



Westhill Institute  
VESTIGIA NULLA RETRORSUM

# **PARENTS AND STUDENTS HANDBOOK**

**2016 - 2017**



## SCHOOL HANDBOOK AGREEMENT

In re-inscribing for the year 2016 to 2017 parents and students automatically agree to abide by the policies of the school as well as by the all the details and policies outlined in this handbook. (see also the Prestacion de Servicios Escolares in the appendix)

Parents and students also automatically agree to abide by any changes which might be necessary during the school year 2016 to 2017.

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## SECTION I

## SECTION I

### Westhill Institute Staff 2016 to 2017

Whole School Administration	Gill Mary-Jo Vargas Enrique (Double Role)  Villavicencio Caballero Cristina Adame Mariana Miriam Maciel Albert Wynder	Head of School Coordinator of School Improvement Business Manager SPED Coordinator (whole school) Main Coordinator of SEP Accreditation Coordinator and College Counsellor
Whole School Administration Support Staff	Pérez Maribel  Gutiérrez Jimenez Diana Luna Yvonne Alejo Jorge Luna Luz María	Personal Assistant To The Head Of School Finance Assistant Transport Coordinator Human Resources Coordinator Immigration and Staff Welfare coordinator

Middle and High School Administration	Vargas Enrique  Flynn Michael  Shillady Lisa  Adissi Daniela  Box Steve Parada Luis  Flores Sandra Taboada Elizabeth  Miranda Esther  Velázquez Martinez Víctor	Principal of Middle and High School (also Coordinator of School Improvement Coordinator across Westhill)  Vice principal in charge of High School  Vice principal in charge of High School  Vice principal in charge of Middle School  Dean Assistant Dean  Diploma coordinator Middle Years Program coordinator SEP coordinator for Middle and High School CAS and after School Coordination
Support staff	Zulatto Ana	Personal assistant to middle and high

	Domingo Souza Domingo Ochoa Xóchitl	school administration Nurse
Department Heads	Boren Clayton Boren Konstat Samantha Kapila Aurora Rodríguez Norma Miranda Esther Holland Glenn Vasquez Javier	Sports (whole school) Performance Arts ( whole school) Mathematics (whole school) Language B Spanish Social Studies Language A English
Teachers	Almeida Ana Isabel  Bautista Selene Auguste Valerio  Bailey Jesse Barrera Monserrat Betanzos Zenaido Birgenheier Logan Day Linda Camargo Ariadna Carrillo Elizabeth Crespo Nayeli  Crossan Justine Asander Claire Ferezin Nicholas García Paola Gill Frankie Guerrero Alma Mónica Guerrero Luis Fernando Guerrero Luis David Heredia Estela  Holland Glenn Lagattolla Emily Lawrence Jon Lee Randolph Hill Tom  Mendoza Rosa Laura Moosothy Emeline Negrete Alejandro Orellana Diana Ortega Grisell Park Daeok  Rodríguez Norma Patricia Romain Abel Ryan Anne-Marie Scott Vanessa Alexandra	Math / DP Business & Management Visual Arts Mathematics / DP Mathematical Studies / Personal Project Coordinator Social Studies Spanish as a Second Language PE Social Studies English Literature Math and Science One on One DP Spanish Language and Literature Spanish Literature / DP Spanish Language and Literature Sub Teacher Social Studies / Service as Action Debate coach Spanish Literature English Literature / Film Design Special Education Coordinator Spanish as a Second Language Systems coordinator / Spanish Math DP History / Social Studies Head English Literature DP Psychology / TOK English as a Second Language DP English Language and Literature Spanish Literature French Mathematics Social Studies Social Studies Korean as a First and Second Language English Literature / DP Spanish B French French Science Science / Mathematics English Literature Laboratory Technician Mathematics / Design

	Tolputt Robert Vázquez Javier Wakefield Lillian Wardell Owen Zúñiga Diana Pro María de la Luz Naylor John	Science One to one math Physics
Librarian	Irby Meredith Ann	
SPED	Guerrero Luis Fernando Osorio Nancy Ivette Valdes Valeria	

Santa Fe Elementary Administration	Johnston Jason McGuinness Jeremy Sarah Smith Gamboa Laura Razura Mirtha	Principal of Santa Fe Elementary and Kinder Campus Vice Principal Principal of Kinder PYP Coordinator SEP Coordinator
Support Staff	María Concepción Amador Acosta Areli Cuevas Claudia	Personal Assistant to Elementary and Kinder Administration Receptionist Nurse
Teachers	Aguilera Carmen Araceli Alvarado David Antillón Flores Adriana Antúnez Fabiola Barreiro Carlos Alberto Barrera Eva Capilla Marcos Carsolio Joselyn Chávez Evangelina Corte Miguel Ángel Costello Silvia Alexandra Cox Olivia Graham Diana Franco Martha Lakhwani Neha Lancaster Jessica Longoria Margarita Macuil Gabriela Malik Ktyall Martínez Claudia McLaren James Mondragón Pamela Morales Cristina Morley Alexander Neu Kaitlin Ochoa Sylvia Alejandra Olguín Maricela	French Kinder English as a Second Language PKB Assistant to Kinder coordinator PE/Swimming KA Drama Art – Elementary 1A Spanish IT PKA KB 1B English 1C/2C Spanish KC 4B English 2A Spanish US program 3C/Substitute PS2B 4C/5C English Music/Drama/Movement - Kinder Spanish as a Second Language 2B English 3B English 3C/Substitute French – Elementary

	Pérez Bertha Tania Pérez Vázquez Erika Pink Joanna Portugal Ángela María Renault Lou Rocha Jonathan Ruiz Elizabeth Ortiz Alessandra Silva Sandra Spillers Savannah Vargas Lourdes Vargas Samuel Vera Laura Fernanda Vertti Adriana Vicentini María Eugenia Prasanna Archana Villa Melissa Álvarez Angélica	Music 5A Spanish 1C/2C English PS2A French – Elementary Substitute - Elementary Art – Spanish Kinder PE Assistant – Kinder Student Success Program - Elementary 4C/5C English 5B English 4A Spanish 3A Spanish PS2C PE English as a Second Language - Kinder
Library	Richardson Leanne	Library
SPED	Caso Elvira De Aquino Norberto Fernández Noriega Mayte González Mónica	SPED lead teacher SPED teacher SPED teacher Psychologist/Counselor

