



Elementary School  
PK - Gr. 5

Student/Parent  
Handbook  
2018-19



YOUR  
BEST  
SELF

## Letter from Elementary Division Principal

August 2018

Dear Parents,

Welcome to the 2018-19 school year. I am honored to lead the Elementary Division, and to watch your children grow in an environment where their childhood is respected and their minds are inspired.

Together, we will accompany each of our children as they experience their personal story of growth and happiness. We believe that all children can learn, and each learning journey will result in the construction of new and enduring understandings, skill development, social-emotional growth, and higher levels of student empowerment.

Students are at the center of our work. The evidence of their learning guides our teaching practice. Their interests are recognized and students are encouraged to pursue personal passions. Teachers and other community members create strong relationships that set the foundation for the continuous growth of our students. Classrooms, cafeterias, playgrounds, greeting areas, gardens, hallways... all of these will be lived as opportunities to positively interact with children, making them feel safe and empowered.

As parents, you are the most important people in your children's lives, and we are excited to work in partnership with you to give our students the absolute best. Children's experiences outside of school are the most valuable and applying their learning to real life is powerful. In our division, we value home learning and while we have moved away from traditional homework, we have put systems in place for students to engage in authentic learning experiences when not in school. We want to give students the gift of childhood so they can read, develop through play, daily enjoy the outdoors, and pursue personal passions while positively interacting with parents, siblings and other family members.

This handbook is written to support this partnership. You will find information on school services, opportunities, student privileges and overall organization of our division. We also include our rules and agreements. These help us to provide consistency within a safe environment. Please familiarize yourselves with the different elements of this document (organized in alphabetical order by topic), and do not hesitate to contact your child's teacher, counselor, office staff or administrators if you have any questions.

We value children's uniqueness, set high expectations and strive to inspire beautiful leaders. With you, this will be a fantastic year for all of our students!

With warm regards,

Paola de Pereira  
Elementary Principal

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## ACADEMIA COTOPAXI Mission Statement

We are an English language based international learning community that values diversity, embraces a culture of collaboration, innovation, and excellence, and inspires empathetic and ethical student leaders.

### Academia Cotopaxi Core Values

- **Personal**
  - Internal motivation drives lifelong learning
  - Creativity is an integral part of excellence
  - Fulfillment is realized by cultivating rigor and balance
  - Challenging yourself and adapting to change is necessary for personal growth
- **Community**
  - Integrity and commitment build trust
  - All people have intrinsic value and potential
- **Global**
  - We are responsible for being informed global citizens who understand and affect positive change

### Division Contact Numbers and School Hours

Office is open daily from 7:30 a.m. until 4:00 p.m.  
Elementary School Office 382-3270 ext. 2006

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To reach any member of our staff, please contact our office secretaries for email addresses.

*Para solicitar información en español, comunicarse con Nardy Reinoso en la oficina de la Escuela Primaria o [nreinoso@cotopaxi.k12.ec](mailto:nreinoso@cotopaxi.k12.ec)*

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## Activities

The school sponsors many activities during the school year. Major events are listed in the [online school calendar](#). You will receive updates of events, as well as, invitations to others through your child's teacher or the division staff. We hope that all parents will participate in the activities to the greatest extent possible. Parents and community involvement serve to enhance the student's educational experience and help to foster a better sense of communication and community.

## After School Activities

Academia Cotopaxi offers Extracurricular Activities (Extracurriculars) in three sessions for Grades 1-5 on Monday through Thursday from 3:10 p.m. to 4:00 p.m. during the school year. Extracurricular offerings include: sports, art, music, drama, language and life/learning skills programs. All activities are taught by an experienced instructor from our faculty or from a company that is specialized in the activity offered. We provide opportunities for students to reinforce classroom learning as well as pursue other interests related to the arts, culture, language and sports. AC's Extracurricular program supports our mission and our "learning community" philosophy.

Kinder Extracurriculars are offered for the last two sessions of our program to ensure that kindergarten students are adapted to their new routine before taking on extracurricular activities.

An after school enrichment activity is offered for PK students from October to May, from 12:00 to 3:00 p.m. This program is run by the IMAGINE bilingual pre-school of Academia Cotopaxi.

The sports program is an integral part of the total learning experience offered to Academia Cotopaxi students. The aim of the program is to develop self-confidence, teamwork, and sportsmanship through skill development and participation in appropriate competition. The program is characterized by:

1. Commitment to the school's core values
2. Development of basic physical and athletic skill
3. Encouragement of students to participate in a variety of sports

4. Support for broad participation of all students
5. Opportunities for success in appropriate competition. Competition is not part of the Elementary School program and begins with older students

## After School Time

Students may remain on campus after school for a variety of reasons including participation in sports programs or extracurricular activities. All students who remain on campus must be either formally enrolled in extracurricular activities or sports programs. There is no supervision offered for students in Kindergarten-Grade 5 who stay after regular hours and who are not in a registered activity.

## Assessment Practices

Assessment is a major area of focus for Academia Cotopaxi and we are learning from current educational research.

The traditional approach to assessment uses conventional methods of testing how well students can recall knowledge that was taught, usually producing a written document such as a quiz, test, exam or term paper, designed and graded by the teacher or educational institution. Often in this traditional approach, the grade received was final and there was no follow-up afterwards – this is often called summative assessment. The same assessment can be used in either a summative way (telling the teacher how good the student is in math) or in a formative way (telling the teacher what to do next). What we now know from current educational research is that formative assessment radically improves student achievement. Using assessment in a formative manner has a powerful impact on learning! The research is telling us that the process, in which evidence about student achievement is used by teachers or learners to make better decisions about the next steps in instruction is a powerful process that positively impacts learning. That is why we are increasing our efforts to embed formative assessment into all our classes.

Formative Assessment happens throughout the learning process using a variety of informal and formal strategies to check for understanding. These assessments provide ongoing information about what learners

already know and where there are gaps or misconceptions in their learning. Based on results of these assessments, teachers can then design the most appropriate next steps in instruction. Feedback from teachers, peers, or self enables students to know what and how to practice and improve.

Students demonstrate their learning using a variety of teacher-designed assessments such as anecdotal records, teacher observations, authentic tasks, checklists, charts, conferences, contracts, games, diagnostic inventories, portfolios, simulations, journals, projects, question and answer, tests, and quizzes. These are all useful and appropriate ways to assess conceptual understanding, competencies or skills, or character development. Teachers use checklists or rubrics to evaluate student performance or understanding, providing samples in advance so that students understand what is expected. Standardized assessments are also used, such as the Measures of Academic Progress (MAP). All results from assessments inform teachers' instruction and support students in the understanding of their personal learning growth. Standardized assessment results are shared with parents, teachers and students.

In cases where the school psychologist or counselor suggests the need for psychological or cognitive testing, the school will solicit the approval of the parents prior to testing and/or will refer parents to outside specialists. Results of such testing will be discussed with parents, teachers, and special services personnel. The tests themselves will remain in the child's cumulative folder or in a confidential file depending on the nature of the test.

## Attendance

Students at Academia Cotopaxi will be expected to attend school, and class, regularly. Regular attendance is very important for your child as learning is going on every day and is sequenced to future learning. Please schedule your vacations and trips according to the holidays as listed in the School Calendar.

The school recognizes that there will be times when students will be absent either because of unforeseen events or because they are involved in outside athletics or other activities which the school strongly supports. Please

follow the guidelines below when your child is absent.

## Absences

Academia Cotopaxi recognizes two types of absences: excused and unexcused.

