settings on the Laptop.
- Jailbreaking.
- Malware and illegal software are not allowed on our Laptops.
- Sending massive inappropriate emails.
- Trying to access other student accounts, files or data.
- Using the school's Internet for commercial purposes or for illegal activities (credit card fraud).
- Use of anonymous identity or fake communications.
- Creation of programs (virus), which can damage or destroy applications, hardware, data, etc.
- Trying to bypass or avoid the web content filter.
- Students may not use another student's Laptop.

Note: School does not guarantee 100% wireless Internet access all the time, although we have taken all measures to have the fewest possible interruptions in the service. However, this does not mean that the educational process is impaired, since much of the content used is locally stored in the Laptops.

TELEPHONE USE BY STUDENTS

Students may only use the telephone in the academic office. Telephone use by students is limited to urgent or emergency situations only (not sickness, for these are made by the school doctor in the infirmary), and must be authorized in writing by the classroom teacher specifying the reason. They must present this pass in the academic office and will be allowed to make any call if it's the first time it happens in the school year. All other permissions must also be authorized by the Principal.

THIS DOES NOT INCLUDE CALLING HOME TO:

- * Make arrangements to leave with a friend. These arrangements must be made the day before.
- * Have parents deliver forgotten items. This practice does not encourage the development of responsibility.



EVOLUTION OF AI AND THE SCHOOL'S POSITION

The evolution of technology, particularly artificial intelligence (AI) tools like Chat GPT, GPT-4 or Google's Bard, is to be expected and will continue to evolve. This makes it necessary to both provide clarity on the school's position and use of such tools, while acknowledging that our policies and practices will have to be adaptable. Our decisions and actions will be well-thought out and researched, while also being timely. Our communication will remain active, as is customary.

At this point in time, a team at school has been researching, investigating and planning the next steps. We do not currently believe that banning these tools is the solution. Instead, we will be providing training for teachers, and communicating with parents to then instruct students as to how these tools might be used in school, under the guidance of their teachers.

It is likely that older students are already familiar with tools like Chat GPT and are using them. At Ashton, we want students to understand how to value their God-given talents and skills, and to not cheat themselves of the opportunity to develop to their fullest potential, without relying on external tools to do the thinking for them. Yet, the tools can be used in appropriate and positive ways. There is an opportunity to enhance our existing commitment to the Four C's of 21st Century skills. For example, teaching students how to hone in their research, and particularly their "search" skills by learning how to use critical thinking to develop prompts when using AI. The key is to teach students how and when to use new tools, while creating a balanced awareness of the ethical implications of the use and possible misuse of AI.





SECONDARY SCHOOL CELL PHONE POLICY

PURPOSE

The purpose of this policy is to create an environment that maximizes student focus, supports respectful interactions, and enhances the quality of instructional time. At our school, we are committed to providing a learning atmosphere free from unnecessary distractions. Cell phones, while useful in many settings, often interfere with classroom engagement, peer collaboration, and teacher-student interaction. By minimizing cell phone use during the academic day, we aim to help students fully participate in their learning and make the most of every instructional minute.

PROCEDURE

Upon arrival at school, all students will be required to turn in their cell phones, properly turned off, for the duration of the school day. Phones will be collected during the morning Advisory period teacher and securely stored in the Secondary School Academic Office. Phones will be returned by the last period teacher at the end of the school day. This process applies every day and is mandatory for all students. If a student is late to school, the student must report to the Secondary School Academic office to turn in their phone.

POLICY GUIDELINES

1. Phone Collection at the Start of the Day

- Advisory teachers will collect their grade-level storage boxes from the Academic Office before students arrive.
- Students must turn in their phones to their Advisory period teacher at the start of the school day by placing them in a previously labeled Zip-lock pouch and then placing the phones in the storage box.
- Phones must be powered off or set to silent before being submitted.
- A designated school staff member will collect the storage boxes from each classroom and take them to the Academic Office.

2. Phone Storage During the Day

- Collected phones will be **transported to the Academic Office** immediately after collection.
- Phones will be stored in a secure location throughout the school day.

3. Phone Return at the End of the Day

- Phones will be returned to students by their **last period teacher** before dismissal with the help of designated school personnel.

4. Exceptions

- Students needing access to their phone for medical or other approved reasons must receive prior authorization from the **Principal or Academic Office**.

5. Consequences for Non-Compliance

- Students who fail to turn in their phone(s) will have the phone(s) confiscated and submitted to the Assistant Principal's office.
- The Assistant Principal will record the incident as a **major infraction**.
- At the end of the day, the student will have to report to the Assistant Principal's Office to retrieve their phone.

Parent Communication

- Parents or guardians needing to reach a student during school hours should contact the school office directly.
- School staff will ensure timely delivery of messages in case of emergencies.

Cafeteria purchases must be in cash or with a physical credit/debit card, not the phone.