Cárpato Campus Administration	Ferrari Andrea Jiménez Erika Barbie Carillo Barbie Larios Verónica Maya Adrián Méndez Mauricio Barrios Daniel	Principal of Carpatos Campus Vice Principal Principal Coordinator PYP Coordinator Technical Director Finance Systems
Support Staff	Rodríguez Magali De la Cruz Isabel Mendoza Delia Solano Sofía	Secretary Nurse Receptionist Transportation Coordinator

Teachers and assistants	Abbes Nassima Alcántara Cristina Álvarez Rocío Dávila Joaquín Bardales María de la Asunción Brennan Martin Singer Danna Casillas Odhra Cieslar Sian Banerji Sapna Delgado Martha Desouches Marie Annick Doutreloux Charlotte Espíritu Joffrey Estremo Pilar Fernández Claudia González Ximena Godwin Tim Gómez Lira Flores Rosa María Hernández María Isabel Innes Cassandra Jaime Diana Lafontaine Sylvie López Edith Rabasa María Guadalupe Martínez Gloria Romana Paredes María Hairtleib Martha Ramírez Susana Salomone Gabriela Sánchez Marisol Torres Diego Valero Guillermo Velasco María José <b>Vacancy</b>	French Elementary KC 1B Spanish 5B English Drama  4A English TA Kinder Computers PE/Yoga Substitute 3B Spanish KB French Elementary ESL Elementary TA Kinder TA Kinder Substitute 1A English 2C Spanish 2B Spanish  4B Spanish 1C English ESL Preschool French Preschool Student Success Program PKA KA PKB 5B Spanish ART 2A English Music SSL Elementary Spanish 3A English
Library	<b>Vacancy</b>	Library
SPED	Núñez Cinthia Morales Silvia Morelos Maribel Parra Dira Aidée	SPED SPED SPED Psychology

Athos Administration	Vorano Paola	Principal
Support Staff	Juárez Norma Del Valle Lidya	Nurse Secretarial Assistant and French teacher
Teachers and	Bautista Mariana	Music and Movement



assistants	Macouzet Sofía Molina María Eugenia Poveda Sylvia Philley Joanna Fukumoto Laura Maximino Leticia Ruiz Paulina Contreras Fabiola Martinez Karina	Transition/PS I Art PS2A PS2B PS I Assistant PS I Assistant PS2 Assistant Transition/PS I Assistant PS2
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## SECTION 2

### MISSION AND VISION

## **Mission Statement**

Westhill Institute inspires students to become critical thinkers and lifelong learners by developing ethical values and by transferring their knowledge in an inclusive environment to responsibly impact their community.

## **Vision Statement**

Our vision is to inspire students to be contributing leaders in a rapidly changing, globalized world by developing intercultural understanding.

## **SECTION 3**

### ACCREDITATION

#### **US Accreditation**

Westhill Institute is accredited by

1. (SACS/CASI now known as AdvancED), The Southern Association of Colleges and School/the Council on Accreditation and School Improvement
2. TAAPS-The Texas Alliance of Accredited Private School
3. SAIS- Southern Association of Independent Schools. The SAIS model of accreditation has been developed and is practiced throughout the southeastern United States and several countries and principalities located in Latin America and the Caribbean. As the single largest independent school accrediting organization in North America, SAIS is not only the leader in accrediting for the future, but also dedicated to helping schools fulfill their mission.

Accredited courses may be transferred to other schools in the United States or to any other American school worldwide.

#### **Mexican Accreditation**

1. SEP -the Secretary of Public Education from pre-school through 9<sup>th</sup> grade
2. National Autonomous University of Mexico (UNAM) for high school grades 10 through 12.

## **SECTION 4**

### MEMBERSHIPS

Westhill Institute is a member of:

1. The Association of American Schools in México (ASOMEX) and
2. Mexican Association of the International Baccalaureate (IBAMEX) the

## **SECTION 5**

## CURRICULUM

### **Westhill's Curriculum**

Westhill's curricular programs are underpinned by the structure and methodology of the International Baccalaureate program and are vertically structured with the US Common Core. In addition the Mexican Curriculum structure ( SEP and UNAM) and grading systems is applied, so that students can leave Westhill with a truly internationally recognized set of qualifications.

We fully expect most of our students to graduate grade 12 being at least bilingual, with IB Diploma, UNAM and US SAT grades, which allow them entry into prestigious universities anywhere in the world.

In addition the International Baccalaureate curriculum allows easy transfer to other international schools worldwide.

### **US Common Core State Standards vertical structure of the curriculum**

The US Common Core State Standards provide a tried and tested vertically progressive aligned curriculum and are recognized as being one of the most content-rich and academically challenging set of standards available anywhere in the United States.

At Westhill we have place these standards, which also match the UNAM and SEP curricular content, alongside the International baccalaureate methodology.

This curriculum ensures that all our students are learning at the appropriate level and that they are learning at the same or higher levels as other students in American schools in the USA and across the world.

Standardized achievement testing, directly connected to the content of this curriculum, focuses on the *Measures of Academic Progress (MAP)* exams three times each year and classroom teaching and curriculum goals are modified depending upon student progress and specific curricular needs.

These standards and benchmarks help teachers and administrators evaluate student progress in each subject and in each grade level against academic goals and objectives as established by the common core state standards.

### **Curriculum documents**

All our curriculum documents are visible to parents on our school website with a password.

### **International Baccalaureate Program**

One of the most significant events in Westhill's impressive 25 years history as an innovative and progressive school is that we are now **an IB World School** . We are authorized to offer the Diploma Program (DP) in grades 11 and 12 , the Middle Years Program (MYP) in grades 6 through 10 and the Primary Years Program (PYP) in k through 5

With these programs, Westhill Institute now joins a very select group of international schools that have achieved the coveted authorization for teaching the International Baccalaureate programs and this allows our students to be part of an international community worldwide.

The International Baccalaureate (IB) is a non-profit educational foundation based in Geneva, Switzerland and The Hague in the Netherlands. The IB offers four programs for students ages 3 to 19. The purpose of these four programs is to develop the intellectual, personal, emotional, and social skills to live, learn, and work in a rapidly globalizing world.

The IB learner profile is at the heart of the four programs as a clear and concise statement of the aims and values of the IB, and an embodiment of what the IB means by “international-mindedness”.