### Excused Absences

Are those due to unforeseen situations/emergencies (an illness, death of a family member, accident, or other family emergency) or excused "out of school" events. Please follow the guidelines below to communicate with us about these absences and support your child's learning during these events:

#### 1. Absences due to emergencies

Expectation of parents:

- The parent will notify the school as soon as possible
- The parent will contact their child's teacher for material that the student can work on during absence

Expectation of teacher:

- Teachers will gather make-up assignments as appropriate and grant additional time for the student to complete the work as needed
- Teachers will work with student upon returning to school to help student get caught up with class work

Expectation of student:

- Student will complete work provided by the teacher and turn in upon return

#### 2. Absences due to out of school events

These are absences due to either school sponsored events (i.e. athletic competitions/academic events) or community events (i.e. non-school related athletic or artistic competitions, community service)

If a student is absent from school due to an excused community event:

**Grades 1-5:** Parents must notify the Division Principal and Homeroom Teacher in writing at least three days in advance of the scheduled event. If the absence is for two or more days, parents must also submit an excused absence form to the



Division secretary for completion and signature.

### Unexcused Absences

Are those that are planned in advance such as leisure travel and extended holidays.

**We urge parents to respect your children's time at school. It is unfair to expect your child to do a lot of make-up work that other children have done during your child's absence. In the same light, it is unreasonable to expect your child's teacher(s) to spend additional time to prepare additional work for students who have had unexcused absences.**

### Maximum number of unexcused absences

During the school year, a student cannot be absent for more than 10% of total class time. According to the Ecuadorian Ministry of Education and enforced by Academia Cotopaxi, if a student exceeds the maximum number of unexcused absences, the student will not pass the grade level.

### Credit and Attendance

Credit for attendance is only given if the student has been at school for at least 4 hours.

### Birthday Party Policy

Parents wishing to celebrate their child's

birthday with their classmates at school, should contact their child's teacher with at least a week's notice to make arrangements. Only short celebrations will be accommodated during the day to preserve our learning time. Contact your child's teacher for details. Birthday parties will not be hosted at school.

For birthday parties outside of the school, teachers will distribute birthday invitations at the end of the day, only if one of the following guidelines is met:

1. Invitations are sent to all students in the classroom or all students in the grade
2. Invitations are sent to all the boys or all the girls in the class

Individual invitations to students in other classrooms are to be distributed outside of school. Please do not insist that we distribute invitations to students outside of their homeroom.

Parents who host parties, which take place immediately following school, are asked to use the following procedure:

1. The parent hosting the party will pick up students attending the party. Students will not be allowed to ride the regular dismissal bus or late bus in a group
2. The parents will line up the students at dismissal. Students attending the party who are not in the homeroom will be asked to meet the parent outside of the auditorium. (Grades 1-5)

3. The parents of the children who are invited to the party are required to complete the [Online Transportation Change Form](#) and provide the name of the authorized person for pick-up for the party, which is reviewed by the Transportation Coordinator and Security Guards. **ONLY STUDENTS WHO HAVE COMPLETED TRANSPORTATION CHANGE FROM WILL BE RELEASED TO THE AUTHORIZED PARENT FOR PICK-UP.** You will exit with students through the front gate. Please plan on having enough supervision for the number of students you are taking

If you are hosting a party, which is NOT occurring immediately after school, but is occurring on a school day at a later time, the school will assume that you will make other arrangements for students to attend the party.

## Bullying and Harassment

Bullying is repeated, unwanted, abusive behavior targeted at a specific victim or victims that involves a real or perceived power imbalance. Harassment is abusive discriminatory behavior targeted at a specific victim or victims.

Academia Cotopaxi believes that its Mission and Core Values communicate the central charge from the Board of Trustees and the community it represents to deliver the kind of School we want for our children. Those documents clearly state that the School is to maintain a safe, secure, caring environment and that, when that is accomplished, students at Academia Cotopaxi will be young people of high integrity from diverse backgrounds, working together in a friendly, respectful, positive environment.

In light of these foundational statements/expectations, Academia Cotopaxi will not tolerate fighting, bullying or harassment behaviors in our school community, including those which may occur outside of school but which impact the victim's ability to function normally while at school or at school-sponsored activities. In meeting this expectation, the school will work to build an environment in which members not only avoid engaging in such negative behaviors, but in which members of the community who see such behaviors will actively engage in

leadership and friendship behaviors to assure that every member of the community receives the respect reflected in our Core Values.

Verbal, non-verbal or physical harassment on the basis of race, national origin, religion, gender, sexual orientation, age, and disability in any form will not be tolerated. Bullying behavior is also a form of harassment and it will not be tolerated.

Once a report of bullying or harassment is received, immediate action is taken. There is an investigation that includes taking accounts from all involved parties. Measures are taken to protect the possible victim.

Once the offence is confirmed, appropriate consequences are determined for both the aggressor and, when appropriate, for the bystanders. In all cases, parents are informed and it is in partnership with the family that the behaviors are addressed.

Consequences for bullying or harassment will vary depending on the severity of the behavior and the individual student's previous disciplinary record. Such consequences may include lunch and/or after school detention, behavioral essays, temporary suspension, conditional enrollment and, in egregious cases, possible recommendation for expulsion from school. All consequences are designed with the intention of protecting the school community and changing the aggressor's undesired behavior.

Reports of bullying or suspicion of bullying or harassment are dealt with seriously and immediately. Parents are informed and appropriate actions are taken by the division principals.

See *Discipline* for additional information.

## Cafeteria & Healthy Eating

Students in Kindergarten–Grade 5 have been assigned a specific lunch period. Student lunches are served in one cafeteria for Kindergarten-Grade 5 and a different cafeteria for Grades 5-12. Cafeteria menus are planned to carefully include a balanced and nutritious meal for students. We encourage parents who send food from home to plan meals to avoid unhealthy choices.

For Kindergarten-Grade 5, parents can credit their children's accounts to pay for their

daily lunch fees. The school offers annual advance payments at a reduced daily amount for Kindergarten-Grade 5. While students in Grades 6-8 can bring money to school and credit their own accounts, we ask that for Kindergarten-Grade 5 parents take care of these credits. Cafeteria credits to student accounts should be made in advance through the school cashier in the main administrative building. Students may also bring their lunch from home. Lunch fees are communicated to parents at the beginning of the school year. Prices may be adjusted during the year.

Please note that all students in Kindergarten-Grade 5 are allowed to have more than one serving of soup, vegetables, starch and meat/fish at no additional cost. If you have any questions regarding the cafeteria service, please contact [cafeteria@cotopaxi.k12.ec](mailto:cafeteria@cotopaxi.k12.ec).

Kids Cafe- Snacks are prepared at school for all students in grades PK and K. Students learn to eat a variety of foods and share their meal time with their classmates and teachers. The fee for these snacks is established annually and is payable in the cashier's office.

## Curricular Overview

The Primary Years Program (PYP) is under the umbrella of the International Baccalaureate Organization. The program focuses on the development of the whole child and is designed to meet the intellectual, social, physical, emotional, aesthetic and cultural needs of the children in our PK-Grade 5 Program. At the heart of the PYP is a commitment to structured inquiry based on the integration of knowledge, connecting many subject areas and the promotion of lifelong learning. Other main components in the PYP are:

- Six organizing themes (four in PK) of global significance to help teachers and children explore knowledge in the broadest sense of the word
- Teachers and students use key questions that are concept-based to structure the units of inquiry
- Students acquire and apply attitudes of a learner while developing an understanding of these important concepts
- Curriculum is also developed using local

resources and is customized for each school's unique learning situation

- Student profiles that list the behaviors that the program intends to develop in all children of all cultures and supports children becoming global citizens: inquirers, thinkers, communicators, risk takers, to be knowledgeable, principled, caring, open-minded, balanced and reflective
- Valid and varied assessment provides feedback on the learning process, encourages both student and teacher self-assessment and reflection. These include rubrics, anecdotal records, checklists, benchmarks, continuums and portfolios of work

The Language Arts, Social Studies and Science curricular expectations are taught within the structure of the PYP which are aligned to common core. Cotopaxi has adopted the AERO Standards for our Literacy, Social Studies, Math and Science curriculum.

Students also receive a strong foundation in the arts, physical education, music, technology and Spanish language and culture. Specialist teachers in these areas provide our students with a well-rounded education which meets individual needs and interests.

## Discipline and Student Responsibilities

An important part of learning is making mistakes, learning from these and restoring as needed. We believe that these are opportunities to help students grow. The objective in any consequence a child might receive is to change the behavior. The consequences are designed to support our high expectations for students and to **reinforce our core values** together with the IBO PYP learner profile and attitudes.

Young children are learning to interact appropriately with others, to make good choices and to take responsibility for their actions. Classroom teachers usually handle incidents, but if serious or repeated the child's Principal or Associate Principal will be involved in an effort to support the change in behavior.

1. The first visit: The Principal will discuss the

- incident with the student and support the students' process regarding better choices. Consequences will take into consideration the severity of the incident, the child's age, and the need for restoration. These may include but are not limited to writing a letter, missing a recess, student calling parents, detention or any other consequences at the Principal's discretion
- The second visit: The Principal will include the teacher and the student and parent contact will be made. Consequences will be determined depending on the situation
  - A third visit: The Principal will request a conference with the teacher, parents, and the student
- \* In cases of a serious violation, a student may be removed from his/her peers, the parents are notified and a decision will be made on whether a suspension from class/school is necessary

**The following guidelines on Suspension and/or Expulsion are included as a reference, yet they primarily apply for older students.**

### Student Suspension and/or Expulsion

In more serious cases parents and teachers will be notified in writing of the detention, suspension or expulsion and a written report will be placed in the student's file.

See ***Bullying and Harassment*** for additional information.

### Suspensions and Expulsions

Behavior that deviates from Academia Cotopaxi's policy and core values may lead to suspension and in certain cases expulsion. Offenses include, but are not limited to the following:

- Alcohol use or possession
- Assault and battery
- Bullying
- Cheating
- Disrespect
- Drug use or possession
- Fighting
- Profanity

- Inappropriate physical contact
- Stealing
- Threats of violence
- Tobacco use or possession
- Vandalism
- Violation of the school's Responsible User Policy (RUP)

When appropriate, the principal may refer to the HS handbook for disciplinary actions.

#### Suspension:

Academia Cotopaxi uses two types of suspension: in-school and out of school. Principal's authority to suspend students under either type is limited to five (5) days. Should an incident require prolonged investigation, the Principal may recommend to the Director the need for a longer suspension.

A student suspended out of school will not be readmitted to school until a conference is held between the Principal, the teacher(s), the student, and the student's parents or guardians. If the suspension is more than five days, the Director will lead the conference. A suspended student may not participate in any school sponsored activity, event or function on or off campus.

Suspended students or their parents of PK-Grade 5 are responsible for contacting teachers and completing work missed during their suspension.

#### Expulsion:

When we consider a case for expulsion we follow the Ecuadorian Ministry of Education guidelines that states that "very serious and/or chronic offenses may lead to expulsion. This action shall only be taken after due consideration and consultation."

### Dress Code

All students must wear garments according to the dress code beginning the first day of school and must meet all the requirements as stated in this document. Dress code includes the following: short sleeved polo type shirts, "AC Cougars" dry-fit t-shirt short and long sleeve, fleece hoodies, polar vests and PE shorts. The only colors established for the different garments are NAVY BLUE, WHITE, and PINK. Embroidering the school logo on garments with designs and colors different

from those stipulated in the Dress Code is prohibited.

### Requirements

#### Polo t-shirts/Sweaters/Hoodies/Vests

All students must wear polo t-shirts with the Academia Cotopaxi logo on the left side. AC Cougars "dry-fit" t-shirts are also acceptable. If students chose to wear sweaters, vests, hoodies or jackets, these also must have the Academia Cotopaxi logo on them.

#### Bottoms

Most pants and skirts, including jeans, are permitted. They must be in good condition, without holes and not torn or frayed. "Short-shorts", mini-skirts, pajama bottoms, and the like are not appropriate for school.

#### Concert Attire

All students who are performing, unless otherwise informed, will be expected to wear a white button-down shirt or blouse and black pants or skirts and dress shoes (not sneakers) for band or orchestra concerts.

#### School Trips

When traveling on school trips and/or representing the school, students are expected to wear only Academia Cotopaxi clothing. The other general dress code expectations- also apply.

Given specific authorization from the Principals, to be included in the Field Trip Permission Form, students may be asked to dress more informally/formally than usual, depending on the event.

Students who do not meet expectations will not be permitted to go on the trip.

#### Physical Education

Students should wear clothing appropriate for sports and other physical activities. The following is should be worn for PE:

- Navy blue AC Cougar dri-fit T-shirt or school polo
- Athletic shorts or pants
- Athletic shoes with non-marking soles

Jeans, cargo pants, cargo shorts, and other non-athletic clothing may not be worn for PE. Personal belongings such as cell phones, Ipods, Ipads, jewelry, watches and other types of fashion accessories may not be worn. Students in PK-Grade 5 are not required to change into PE clothes, so they should come to school wearing the appropriate clothing.

### General Dress Code Expectations

- Clothing will be clean and in good condition, without holes or frayed edges
- Undergarments are not to show
- Shirts must be tucked in or overlap with pants or skirts at all times, whether the student is standing or sitting down
- Clothing may not be excessively baggy, short or tight
- Language or pictures on clothing condoning or explicitly or implicitly advertising alcohol, drugs, racism, sex, tobacco or foul language are not permitted
- Clothing which is disruptive to the educational process is prohibited. In cases of disagreement, the principal's decision will be final
- Clothing which may be offensive in any way, provocative, revealing, offensive, vulgar or obscene is prohibited. In case of any disagreement, the principal's decision will be final
- Hats may only be worn outdoors, not indoors (e.g. classrooms, auditorium, library, etc)
- For safety reasons, open-toed or strapless shoes are not allowed (flip flops, sandals, etc)
- Sun Protection: All students are encouraged to wear sunscreen and hats/caps for protection while outdoors. Children in PK-Grade 5 may be required to bring their own sunscreen. Students from PK-Grade 5 will be asked to play in the shaded area if they don't have a hat/cap
- Students in PK and K will be required to bring boots to wear when there is mild rain. All students will observe "in-door" recess when rain is persistent

## Emergency & Closing Procedures

When it becomes necessary to close school due to emergencies in Quito, we use an emergency text messaging system (SMS) which all parents will receive on their registered mobile phone number. We will also use emails to notify the community, with a phone chain as a backup. Information is also posted on the school website. It is very important that we have up-to-date contact information for all parents. To update your information, contact the Admissions Office at [admissions@cotopaxi.k12.ec](mailto:admissions@cotopaxi.k12.ec).

## English Language Learners (ELL)

The aim of the English Language Learners Department (ELL) is to provide English Learners with the support they need to develop English language proficiency in order to reach their full potential in their academic, social, and emotional lives.