It is the IB’s intention that the learner profile will help develop coherence within and across the four programs. It provides a clear and explicit statement of what is expected of students, teachers and school administrators in terms of learning, and what is expected of parents in terms of support for that learning.

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.

University faculties regularly note IB students’ passion for discovery.

**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.

IB students are extraordinarily well prepared for the academic requirements of university coursework.

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

IB students contribute to discussions in a meaningful way. They do not shy away from challenging questions and, once they know the answer, follow up by asking “why?”

**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.

IB students regularly deliver stimulating presentations and drive excellence in group assignments.

**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.

IB students are infused with the academic integrity that is a fundamental value of universities and colleges.

**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.

IB students have a deep understanding of various cultures and views, bringing an appreciation of new views to both their academic study and their involvement in local and wider communities.

Their international mindedness complements the missions of the best tertiary institutions.

**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.

IB students tell us they bring this commitment to community and others to their activities and leadership roles at university and carry it throughout their lives.

**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.

IB students transition well to challenging university settings and show resilience and determination in their work. In academics, they have the confidence to approach new or unfamiliar subjects or material.

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

IB students are active participants in a wide range of aspects of campus life, as well as focusing on their academic development.

**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.

IB students have developed an ability to reflect on their learning and to articulate how they learnt. They have learned that critical reflection is an important academic and life skill.

Founded in 1968, the IB currently works with 4,335 schools in over 141 countries to develop and offer four challenging programs to over 1,029,000 students. These four programs are:

- Primary Years Program (PYP) for children aged 3 to 12 or Westhill's Pre-K to grade 5. The PYP focuses on the development of the whole child, in the classroom and in the outside world. Westhill Institute has been implementing this program at the Carpato and Santa Fe Elementary campuses since the academic year 2012 to 2013.
- Middle Years Program (MYP) for children aged 12 to 16. The MYP provides a framework of academic challenge and life skills through embracing and transcending traditional school subjects. The IB Middle Years Program has been an integral part of the curriculum for Westhill's Santa Fe Middle and High School students, since 2015
- Diploma program (DP) for students ages 16 to 19 is a demanding two-year curriculum that meets the needs of highly motivated students, and leads to a diploma and potential for advanced placement that is recognized by leading universities around the world. The IB Diploma Program is full swing in the school thanks to official authorization from IB to teach this program since 2011 the IB Diploma prepares students for the rigorous series of university level examinations that culminate the two-year series of subjects.

In all programs, the goal is the education of the whole person through all domains of knowledge, involving the major subject areas in languages, humanities, science, mathematics and the arts. The programs form a continuum of education from pre-kinder through high school that transcends any individual national program. IB programs incorporate the best features of an international education while remaining flexible enough to meet the local needs and requirements of individual countries.

The International Baccalaureate chooses to define “international education” according to the following criteria.

- Developing citizens of the world in relation to culture, language and learning to live together.
- Building and reinforcing students’ sense of identity and cultural awareness.
- Fostering students’ recognition and development of universal human values.
- Stimulating curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning.
- Equipping students with the skills to learn and acquire knowledge, individually or collaboratively, and to apply these skills and knowledge accordingly across a broad range of areas.
- Providing international content while responding to local requirements and interests.
- Encouraging diversity and flexibility in teaching methods.

### **International Baccalaureate Diploma Program (DP)**

Students study six courses at either higher or standard level.

#### **INTERNATIONAL BACCALAUREATE COURSES-HIGH SCHOOL**

In academic year 2016-2017, the following International Baccalaureate Diploma Program courses will be offered in grade 11

Language courses	Subject one	English A Language and Literature (Higher Level)	0-7 points
		Spanish A Language and Literature (Higher Level) Spanish B for U.S. Program students	0-7 points
Social Studies electives	Subject two	Psychology (Higher Level) Business and Management (Standard Level)	0-7 points
Science electives	Subject three	Chemistry (Standard level), Biology (Standard level), Environmental systems and Societies (Standard level)	0-7 points
Mathematics	Subject four	Mathematical studies (Standard level) Mathematics	0-7 points
Others	Subject five	History (Higher Level)	0-7 points
	Subject six	Visual Arts (Standard level)	0-7 points
Core requirements		Theory of Knowledge (TOK), Extended essay (EE), Creativity Activity Service (CAS)	0-3 points

## **Further clarification**

Three core requirements that are included to broaden the students' educational experience and to challenge their knowledge and further their understanding.

The Extended Essay is a requirement for students to engage in independent research through an in-depth study (4000 words) of a research question that focuses on one of the subjects of study.

Theory of Knowledge is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical). Students are required to write an essay answering one IB prescribed question.

Creativity, Activity, and Service (CAS) requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

## **End of Course Examinations.**

Students take written examinations in each of the six subjects, which are marked by external IB examiners. Students also complete internal assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners all over the world.

The coveted IB Diploma is awarded to students who gain at least 24 points. The highest total that a Diploma Program student can be awarded is 45 points. Students receive up to three points with their Extended Essay and their Theory of Knowledge essay in order to earn the diploma.

## **International Baccalaureate Middle Years Program ( MYP)**

In the IB Middle Years Program (grades 6 to 10 at Westhill), students have eight areas of academic focus.

These general subject areas are as follows:

1. Language A ( English )
2. Language B (Spanish and French)
3. Individuals and Societies
4. Mathematics
5. Sciences
6. Design
7. Physical and Health Education
8. Arts

Teachers plan their lessons together, by grade level, in collaborative work sessions with the goal of developing interdisciplinary lesson plans and student assessments that are formed around one of six Global Contexts.

Student's progress is evaluated in creative ways that include problem-based assessments, scientific and mathematics projects, inventive solutions to social problems, historical research using original sources as well as traditional written examinations which are graded with specific subject criteria.

In the final year of the program, students also engage in a Personal Project which allows them to demonstrate the understandings and skills the students have developed throughout the program.

### **International Baccalaureate Primary Years Program( PYP)**

In the IB Primary Years Program, (Westhill's Pre-K to grade 5) is a course of study for students aged 3 to 12 and it focuses on the development of the whole child as an inquirer inside and outside the classroom.