The ELL Department offers support in the Elementary School in a variety of ways:

- ELL specialists collaborate with teachers to differentiate instruction in content area classes. The specialist may be found co-planning units, co-teaching lessons, working one-on-one with students or small groups, and consulting the teacher on differentiation of lessons and assessments
- ELL specialists will create an ELL Learner Profile to outline WIDA scores, suggestions for modifications/ accommodations, and goals for students to work towards

At AC, all teachers view themselves as language teachers, but ELL specialists provide the additional support to both teachers and students to improve English language proficiency.

## Field Trips and School Trips

The purpose of all of our field trips is to provide opportunities to extend student learning in other environments. All field trips have a connection with our units of study or a community building purpose. The costs

of trips during the school day are generally covered by tuition. Family trips may require a parent contribution. The following guidelines will be followed for field trips:

- Parents should be notified in writing a week or more in advance of field trips
- Students not attending field trips are expected to attend all classes and complete work as assigned. If an entire grade level class attends the field-trip then the school will assign the student to a staff member for supervision
- All school expectations apply during field trips. Students violating school policies on the field trip may be sent home if feasible, and they will receive disciplinary consequences for their behavior
- Attending field trips is a privilege, not a right. Students are representatives of the AC community at all times and are expected to act accordingly. Teachers who organize the trip, along with the principal, may establish additional criteria and guidelines for student expectations as appropriate to the trip. The school undertakes a major responsibility by taking students on field trips and we must be assured that the students will behave properly
- Some field trips may require additional adults and teachers will let parents know. Other field trips will not be able to accommodate more than a certain number of adults

## Overnight School Trips

Grades 4 and 5 students participate in an overnight experiential learning trip, Discover Ecuador, in the middle of the school year. This experience is dedicated to class collaboration activities. It is a mandatory trip and provides opportunities not possible on a family trip. Discover Ecuador is financed outside the standard school fees. Parent and students receive detailed trip information at the beginning of the school year.

## Grading Scales

Students in the PYP years (PK-Grade 5) use number Grades 1-4 denoting the following:



Area of Assessment	
Above Expectations	4
Meeting Expectations	3
Approaching Expectations	2
Below Expectations	1
Not Applicable	N/A

## Grouping for Instruction

The school believes that all possible efforts need to be made by the school and the parents to insure that students are properly placed. When academic or developmental questions arise, the school will alert parents of these problems and assist the parents to develop an action plan for their child. The school administration reserves the right to make the final decision regarding placement.

## Guidance and Counseling Program

Two dedicated Elementary School Counselors are available to parents and students to assist with any type of personal, social or academic difficulty. Students may request an appointment with the counselor on their own or teachers or parents may refer them. Students may be scheduled for regular counseling sessions either individually or in

small groups to work on issues that may be interfering with academic performance or personal development. Information shared with the counselor is considered confidential and will not be shared with others, except in the case of possible serious harm to self or others. The counselor meets with each homeroom group of students approximately every other week.

The counselor works with the teachers and special services staff to facilitate and coordinate appropriate interventions for students having difficulties. When appropriate, the counselor will refer students or families to psychological or medical specialists within the community. Parents are encouraged to contact the counselor with any concern or problem affecting their child. Appointments can be made through the school office or directly with the counselor.

## Gum and Toys

Distracting items such as toys, trading cards, etc. are not permitted in school. Personal items of value are discouraged at school; their loss causes unnecessary concern to students and the school will not be responsible for these.

Gum chewing for students is not permitted anywhere on campus at any time. Exceptions are made when there is a medical or learning need to chew.

## Home Learning & Homework Guidelines

Home learning is an opportunity for students to extend their learning to other environments. Beginning in 2016-2017, we have adopted a home learning approach that includes daily reading, developing personal passions, and the practicing and enhancing of skills through real life experiences. We invite parents to support their children's home time by providing an environment that will lead to positive and abundant family interactions and play time in the afternoons.

### Responsibilities of Teachers:

1. Clarify home learning with the students
2. Communicate home learning expectations through their blogs or communication folders
3. Provide feedback on completed work
4. Often differentiate or modify home learning expectations according to a student's individual learning needs

### Responsibilities of Parents:

1. Provide an environment conducive to consistent home learning routines
2. Oversee the home learning routine, but allow for students to be independent
3. Check teacher's communication in blogs or other means
4. Communicate with your student's teacher if your child's reading time consistently falls short of or exceeds the recommended time given below

### Responsibilities of Students:

1. Refer to communication folders or blogs
2. Ask for clarification if home learning expectations are not clear
3. Put forth their best effort when engaging in home learning
4. Complete their home learning on time

### Expected Home Learning Times

**The suggested time frame for assigned daily reading at each grade level includes reading to your child, independent reading, Spanish and core teacher assignments or home connections. Please keep in mind**

**that each student is unique and time spent completing assignments will vary from student to student.**

**Pre-K:** Parents are expected to read to their children every night in English or their native language. Students may have a home-link activity to complete once a week assigned at teacher discretion.

**Kindergarten:** Parents are expected to read to their children every night for 10-15 min. in English and/or in their native language and students are expected to read to their parents as they acquire reading skills later in the school year.

**Grade 1:** up to 15 minutes daily

**Grade 2:** up to 20 minutes daily

**Grade 3:** 20 minutes

**Grade 4:** 25 minutes

**Grade 5:** 30 minutes (The second semester of Grade 5 will follow the MS homework policy for preparation and transition purposes)

### Inspiration Projects

Using a design approach, students learn to carry out personal projects on themes that are of their interest. These personal inspiration projects happen at home and are showcased at school during specific dates. Designing and carrying out inspiration projects is expected to begin second semester of Grade 2 and these run through Grade 5. Students find a personal passion project that they're excited to pursue and showcase it to their classmates on at least one occasion per quarter. Students may choose to showcase a number of different passions throughout the year if they wish, and classroom teachers have structures in place to facilitate these presentations. The philosophy is to turn the traditional, teacher driven homework model over to the students, in order for them to take ownership of their personal learning and dig deep into what motivates them to learn. Of course, we will watch each student carefully and at any time that we feel that they need specific practice or support with their in-school learning, we will assign the appropriate homework to enhance their achievement. Here's the "why" (or rationale) behind this approach to home learning:

21st century learning is showing us that

*motivation, engagement, ownership, and authentic learning* are conditions which should be present in order for students to [learn productively and deeply](#). Passion Project engagement aside, other benefits will include more quality family time and/or time to pursue interests outside of school; such as sports, artistic ventures, community volunteering, etc.

This video, titled "Creative Homework" speaks for itself: <http://bit.ly/29zg5v7>

Additionally, and maybe surprisingly, ongoing research continues to show us that homework in the elementary grades may not be as beneficial to student achievement as we once thought, and in some cases, possibly detrimental to a child's attitude toward learning. If you'd like to read up on some of the research, please check out the following links.

- [www.alfiekohn.org/article/rethinking-homework/](http://www.alfiekohn.org/article/rethinking-homework/)
- <http://wapo.st/WwdOEx>
- <http://thecaseagainsthomework.com/>
- <http://bit.ly/29kvKcl>
- <http://bit.ly/1GDyrUq>

### Spanish Home Learning

Native Speakers are expected to read in Spanish at home on a regular basis.

Students are encouraged to review what they have learned in class to practice their Spanish in oral, writing, and reading. Grades 2-5 are assigned weekly reading which varies according to their level.

### Learning Support

Academia Cotopaxi is an inclusive school. We believe that inclusion is a universal human right that enriches the lives of all students and builds a caring and empathetic community. Academia Cotopaxi offers an inclusive international education designed to give every student an opportunity to achieve their potential. We are committed to providing our students with equitable learning opportunities within a collaborative and supportive learning environment that results in appreciation of all its members.

### Delivery

At Academia Cotopaxi, we are committed to serving students with a wide range of learning differences through a collaborative approach that includes the child, parents and professionals. Students receiving learning support have Accommodation Plans or Individualized Learning Plans (ILP) which are developed with the child's learning needs in mind and updated every year. Our goal is to help students to understand their learning profile, to develop strategies to support their learning, and to advocate for themselves.

Within the context of a private American International School, student success is achieved in partnership with parents, teachers and students within the framework of Academia Cotopaxi's Mission Statement.

### Commitment

As stated in the school's strategic plan, a long-term commitment exists to becoming an inclusive school and serving a managed number of students representing the full range of learning differences and language diversity.

### Balance

We believe in maintaining a manageable balance between students from our general education population, and those with learning differences. Inclusion parameters are set at 10-12% mild learning needs, 2-3% moderate learning needs, and 1% intensive learning needs.

### Identification

Formal and informal interventions and assessments are used to identify learning needs in students with whom classroom teachers and / or parents have specific concerns.

### Nondiscriminatory Evaluation

Once the team recommends a formal evaluation, parents will be asked to carry out a complete psycho-educational evaluation administered by external qualified evaluator(s). Academia Cotopaxi will recommend qualified evaluators, yet parents may seek other qualified evaluators. Typically, this implies a psycho-



YOUR  
BEST  
SELF



educational evaluation that should be administered considering the student's dominant language. No single assessment will be used. Comprehensive re-evaluations are completed every three years.

### Confidentiality

Information about a student's psycho-educational evaluation and the Learning Support program are kept strictly confidential. Only the parents and appropriate school personnel and teachers working with the student have access, as needed to support the student, to this information.

### Parental Rights and Responsibilities

Parents have the right, and the responsibility, to participate in their child's educational program. They must give permission before their child is evaluated using cognitive tests, placed in or exited from the Learning Support Program, or given modified grades. They have the right to help plan and responsibility to support their child's Individualized Learning Program (ILP), and must sign the ILP to indicate agreement and allow implementation. Parents have the right to regular reports about their child's progress. Parents have the responsibility to comply with any external support recommendations articulated in the ILP.

### Multidisciplinary Team Process

Student Study Teams are comprised of all support specialists, teachers and administrators who are involved in The Team makes decisions affecting the child's educational program. Parents may be involved. ALL discussions are strictly confidential. Outside specialists are involved as needed.

### Individualized Learning Plan (ILP) & Accommodation Plans

ILP's and Accommodation Plans are written by learning support specialists who take student, teacher and parent input into consideration. All students receiving special education services have a yearly formal review of their ILP or Accommodation Plan.

### Least Restrictive Environment (LRE)

Student needs are carefully taken into consideration so that appropriate educational services are provided within the least restrictive environment. At Academia Cotopaxi, students are supported within the general education setting as much as possible.

### Professional Teaching Staff

Qualified professional staff are hired to support our students with learning differences, as well as to work collaboratively with classroom teachers to provide high quality differentiated instruction for all students.

### International Baccalaureate Organization

Academia Cotopaxi has been authorized by the International Baccalaureate Organization to offer the Diploma program since 1983 and the Primary Years Programme since 2005. As such, Cotopaxi embraces the IBO Mission.

### IBO Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Learner Profile in close liaison with the school's core values serves as a guide for personnel and students throughout the Lower School.

### IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world. IB learners strive to be:

**Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Our mission, core values and the elements of the PYP, guide our actions in the Elementary School. The following elements in this handbook, refer to processes and practices that parents will benefit from understanding. We will refer to these practices frequently and recommend that you become familiar with these.

### Leaving School Grounds

At no time may any student leave school grounds during the school day without a parent or guardian picking them up at the school. Please try to schedule appointments outside of the school day. Taking children out of the school early is disruptive to student learning and the school highly discourages this practice.

If your child must leave campus during the school day, bring a written permission from home so that the teacher is aware and can dismiss the student at the appropriate time. Before leaving campus with your child, you must get a dismissal slip from the Elementary School office to present at the main gate. If your child normally takes the school bus, and will not do so on a given day, complete the online [Transportation Change Form](#). Please do this no later than 10 a.m. for PK and 1:00 p.m. for K-Grade 5 on the day the change is to take place. Telephone requests to the transportation office are not accepted and will not be honored.

### Library

The School Library offers a variety of resources for information and recreational reading: books, magazines and online databases. The Library staff is available for recommendations and research assistance.

Materials may be borrowed from the library for a period of two weeks, and longer if necessary. Students are responsible for the materials they borrow, and students who lose or damage materials are expected to pay for the replacement cost of those items. Parents

can also use the library and check-out books. The Library is a common learning area, and all users must respect each other's work space by maintaining a quiet tone of voice. Food is not permitted. The Library is open Monday through Friday from 7:30 a.m. to 4:00 p.m. for classes or independent study.

## Medical Office

The medical office is open during school hours. If for some reason the office is closed, students should report to the office. A student who needs to go to the medical office must check first with his/her classroom teacher. Parents will be notified in the event that a student needs to return home due to illness.

It is essential that parents provide the school with the student's medical records as per our enrollment requirements. Students who do not have medical records on file may not be allowed to continue to attend classes as per school policy.

## Parent/School Communication

Communication is the key to a successful school year. We encourage a collaborative working relationship between all members of our community.

### What is Our Commitment to You?

Academia Cotopaxi is committed to providing the best possible education for all of our students. We are committed to honestly and consistently communicating with you regarding your children's education and overall development based on the observance of the school's core values. In order to communicate effectively, venues for school / home communication are available and include but are not limited to:

- Regularly scheduled written communication via the weekly newsletter, [Elementary School News](#).
- Up to date website ([www.cotopaxi.k12.ec](http://www.cotopaxi.k12.ec))
- [Online calendar](#) of school activities
- Online publication of the school's curriculum
- Annual Board Reports

- Student/Parent Handbooks available in print and on our website
- Regularly scheduled reports of students' progress
- Timely notice of all school events, including individual meetings
- Availability of school personnel to meet with parents
- Periodically scheduled open discussion times with school director, principals, and parent representatives
- Disclosure of all emergency procedures

### What Commitment Do We Ask of You?

There are many levels of commitment that parents demonstrate. We have created the list below to emphasize what most children need in terms of parental support to be successful in our school and find their experience here to be a meaningful and enjoyable one. Please review the list below and make sure that you are supporting your child in these ways:

#### A. Stay informed

- Read weekly [newsletters](#) and all email sent to you by your child's teacher and the school
- Carefully read and refer to the Parent/Student handbooks
- Utilize school website information and resources ([www.cotopaxi.k12.ec](http://www.cotopaxi.k12.ec))
- Refer to the website [online school calendar](#) for updated activity information
- Read and adhere to agreement regarding fees and payments

#### B. Collaboration

- The first person to contact about your child's experience is your child's teacher. If you need further support after talking to your child's teacher, you should feel free to contact your child's counselor or principal and then the director in that order
- Attend regular and special parent conferences
- Attend the school's General Assembly for parent members
- Monitor your child's progress by visiting your child's electronic portfolio, being



in touch with teachers and seeking information as needed

- Ensure that your child has opportunities at home to continue learning and connecting with authentic experiences
- Inform the Admissions Office of any changes in your contact information, including cell phones and email addresses, which are frequently used by the school for emergency communication
- Inform division offices of any changes in your or your child's status including but not limited to health issues, travel, etc.
- Communicate with teachers when mitigating circumstances arise and arrange holidays, medical visits and other appointments out of the regular school day
- Follow-up with school recommendations for ELL, Special Services, private emotional or tutoring support, neurological evaluations, and physical or speech exams and/or other forms of individual therapy
- Support the PTSA by participating as a volunteer