In this program, there are six trans-disciplinary themes which are about issues that are meaningful for all the community. The program offers a balance between learning about or through the subject areas and learning beyond them. The six trans-disciplinary themes are of global significance and include the following:

1. Who we are
2. Where we are in place and time
3. How we express ourselves
4. How the world works
5. How we organize ourselves
6. Sharing the planet

These six trans-disciplinary themes help teachers to develop a Program of Inquiry and in-depth investigations into important ideas, identified by the teachers, and requiring a high level of involvement from students. These inquiries are substantial and last from five to six weeks.

At the end of each unit, students get the opportunity to reflect on what they know, understand and can do. Portfolios are used during student-led conferences to showcase the units of inquiry. By the last year of the PYP, students show their abilities and inquiry skills with a Final Exhibition in grade 5.

### **U.S Curriculum**

The U.S. Curriculum is primarily an English program of study designed for students who are short-term residents of Mexico and or possess little Spanish proficiency and therefore do not require Mexican Secretariat of Public Education (S.E.P) certification of their studies. All children in the U.S. Curriculum fulfill all the educational requirements needed to receive U.S. validation of studies.

In Santa Fe Elementary (this program is not available at Carpato's Campus), US Curriculum students attend regular English classrooms at their grade level and study English language arts, mathematics, social studies, science and health as well as visual and performance art, physical education, computers and Spanish as a Second Language. Whilst other students attend classes which are run in Spanish, US Curriculum students spend the day in a multi-age classroom. In this group they focus on strengthening various study skills (math, reading and thinking, writing and research and self-management ).

In the middle and high school, U.S. Curriculum student follow the same program as international program students.

There are two important facts about the U.S. Curriculum that families must be aware of:

- I. The U.S. Curriculum is not an English immersion program.



2. U.S. Curriculum students are not registered with Mexican Secretariat of Public Education (S.E.P.) nor with the UNAM and therefore their studies are not recognized by the Mexican government. This may be an important consideration upon the completion of 6<sup>th</sup>, 9<sup>th</sup>, or 12<sup>th</sup> grades; they will not be issued an official certificate which indicates the completion of the program.

## **US Curriculum / IB and Mexican Program**

### SEP/ UNAM Programs

In addition to U.S. requirements ( SATS ) , students may choose to meet SEP/UNAM requirements for middle and high school.

Westhill's course of study is recognized by the Mexican Ministry of Public Education (SEP) and the National Autonomous University of Mexico (UNAM). As a result, those who successfully complete the international program have the option of applying for admission to both U.S. and Mexican institutions of higher education.

UNAM and SEP documents may require a processing fee. These documents are managed by an external agency and will require a significant amount of time, which could delay their delivery.

## **SECTION 6**

### ASSESSMENT

#### **MAP Testing Assessment Description**

Westhill administrates a computerized school-wide student testing system called Measure of Academic Progress (MAP). These tests provide teachers, students, and parents with an accurate assessment of the student's ability, precisely measuring what a student knows and what he/she needs to learn.

Westhill administrates MAP three times over the course of the school year. MAP tests make is possible to determine whether an individual student, or an entire grade level, is making satisfactory progress in relation to the Common Core Vertical Curriculum.

Teachers use this assessment information for instructional planning for individual students or an entire class.

MAP tests exist in three subjects; Math, English reading comprehension and English language usage.

CPAA (children's progress academic achievement ) exams are applied to preschool through grade one students in literacy and math.

All students' results are shared with parents during the year via Algebraix and can be discussed at parent teacher conferences.

#### **Westhill Institute Grading Policy**

A grading period refers to one bimester and there are five bimesters per school year.

Parents are informed of their child's performance periodically with regard to the achievements and learning skills their children have acquired. There are 3 parent teacher conferences and 2 student-led conferences on the calendar for each Campus. We strongly advise parents to attend as well as to monitor results on Algebraix.

Attendance at these meetings is a vital part of the home-school connection because they are linked to students' academic and social development.

## Preschool & Kindergarten

Students do not receive grades but are assessed by skills, conceptual understanding, attitudes, and student-initiated actions as a result of the learning process.

## Elementary School

The final result of each evaluation period is expressed by letters, considering a scale of A+ to F (F is a non-passing grade). For Spanish grades the scale is from 5 to 10 (5 is a non-passing grade).

### Elementary

1. Exam	30%
2. Homework	20%
3. Classwork	30%
4. Projects/quizzes	20%

### Grading scale

- A+ = 96-100	- B- = 80-82	- D = 63-65
- A = 93-95	- C+ = 76-79	- D- = 60-62
- A- = 90-92	- C = 73-75	- F = <59
- B+ = 86-89	- C- = 70-72	(No Credit)
- B = 83-85	- D+ = 66-69	

- It is necessary to have a minimum of 80% attendance during each semester to be allowed to take the semester exam (semesters end in December and June).
- When absences are justified (see absence policy), it is responsibility of each student to deliver all homework and projects assigned during his/her absence.
- The time limit to hand in late assignments due to justified absences is directly proportional to the number of absences registered. For instance, if the students was absent three days, he/she has three days to hand-in missing assignments.
- Absences for vacations or other events not authorized by the school will result in unjustified absences and grades of 0 for all work missed as a result.
- The feedback on the academic and formative performance of each student is done in parent-teacher conferences and student-led conferences that take place five times each year.
- Teachers inform parents when there is a risk of failing, or when low performance is demonstrated.
- The results of each bimester assessment will be uploaded to the school's system for parents to consult on Algebraix. At the end of the school year, final report cards will be given to parents.
- For students who receive a non-passing annual average in PS1, PS2, PK, K 1<sup>st</sup> or 2<sup>nd</sup>, the school authorities may recommend that the student repeats the same grade level at Westhill.

- For students who receive a non-passing annual average in 3<sup>rd</sup>, 4<sup>th</sup>, or 5<sup>th</sup>, he/she will not be able to repeat the same grade level at Westhill.

## Middle and High School

The school year consists of five bimester evaluations.

1. Exam	30%
2. Homework	30%
3. Classwork	20%
4. Projects/quizzes	20%

### Grading scale

-	A+ = 96-100	-	B- = 80-82	-	D = 63-65
-	A = 93-95	-	C+= 76-79	-	D- = 60-62
-	A- = 90-92	-	C = 73-75	-	F= <59
-	B+ = 86-89	-	C- = 70-72		(No Credit)
-	B = 83-85	-	D+= 66-69		

- It is necessary to have a minimum of 80% attendance (a total of 8 absences) during each semester to be allowed to take the semester exams (semesters end in December and June).
- When absences are justified (verified by a doctor's note) it is responsibility of each student to deliver all homework and projects assigned during his/her absence.
- The time limit to hand in late assignments due to justified absences is directly proportional to the number of absences registered. For instance if the students was absent three days, he/she has three days to hand in missing assignments.
- Absences for vacations or other events not authorized by the school will result in unjustified absences and grades of 0 for all work missed as a result.
- The feedback on the academic and formative performance of students who risk failing in a subject will always take place in a formal meeting with the principal, teacher, student and parent. This is in addition to parent-teacher conferences and student-led conferences which take place five times each year.
- For students who receive a non-passing annual average in one subject for 6th grade, he/she will be required to repeat the same grade level.
- For students who receive a non-passing annual average in four or more subjects in grades 7 and 8, he/she will be required to repeat the same grade level.

For students who receive a non-passing semester average in four or more subjects in grades 9 through 12, he/she will be required to repeat the same grade level.

Every student who fails a subject or subjects must re-take that/those subjects during after school or summer school and must receive a passing grade..

## Summer and After School Academic Courses

Students in grades 6, 7 and 8 must make up any failed subjects (annual average) during remedial sessions. Failure to attend or pass the subject, will result in the mandatory enrollment in academic after school/summer school.

High school students ( 9 through 12) will be required to enroll in academic after school and/or summer courses depending on the status of their credits at the end of each semester of the academic year. Students who do not comply with these requirements cannot register for the following school year.

Academic summer and after school courses will have an additional cost in addition to the regular tuition fee. In the case of the academic after school, only one absence is allowed or the credit will not be awarded.

## **Standardized Testing for College Admission**

### **PSAT**

In October, all 10<sup>th</sup> and 11<sup>th</sup> grade take the Preliminary Scholastic Aptitude Test (PSAT) free of charge; Selected 9<sup>th</sup> grade students will be invited to take the test.

The PSAT serves as an excellent practice for the Scholastic Aptitude Test (SAT) and scores determine the eligibility of candidates for National Merit Scholarships ( a scholarship program for US citizens). All students planning to attend university in the United States have to take this test.

SAT The College Board establishes deadlines for application eight weeks prior to the test dates, which typically occur in November, December, January, and June.

## **Withdrawal from School in relation to assessment:**

- Students who withdraw after December 1<sup>st</sup> for semester one and after June 1 for semester two will not receive academic credit for the 2nd or 5th bimester.
- No early examinations are permitted. Students may be granted permission to withdraw early without academic penalty if the family is moved due to business or diplomatic reasons, or for an established/verifiable religious festival. For these cases students must withdraw no later than December 15 or June 1. The 2nd or 5th bimester grades will then be the cumulative average of all work completed during that bimester.
- **Permission for early withdrawal must be submitted to the principal and approved by the Head of School one month before.**
- **A grade of zero (0) will be given for any missed exams.**

## **Official Transcript and report card For Middle and High School**

Official Transcripts are available at the end of the school year.

Student report cards are available on Algebraix throughout the year.

## **Academic Probation For Middle and High School**

It is the policy of Westhill Institute to establish an academic probation process for those students who have two grades of 5.9 or less during any given semester in grades 9-12 or as an annual average in grades 6-8.

The purpose of this policy is:

1. To improve academic performance.
2. To alert teachers, counselors, and parents of a student's need for individualized support.
3. To advise underachieving students that they risk dismissal or to inform them of a potential delay in their graduation schedule.

4. To limit participation in extracurricular activities that may detract from study time.

### **Make-up Work and Incomplete Grades (see also attendance section in this document)**

When students return to school after a justified absence (this includes medical/ illness with documentation, religious, immigration issues , family emergencies. This does not include family holidays- see absence policy) they are given the same number of days to make up all work as the number of days missed and can still take the exam. Students are responsible for scheduling makeup work.

IB Diploma exams cannot be scheduled on any other day since they are externally supervised.

### **Release of Student Documentation**

Parents who require student grades, report cards, progress reports, and regular transcripts or who require official AdvancED transcripts for students who graduate from Westhill Institute or who are transferring to another school, need to make an appointment with the Principal.

To obtain official AdvancED SACS, transcripts from the United States, it may take two to six months to receive the documents. Westhill Institute cannot authorize the release of diplomas and transcripts until all financial debts at Westhill Institute have been cleared.

### **Graduation Requirements for 12<sup>th</sup> grade**

Required graduation credits begin to accumulate for Westhill students in grade 9 and the number needed is equal to, or in most cases, exceeds those required by high schools in the United States. Credits are earned by semester with 32 possible by the end of grade 12 and 28 required for graduation. The following is a list of subjects and credits required in each:

English	4 units	(8 semesters)
Mathematics	4 units	(8 semesters)
Science	5 units	(10 semesters)
Social Studies	4 units	(8 semesters)
United States History, American Government, Economics are required for all students in grades 11 & 12.		
French	2 units	(4 semesters)
Fine Arts	1 unit	(2 semesters)
IT	1.5 units	(3 semesters)
Health	0.5 units	(1 semester)
Physical Education	1 unit	(2 semesters)
Electives	5 units	(10 semesters)
Community Service	150 hours	

### **Class Rank**

The highest ranked senior becomes valedictorian, and the second highest becomes the salutatorian. To be eligible for these honors, a student must have attended Westhill Institute during both their junior and senior years. A student who has attended Westhill Institute for fewer than two years and has a GPA equal to that of the salutatorian will be recognized as an honor graduate. Students with a 90% or above in their total average will also be recognized as honor

graduates. To be eligible for the above recognition, students must submit complete records of their grades beginning with their ninth grade year.

## **SECTION 7**

### **SECURITY**

#### **School Identification Cards**

Each year, the school makes ID cards for each student. They may also be used to gain admission to cultural events in the city. No fee is charged initially, but a replacement fee is required if the card is lost or damaged.

#### **Identification Lanyards and internal student ID**

Students are issued these on the first day of school and are required to wear them at all times for identification and security purposes.

#### **Closed Campus system**

The school is a secure site. The internal glass doors at Santa Fe as well as the entry system at Carpatos and Athos are locked at all times and controlled by security. Please note that emergency exit doors are located throughout all our sites and students can evacuate our buildings very quickly if necessary.

Guests and visitors must be on official school business.