#### C. Celebrate

- Attend Back-to-School night and other extracurricular functions in which your children have an opportunity to share their accomplishments with you such as sporting events, concerts, drama

productions, special awards ceremonies, assemblies, and competitions

- Read report cards and progress reports with your child and discuss your child's progress periodically supporting a process of reflection and growth

#### D. At Home

- Discuss the school's core values and what these mean to your family
- Establish a learning environment at home
- Model the behaviors you desire your child to exhibit
- Engage in close communication with your child
- Discuss and extend the curriculum areas covered in class whenever possible at home
- Ensure a healthy diet and foster appropriate eating habits
- Ensure a good night's rest and breakfast
- Show high but reasonable expectations for achievement
- Ensure child's regular attendance at school and punctuality
- Provide daily opportunities for play
- Encourage participation in school activities and school spirit
- Read to and with your child regularly (see Home Learning Section)

- Monitor electronic devices and install parental controls in your child's device

### E. Participate

Academia Cotopaxi will seek parent volunteers at different levels. Contact your teacher, division counselor or principal to find information on specific ways in which you can volunteer at the school. Parent volunteer opportunities include but are not limited to:

- Serve on the Board of Directors
- Serve on Board assigned committees and task forces
- Volunteer for the PTSA Executive Board
- Attend PTSA events and activities
- Serve as a Parent Representative
- Volunteer in the classroom and help with school activities (cafeteria, music, art, drama, library, special events)
- Support students by attending athletic events, school performances and/or social events
- Serve as a parent chaperone on field trips
- Act as a host family for new families
- Serve as a guest speaker
- Attend parent workshops

### Process for Resolving Concerns

Do not hesitate to contact your child's teacher as soon as possible, when you have a concern. Discuss school concerns only with the adults who are directly involved. If your child has special needs or there is information that you feel is important that teachers have ahead of time, set up meetings early on in the school year to share this information. When you have a concern, initiate contact when the problem occurs using the sequence listed below, moving from one person to the next when you do not feel that your concern is being addressed.

1. Teacher
2. Counselor
3. Division Principal or Assistant Principal
4. School Director
5. School Board of Directors

At Academia Cotopaxi we have a standing

"open door" policy. We believe that timely and direct communication is essential to address issues and concerns before they become problems. While it is not always possible to see a parent who does not have a prior appointment immediately, every effort will be made to address the concerns as they arise.

## Parent Representatives

### ONE GOAL: To build a caring, connected, collaborative community

Parent Representatives will work closely with the Teachers, School Administration and the Parent Teacher Student Association (PTSA) to build a caring, connected and collaborative community. This volunteer opportunity will give you a chance to better understand the Elementary School and your child's daily program.

Responsibilities for Parent Representatives:

1. Foster communication between school and parents
  - Know information, share concerns, seek feedback, find solutions together
  - Administer parent WhatsApp groups for each homeroom
  - Attend regular monthly meetings with Divisional Principals and PTSA Meetings
2. Encourage parent participation in school-wide, divisional and grade level events
  - Forward invites to WhatsApp groups
  - Collaborate with principals/faculty members in the design of parent participation opportunities
3. Promote a sense of community by offering assistance, information, friendship to all families
  - Design, plan and carry out at least one social activity (parent coffee/tea or other get-together) for homeroom
  - Participate in New Family Orientation
  - Attend community building events (i.e. Family Fun Run)
  - Support homeroom community building events in collaboration with homeroom teacher

### Structure:

- Two parents per homeroom
- Preferably there will be one parent who can communicate in English and one in Spanish
- All parents (fathers, mothers, and legal guardians) will have the opportunity to volunteer

### 10 Guidelines on Official Academia Cotopaxi WhatsApp Groups:

Academia Cotopaxi supports the use of WhatsApp as an efficient and effective means of digital communication to support a caring, connected and collaborative community. The following Guidelines will be followed by all parents on Official Academia Cotopaxi WhatsApp Groups.

1. The School will ask Parent Representatives to create Official Academia Cotopaxi WhatsApp Groups and all parents will be invited to join their homeroom (ES) or grade level (MS and HS) WhatsApp Group
2. Parent Representatives will receive school communications from Divisional Principals (all divisions) or teacher (ES) to broadcast on the Official Academia Cotopaxi WhatsApp Group chat
3. Messages from the Parent Representative will be sent in English and Spanish. Parent Reps will solicit a volunteer to translate messages if needed
4. Homeroom (ES) grade level (MS and HS) WhatsApp Groups will be used exclusively to relevant homeroom/grade level topics
5. Personal concerns will not be shared via the Official Academia Cotopaxi WhatsApp Groups. Parents with concerns are encouraged to contact the relevant teacher, counselor, or administrator directly via email
6. Official Academia Cotopaxi WhatsApp Group chats will not be used to promote products, services, personal opinions, judgements of individuals, political propaganda, etc.
7. Parents may choose to open other WhatsApp chats for personal matters like thematic interest groups or birthday parties that do not include the whole class, which will help to allow for parent choice

of participation in non-grade level topics

8. Teachers or Principals will not be part of the Official Academia Cotopaxi WhatsApp Groups
9. If parent communication on the Whatsapp homeroom (ES) or grade level (MS and HS) chat becomes negative disparaging or inappropriate, the Parent Representative will inform the relevant Principal, who will step in and assist as needed
10. Parent Representatives will add new families as they enter the homeroom, welcoming them to the group

### Other responsibilities of parent representatives:

- Please notify teacher (ES) or Principal (MS and HS) in advance which volunteers are coming in for a specific event or activity
- Class Parties - notify parents to fill all volunteer needs. Send a reminder letter to parents one week prior to event indicating what they have signed up for as a reminder for them
- Contact new parents as they move in. Introduce yourself as the Parent Representative and as a contact for classroom information, opportunities to participate in the classroom, etc.
- With counselor's support, help organize something special for students who leave mid-year. Work with the classroom teacher to recognize that student's contribution to Academia Cotopaxi. These types of activities help students transition to their next location, as well as help their peers gain a sense of closure
- Organize social gatherings for parents in your child's class. It is a good idea to do this in the beginning of the year, mid year and at the end

## Reporting on Student Progress

A student's progress and achievement is reported to the parents through the use of formal and informal conferences as well as through report cards and written progress reports. A schedule of parent-teacher conferences and report card periods is printed in the school calendar and is distributed

to parents at the beginning of each school year. The report card is developed to give detailed information to parents, but parents are encouraged to contact the school as often as they deem necessary in order to maintain communication. Parents can schedule time with their teachers.

Also see *Student-Led Conferences*

## Searches of Students and Property

The school has the obligation to take reasonable steps to protect students from possible harm or to determine involvement of students in inappropriate activities. When any teacher or administrator has reasonable suspicion that a particular student is concealing an object or substance which is prohibited under school policy (drugs, alcohol, tobacco, weapons, stolen property, etc.) the teacher or administrator may ask the student to empty his/her pockets or may ask the student to voluntarily show the contents of backpacks, book bags, or lockers. Principals and the Director of Technology may also request to see the contents of the students personal electronic device when there is a suspicion that the Technology Responsible Use Policy (RUP) could have been violated. The school expects full cooperation of students on these occasions.