Parents may only visit the school if they have an appointment, have been invited to a parents' meeting, or wish to attend a weekly open meeting.

All visitors to the school must wear a visitors ID at all times in exchange for official identification.

#### **Student End of School Departure**

At the end of the school day, all students either proceed to the school buses in the carpark or wait within the school to be picked up by parents, guardians or drivers.

Parents or drivers who park in the garage or upper deck must walk to the school entrance to pick up the student and walk them back to the parked vehicle. For security and student safety, students are forbidden to walk by themselves to the parking garage or the street. Students, parents, and drivers must follow Westhill Institute security guards', teachers and administrators instructions while exiting the school. Any student who walks to the street or carpark without their parent, guardian, or driver will receive a consequence.

#### **Earthquake /Fire drill and building evacuation**

When the Earthquake /Fire Drill sounds, students must follow practiced procedures for each drill. Students must exit the building quickly, orderly and quietly via the emergency exits. Students will need to line up by class and grade outside in silence until told otherwise.

## **Additional Charges**

The school may require money to pay for extra school student related functions such as, school photographs. All money needs to be paid through Algebraix, the only exception to this is the charge for Westhill Day, which is paid into a postbox on each campus between January and March 2017.

## **Physical Education safety**

On admission to Westhill institute all students will be required to deliver a medical certificate to show they are capable of taking part in the PE program.

## **SECTION 8**

### **UNIFORM**

#### **Free dress day**

Free dress days will take place on special occasions, celebrations and special events. We will inform you ahead of time when those days will be. We also have pay dress day for charity and fund raising.

#### **Dress Code Guidelines**

The dress code at Westhill Institute, S.C. Middle and High School, requires students to be dressed wearing Westhill approved clothing at all times.

The school is a place for work and learning. Whenever a student does not wear the correct uniform the following procedure will occur:

1. Parents will be informed by the dean or the principal and the uniform must be delivered to the school.
2. Students will be placed into in school suspension in the meantime.

The Dean of Students or the elementary Principal is the authority in enforcing school dress codes . The Dean of Students or the Elementary Principal determines what is appropriate or unacceptable.

#### **Gala Attire**

On Mondays all students must come in formal Gala attire and they must wear the Gala uniform all day.

Students are responsible for their uniform. Students who wear non-Westhill items of clothing will have the item confiscated.

On Mondays, or any day that requires the Gala uniform, students must change out of the Gala uniform and into the sports uniform if that class is on the schedule for that particular day. After sports class, students must change back into the Gala uniform.

Students are to be neat and properly dressed. Ties should be worn properly knotted at the neck and the top button of the shirt must be closed at all times on Gala uniform days. Uniform shirts, pants or other clothing that is torn, frayed or excessively long/short or defaced in any fashion are not to be worn.

Traditional dress belts are always to be worn with pants. Belts with extreme colors, studs, or oversized buckles should not be worn. Dress shoes are to be worn to, from, and during school. For girls, dress shoes may not exceed 5 centimeters or 2 inches in height. Shoes that resemble sneakers are not dress shoes.

Sneakers or boots are not permitted without special permission from the Dean of Students or the principal. Socks that extend over the ankle must be worn at all times.

### **Formal Attire for Class Presentation or Events**

Students who are presenting in class and are required to come in formal attire must come in the Westhill Gala attire. Students who are representing Westhill Institute for school events or for athletic games in locations outside of Westhill must have the Westhill complete uniform as well as the sports uniform available. If a teacher requires a student to present in formal attire, then the student must come in Westhill Gala attire. Students who violate this rule will not be allowed to participate in the event.

### **Formal Gala uniform for Monday and Special Events**

For Boys:

1. Dress shirt with all buttons secured.
2. Tie: Current dark blue and gold WI letters tie.
3. Blazer.
4. Sweater (depending on weather).
5. Slacks: kaki.
6. A belt: black.
7. Dress shoes: black.
8. Wintertime: A long sleeve Westhill blue, white, black or grey undershirt or turtleneck.

For Girls :

1. Dress shirt with all buttons secured.
2. Tie: Current dark blue and gold WI letters tie.
3. Blazer.
4. Sweater (depending on weather).
5. School skirt or Jumper or pants
6. white or blue knee high socks must be worn.
7. Dress shoes: black and lower than 5 centimeters or 2 inches heel height.
8. Wintertime: A long sleeve Westhill blue, white, grey or black undershirt or turtleneck.

### **Casual Uniform**

On Tuesday through Friday, students may wear the casual uniform. If students do not wear or are missing parts of the casual attire, the student will be held out of class in in-school suspension till the proper uniform is delivered to the school- see above.

Casual uniform for Tuesdays through Friday consists of and may be worn in any appropriate order:



For boys and girls

1. Polo shirt
2. Sweatpants
3. Sneakers dark coloured
4. Sweater
5. Wintertime: A long sleeve Westhill blue, white, grey or black undershirt or turtleneck
6. Dress shirt (long or short) with all buttons secured except the top button
7. Slacks: kaki
8. A belt: black
9. Dress shoes: black
10. Skirt or Jumper
11. Casual winter or spring jacket

### **Free dress days**

The Dean of Students or Elementary Principal will notify students in advance of a pending Free Dress Day or a special event.

Free Dress Day may cost \$20 pesos if it is for a Student Council, Community Service Council, or Senior Council event. For school sponsored Free Dress Days, there will be no charge. Free Dress Days may consist of events such as color days, pajama days, rainbow days, women's day etc.

### **Jewellery, piercings, and tattoos**

Students may wear appropriate jewelry.

Facial piercings, nipple rings, belly button piercings and other visible piercings are not permitted. Students who display unacceptable piercings will not be allowed to attend classes and be held for in-school suspension or may be sent home.

The administration reserves the right to confiscate unacceptable piercings, jewelry, armbands, and bracelets of any kind.

Clothing must cover tattoos or other markings on the skin whenever students are on school premises or at school activities. Self-inflicted body art is prohibited and students will be held out of class until it is washed off.

### **Hair code**

Hair must be clean and neat and practical for school.

### **Required sports attire**

For physical education, students either wear the casual uniform or a bathing suit if they are swimming. Students who do not have the correct materials or uniform to participate in class will have points deducted from their grade.

Physical education uniform consists of:

1. Polo shirt
2. Sport pants
3. Trainers or running shoes. (black, white, grey or navy)

For swimming students must wear: (Santa Fe)

1. Uniform bathing suit, swim cap for all students, goggles.
2. Crocs or similar with closed toes

## SECTION 9

### ATTENDANCE AND PUNCTUALITY

#### **Punctuality policy for all students at Westhill Institute (not Athos)**

All students must be in class by 7.45. (8.00 for Kinder only)

After this time the student is late and will then proceed to wait for the beginning of the next lesson in a designated area where tasks and work are given.

Three lates are equal to one absence. Absences affect bimester and semester results.

Students must arrive to lessons immediately and within 5 minutes of one lesson ending and the next beginning. Three late arrivals to a lesson amounts to a class absence in that subject.

When the end of class bell rings, students need to go directly to their next class.

Only the school administration may keep a student after a class and give students a note to arrive late to the next class.

If a student needs to use the restroom or visit the nurse between classes, please check in with the teacher first. Students returning from the nurse must have a note from the nurse.

If extended visits to the nurse or restroom become a problem, teachers will notify the principal of elementary or Dean of Students.

#### **Attendance Policy**

##### **Attendance**

Students may be absent from classes a total of eight (8) times each semester for any reason. These absences include sickness, family emergencies, doctor/dental appointments, etc. Following 8 absences the student no longer has the right to take semestral exams. There are no exceptions to this policy.

##### **Absence notification**

Absences due to doctor visit, prolonged hospital overnight stay, Mexican immigration or an embassy visit for visas require a note on official letterhead for the absence to be Excused or Justified. We do not accept phone calls or emails. The administrators reserve the right to determine which absences are excused and which are justified or unjustified.

##### **Excused absence**

Your absence in the class(es) missed does not count against the (8) permitted days and you may make up all missed school & homework for those dates. Excused absences are the following embassy visits for immigration purposes or medical emergencies where students must be

hospitalized for an extended period - both absence types must be supported with an official letter headed letter.

Parent's notes are subject to principal's review to be marked as Excused or Unexcused.

### **Justified absence**

Your absence is marked justified. You may make up whatever work you missed during your absence from class but your absence still counts against the (8) days permitted. Justified absences requires the doctor's note.

### **Unjustified absence**

Your absence is marked unexcused; you may not make up any work missed during the absence. You will receive a grade of zero for all work and the absence counts against the (8) days you are permitted.

### **Dismissal Policy**

#### **Early dismissal policy or leaving school with another student**

If a student needs to leave school early on any given day or leave the school with another student at the end of the day, the legal guardian or parent must provide a signed letter requesting this. The letter must include the reason for early dismissal, the time of departure and with whom they are leaving including the full name of the parent or the driver.

Students may not travel on the school bus unless they are registered to do so. Parents must make alternative arrangements for the transportation of their child's invited friends.

Notes must be submitted to the administration for approval before the student may leave early.

#### **Late arrival to School**

Students who arrive late to the Monday ceremony or at or after the 7.45 a.m. bell on other school days will miss the remainder of the first class and will be asked to go to a room to work quietly until the second lesson starts. Lateness to school will impact on your child's bimester grades.

## **SECTION 10**

### **SPECIAL EDUCATION SERVICES**

#### **Special Programs**

Special services are in place for the special needs population that Westhill Institute has served since its founding in 1992.

The population is made up of up to 10% of the student group. Spaces on the program are limited.

A special education coordinator, psychologists, counselors, and resource teachers are all available to assist any student whose academic, social or emotional progress may be supported and advanced by any of these specialists on staff.

## **Special Education / Resource**

The program depends on a student's individual education plan (IEP) and provides the student with an equal opportunity for an education in the least restrictive environment.

For a child to be placed in this program, following the school's observations and screening processes, the following are necessary:

- i. A signed letter issued by the school outlining services that will be provided.
- ii. Payment of a special fee for this placement; the program has an extra cost to the school. Parents must agree to this additional payment or future re-inscription can be withheld.
- iii. A psychologist's evaluation arranged by the parents that is less than six months old will need to be submitted for initial placement of the student.

## **Identification of special requirements**

Previously diagnosed special needs requirements must be declared by parents at admission to the school, in order for a placement on this program to be considered.

A student entering Westhill with undeclared previous special needs requirements cannot be offered special educational support, as an official sped place has not been offered.

Students who are currently at Westhill and have no previous diagnosis but over time appear to require extra support will be required to take a place on the sped program.

## **SECTION II**

### **STUDENT TRANSPORTATION**

#### **School bus for all grades**

Student's families may arrange for transportation of their children from home to school and back home at the end of the school day. Due to city traffic, the school bus runs on a tight schedule and in the mornings, students must be ready and waiting ten minutes before the school bus is scheduled to arrive at their home. The school bus may wait for two minutes only before continuing to the next pick-up. At the end of the school day, students need to quickly gather their belongings and go to the bus-loading zone in parking deck S1 in Santa Fe or sidewalk in Carpatos. Students are to find their assigned bus quickly so the school buses can leave on time. Buses leave at different times depending on each campus and schedule.

#### **School bus safety and rules**

All school rules apply on the school bus. All students using school transportation must fasten seat belt, listen and follow the instructions of the school staff, teachers on duty, the bus attendant, and the bus driver. Students must be on time to enter the bus from the bus loading area. No food or drink of any kind is allowed on the bus. For safety, students must remain seated and quiet at all times. Students who misbehave in any way on the school bus may be suspended from bus services for a short period of time or lose the privilege of receiving bus services. The principals, teachers

or Dean of Students may impose other school sanctions. Please see the transport rules in the appendix

### **Vehicle Guidelines for students who drive to school**

High school students aged 16 and older may drive onto school grounds if they have a valid driver's license and proof of insurance for the vehicle(s) that they are driving. The school requires copies of the student's license to be kept on file. If a student drives more than one vehicle to school, then the school requires copies of all the vehicles' insurance. If the students do not provide this information, then the student may not drive onto Westhill property. Students who do not comply with the school vehicle guidelines will not be permitted to drive onto Westhill property.

### **Student driving and parking**

Students upon entering Westhill Institute must drive slowly, safely and be watchful of children. Any student who operates a vehicle in an unsafe or aggressive manner shall be denied the privilege of driving on school grounds.