## School Hours

The **office** is open daily from 7:30 a.m. until 4:00 p.m. (unless otherwise communicated)

**Pre-Kinder** hours are from 8:00 a.m. until 12:00 noon. Optional Enrichment program (just for PK) 12:00 p.m. - 3:00 p.m. Contact IMAGINE for more information at [imagine@cotopaxi.k12.ec](mailto:imagine@cotopaxi.k12.ec)

**Kindergarten through Grade 12**  
8:00 a.m. until 3:00 p.m.

Students are expected to be dropped off not more than 15 minutes prior to the start of the school day and picked up on time at the end of the school day. The school does not have supervision for your child more than 15 minutes before or after school hours.

## Student-Led Conferences - Goal Conferences

We believe that students benefit from being actively involved in their learning and this includes a review of their progress. Students in all grades will be involved in a direct way in reflecting upon their learning. They work with their teachers to review their progress and report on it to their parents during the goals and student-led conference beginning in Grade 1. These conferences usually occur twice a year for Grade 1-5 students.

## Student Personal Electronic Devices Policy

Personal electronic devices of different types are common features in the lives of all members of the AC community. These electronic devices, when used appropriately and conscientiously, can be a benefit to education. However, personal electronic devices can also serve to distract and detract student learning when used inappropriately and without regard to others in the AC community of learners. For students in PK-Grade 2, the school will provide appropriate opportunities for technology use consistently intended to enhance student learning and students do not have to bring any devices to school. Students bring their own device beginning in Grade 3, which must meet the BYOD guidelines.

The school does not allow any student in Elementary School (PK to Grade 5) to carry a cell phone or other communication device (i.e. activated smart watch) to school. These are expensive items that young children should not have to be responsible for at school. In addition, these devices can distract students from learning and from engaging in relationships. If individual parents would like to request an exception to this rule for their PK-Grade 5 children, they must contact the division principal to arrange for authorization. PK-Grade 5 students with authorization to have cell phones at school are not allowed to use cell phones at any time during the school day.

Personal listening devices are not permitted in grades PK-Grade 5. These are expensive and easily lost items that young children should not have to be responsible for at school. In



addition, the potential for distraction from the learning process, for causing hearing damage to young ears, and for generally detracting from the overall learning environment prompt this position regarding personal devices from PK-Grade 5.

For Grades 3-5, the Responsible Use Policy (RUP) takes effect. Please read and sign the RUP at the end of this handbook.

## Tardiness

**Tardiness should be avoided at all times.** Students who are late for school or classes, not only interfere with their own educational process, but also with that of other students. If a student is late for school, he/she must report directly to the division office. A late pass will be issued by the office permitting the student to enter class. **The student must bring a note from his parents explaining the reason for the tardiness that day or, at least, by the following day.** Students and parents should be aware that such "reasons" as oversleeping, missing the bus, or attending social events are not valid excuses. Students who are frequently late to school will face the consequences deemed appropriate by the Principals.

## Transportation

The goal of the transportation service provided by the School is to offer a safe,

comfortable and pleasant ride between home and school. To achieve this goal, there must be cooperation on the part of parents, teachers, bus monitors, school authorities, drivers and students. [Transportation Policies and Procedures](#) need to be reviewed with your child. Under Ecuadorian law, all passengers on school buses must wear a seat belt. Failure to comply with this rule may mean possible loss of bus privileges. It is the student responsibility to secure their seat belt.

In the event of a bus breakdown along the route, the monitor and driver will, as quickly as possible, notify the school office via the school radio so appropriate steps may be taken to ensure the prompt, safe arrival of the students.

Students wishing to go to another student's home, or who wish to get off the bus at a school-authorized stop other than the normal drop-off point, may request a transfer to a different dismissal bus or permission to get off at a different stop on regular Monday – Thursday school days. Exceptions for Fridays, half-days, days on which there are no after school activities, or before a holiday will be made only in the event that a child resides in different homes. In order to do so, contact the Transportation Coordinator at [transportation@cotopaxi.k12.ec](mailto:transportation@cotopaxi.k12.ec)

Any questions or concerns regarding the bus transportation policy or procedures should be addressed to the transportation coordinator located in the administrative building or

contact [transportation@cotopaxi.k12.ec](mailto:transportation@cotopaxi.k12.ec).

#### Pick-up and Drop-Off of students utilizing personal transportation:

All Elementary School Students should be dropped off and collected at the gate from 7:45 a.m. – 8:00 a.m. in the morning. Students arriving after 8:00 a.m., must enter through the main gate, accompanied by an adult. Students who enter through the main gate at any time, must be accompanied by an adult.

Students who are picked-up after 3:10 p.m. must wait in the Elementary School office until 4:00 p.m. and after that time, they may be asked to wait at the main gate. We do ask parents to observe our pick-up and drop-off times carefully and practice punctuality.

#### Tutoring Support Guidelines

Under certain circumstances, as outlined below, tutoring outside of school may be recommended:

1. When a student is missing essential skills necessary to be successful in a current class

2. When a student has been absent for a significant period of time
3. When a student, who is already receiving additional support at school, needs additional practice outside of school hours

Tutorial assistance for a student may be recommended by teachers or requested by parents. It is essential that the tutor and classroom teacher communicate closely about the student's learning needs and the best manner for the tutor to meet these needs. **Therefore, the school requests that parents notify their child's teacher if a child is receiving tutoring support.** The Elementary School maintains a tutor list which parents can receive from the Elementary School Counselor. All arrangements for tutorial times and fees are strictly between the tutor and parents. Teachers or assistants may not tutor students who are enrolled in their own grade level or class. Paid tutoring by Cotopaxi employees may only occur after working hours. Tutors who are not AC employees may not use AC facilities.

## Technology Responsible Use Policy (RUP)

### AC Technology Vision Statement

*At AC we use technology to inspire innovation, ignite imagination, encourage interdisciplinary understanding, ensure digitally fluent citizens, and provide meaningful learning through equitable access. We envision a world where everyone models responsible, reflective and balanced use of technology in academic, personal, social and global contexts.*

This responsible use policy is meant to embody and support the AC Technology Vision Statement as well as the school wide mission and vision. We strive to provide students with unlimited opportunities for learning and growing into global, ethical leaders in their current and future lives, digital and otherwise. The school's technology infrastructure and network play a major role in how we provide the opportunities that enhance and transform student learning. To ensure these resources are always available, it is imperative that all members of the learning community use technology in a manner consistent with our mission and core values. We hold all users of technology in our community; faculty, staff, students, families, guests, and visitors, to this policy.

In some cases, technology users' behavior is guided by clearly articulated expectations, but in other cases, they must make wise decisions about their own behavior, through a sense of good citizenship and as a responsible member of the AC community. Technology users should be aware that these expectations apply to any device used at AC, even those not provided by the school.

### Be a Responsible, Ethical, and Respectful User

The way we use technology tools to communicate information has a powerful effect on our learning community. Responsible use will lead to better, more effective learning while irresponsible use will diminish it. A strong respect for the principles of digital citizenship is essential for us to live our mission at AC.

### Protect Yourself and Others

- Be smart and think before you post any

personal information or images of yourself online. Remember that the internet is indelible

- Be respectful of the privacy of others by being considerate about what you post on social media about others
- Don't share your usernames and passwords with others. Parents could know student passwords, but avoid sharing beyond that. It keeps you and the person you thought of sharing with safe by avoiding any problems
- Remember that reading deleting or copying anyone's work besides your own is not only irresponsible, it's also disrespectful
- Don't be tempted into an internet fight. Protect each other and stand up to and bullies and trolls by ignoring them

### Be Original. Be Yourself.

- Don't even try to copy or forge anything for any reason. You learn more if you're honest about your work
- Always properly cite the work of others you use or refer to. Expect the same of work you share
- Don't lie about your age to access media or social networks you shouldn't

### Be Aware

- Remember that access to technology is a privilege that carries important responsibilities
- Only use software and media you have a license for. Not doing so is stealing
- A short brain break is ok, but remember that we are working and learning in a community. Don't use our shared bandwidth to access media unrelated to learning
- Think about how your words will impact who you've directed them to. Don't be a bully. Treat others how you would want to be treated

### Be Prepared to Learn

- Be sure you maintain your device with the appropriate software and updates



# SIGNATURE FORM

- Be sure your device is fully charged and ready for a full day of learning
- Be responsible about asking for help from our AC Tech services team if you're having problems with your device
- Be responsible with your device and care for it physically, Keep it in a safe, secure place at all times

## Be Healthy and Balanced

- Sometimes teachers and other school authorities will ask you not to use your device. This is important for us to practice balance, and to encourage other social, and physical activity
- Avoid excessive use of technology. Sometimes a face to face conversation is the best option
- Be a producer and not just a consumer of digital content. Don't be a couch potato. Contribute creatively
- Be active. Spend time outdoors, away from technology. Connect with friends and family that are here

## Monitored Use and Consequences

In cases where there are concerns that electronic communications systems are

being used inappropriately, AC Tech Services staff may monitor technology use. Similarly, all network traffic is monitored on a regular basis. AC reserves the right to inspect all devices and electronic media, and to carry out appropriate disciplinary action in cases of misconduct. AC does not take responsibility for personal media or information transmitted to a third party by a student, nor does it take responsibility for any repercussions that may occur from said action (e.g. posting photos on a social networking website).

Deliberate attempts to violate AC's Responsible Use Policy, compromise, degrade or disrupt system performance may result in restricted use of technology at school or other appropriate consequences. Academia Cotopaxi may limit, suspend or revoke a student's access to the school's technology systems or the network upon violation of the Responsible Use Policy.

Parents are responsible for installing adequate parental controls that ensure the child's digital safety on any home device. Families are encouraged to reach agreements regarding the use of devices at home and are responsible for monitoring their children's online activity at all time, ensuring that all children are engaging in age-appropriate and positive uses.

## Responsible Use Agreement

As part of my learning experiences at AC, I will be using school technology resources to gather knowledge, learn collaboratively and share my work online. My parents and I will read, discuss and agree to the AC Responsible Use Policy.

- I understand and agree to comply with the terms and conditions of the AC Responsible Use Policy
- I understand that violations of the AC Responsible Use Policy and this Responsible Use Agreement will be subject to AC disciplinary processes and procedures and possibly even legal action.
- I am aware that these rules and guidelines apply to any technology resource used at AC, including my own personal device.\*
- I will follow the advice, instructions and rules that are set by my teachers with respect to using my device and other IT equipment and not allow technology to disrupt my studies or classes.\*Students' personal laptops, PDAs, cell phones and other personal technology items are also subject to this RUP.

Please **read, sign and return this form to the Elementary School Office for our records.**

Parents and students from Grades 3 to 5 have to sign and return the tear off form to the Elementary School Office for our record. If you have any questions or comments, please do not hesitate to contact us.

I \_\_\_\_\_ (name of student) and my parents have read and understood the school procedures outlined in this handbook. I pledge to live within the guidelines of the book and respect and to act in accordance with Academia Cotopaxi's core values.

I \_\_\_\_\_ (name of student) and my parents have read and understood the Responsible Use Policy (RUP). I pledge to respect the policy in order to enjoy technology privileges at the school. I understand that individuals and families may be held liable for violations. I understand that some materials on the Internet may be objectionable and families and students are responsible for setting, conveying and abiding by standards to follow when selecting, sharing or exploring information and media.

Signature of Student: \_\_\_\_\_

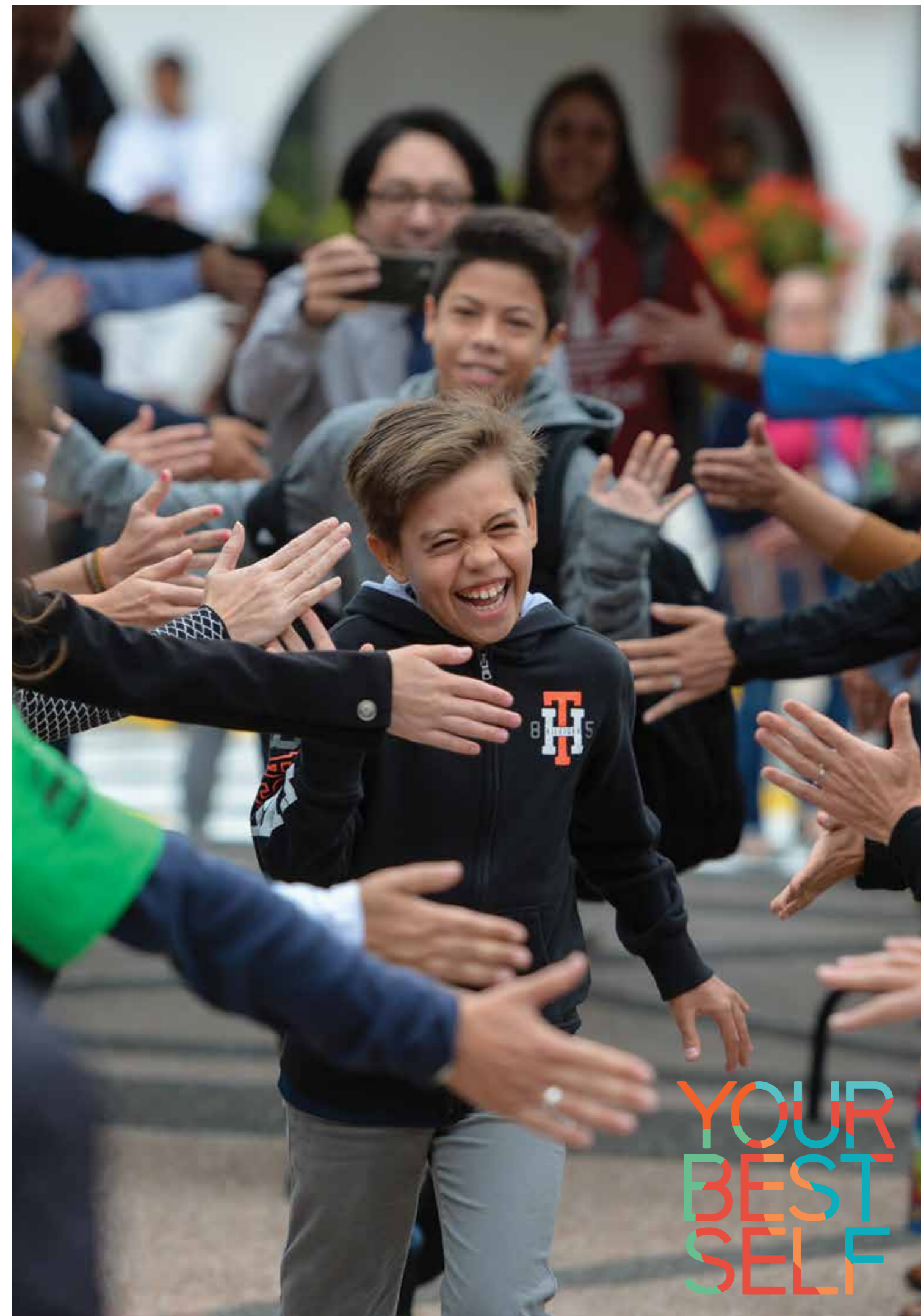
Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Parent/Guardian: \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_

Date: \_\_\_\_\_







YOUR  
BEST  
SELF