Students who drive their own personal vehicles must park on the top parking deck. Students may not park on any of the lower parking decks for any reason. Students will receive a parking pass with their names. Students are not allowed to sit in vehicles or congregate in the parking lot before or during class. Any student who does not comply with these rules will not be allowed to bring a car to school. Parking permit forms may be obtained in the school office or in the back of this handbook.

## **SECTION 12**

### **BRING YOUR OWN DEVICE POLICY**

#### **Electronic Devices**

**Cell phones:** According to our code of conduct students are not to use their cell phones during lessons or between classes without the permission of the teacher. If this does occur then cell phones will be confiscated and given to principal. First offence the cell phone will be collected at the end of the day, 2<sup>nd</sup> offence parents retrieve, 3<sup>rd</sup> offense, cell phone kept in school for two weeks.

Under no circumstances a cell phone be used in exams, this will result in disqualification from the exam.

In no situation should cell phones or other electronic devices be used to record other members of the community without their permission .

**Computers:** The school has a range of resources which can be used by students including computer rooms, library computers and sets of tablets which can be used for educational purposes in classrooms, however we recommend that students (grades 1 through 12) have their own tablet, laptop and Kindle which can be used in school. These items need to be safely locked away when not in use either in a locker or a lockable cupboard (Carpatos Campus).

Devices may only be used if the teacher has requested their use. When not in use, devices must be locked in the student's locker or kept securely by the student.

Students remain responsible for the safe keeping of their own belongings.

Westhill is not in anyway responsible for misplaced, damaged or stolen personal electronic devices.

## **SECTION 13**

### **BEHAVIOR**

At Westhill Institute, all staff, teachers, and administrators care about every student. We need to have a caring and orderly school climate to provide a safe learning environment. Westhill students are expected to be responsible for their actions.

#### **Parental Responsibilities**

The school requests the assistance of parents/guardians to ensure that their children exhibit acceptable behavior. At the start of the new school year the Principal will instruct students on the school handbook. All new incoming students must review the school handbook with principals . All students and parents must review and agree to follow the School Handbook.

When enrolling students at Westhill Institute, parents agree to support all school rules and consequences for their child's decisions.

The essential agreements apply to any student:

1. Who is on school property.
2. Who is in attendance at school or any school-sponsored activity, whether on or off school grounds;
3. Who is in route to and from school on a school bus or other school vehicle.
4. Whose conduct at any time or in any place has a direct and immediate effect on maintaining order and discipline at Westhill Institute.

Appropriate student behavior is essential for the learning process and for a positive environment in our school. All students are expected to follow Westhill's essential agreements. Teachers will to reinforce the essential agreements as appropriate

#### **Essential Agreements**

1. Listen when being spoken to
2. Raise your hand when you wish to speak
3. Follow adult instructions
4. Do your work and allow others to do the same
5. Keep hands feet and unkind words to yourself

#### **How the school responds to poor behavior**

While the school Handbook attempts to be comprehensive; it is impossible for the school to anticipate every situation that may arise. The school board and school administrators are given

the authority to address any conduct not covered here and are expected to use their judgment to assign appropriate consequences for misbehavior.

## **Unacceptable behaviour at Westhill**

We rarely see any of the behaviour outlined below at our school as our students follow the essential agreements, however we have explained the school's view point on each type of unacceptable behaviour so that all members of the community are clear about expectations.

Fighting is not permitted at Westhill institute. In almost every case, both students will be suspended for three days, or may enter the three day project . Parents will be required to come to school and pick up the students involved in the fight on the day of the incident. Students are expected to settle all disputes in a non-violent manner. Students are expected to report conflicts before they escalate.

**Bullying Harassment** All students have the right to attend a school free of any form of harassment or bullying. Westhill Institute defines bullying broadly-as the severe or repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination, therefore directed at another student that has the effect of:

- Causing physical or emotional harm to the other student or damage to the other student's property;
- Placing the other student in reasonable fear of harm to himself/herself or of damage to his/her property;
- Creating a hostile environment at school for the other student;
- Infringing on the rights of the other student at school; or
- Materially and substantially disrupting the education process or the orderly operation of a school.

The prohibition of bullying extends beyond school grounds to school sponsored and school-related activities functions and programs; school bus stops; school buses and other vehicles owned, leased or used by the school; and school computers and other technologies. Bullying at a location or function that is not school-related, or via technology or an electronic device that is not owned, leased or used by the school, is also prohibited if the bullying creates a hostile environment for the victim while he or she is at school.

Cyber bullying is defined as bullying undertaken through the use of technology or any electronic means. Thus, a student who sends a harassing text message to another student will be considered to have engaged in bullying if the recipient of the text message is placed in reasonable fear of physical harm while at school, even if the message was sent and received outside of school hours and off school property.

Students who bully will have re-inscription denied the following year.

## **Drugs, alcohol and substance abuse**

Westhill Institute aims to provide a safe and healthy environment for all students. We believe that the use of alcohol, drugs and other substance is detrimental to the health and well-being of the individual, disruptive to the community, and incompatible with the purpose and objectives of the school. We encourage students to take an active role in maintaining a positive, constructive and substance free campus, including discouraging conversations or activities that promote substance

use. Westhill Institute considers a drug to be any substance, legal or illegal, natural or man-made, which is used to alter one's mind or body for recreational purposes.

Upon admission to Westhill Institute students may be required to participate in substance screening in order to ensure that each student has a positive start to the school year. The testing is not optional and enrollment in Westhill Institute represents agreement with this regulation. Students may also be required to participate in substance testing if there has been previous disciplinary action or suspicion of substance activity. Random tests will be conducted throughout the school year. However, the Administration reserves the right to require testing if a student is suspected of substance use or if paraphernalia is found on a student's person.

Parents and students should be aware that Westhill Institute cannot determine whether substances were used on campus or off campus. Therefore, a positive test is a positive test. A positive test result for drug use or a refusal to take the drug test will result in a meeting with parents.

If the student tests positive, the school requires the student to attend mandatory rehabilitation treatment, mandatory-counseling sessions, and 5 additional random drug tests at the parent's expense during this probationary period. The treatments completed outside the Westhill Institute will require official documentation.

Each student in violation of this rule will be a candidate for expulsion. If the student tests positive again, the student will be removed from Westhill Institute. In addition, any student(s) involved in drug and alcohol transactions will be immediately recommended for expulsion.

### **Smoking, Tobacco and incendiary Devices**

The possession or use of tobacco products (i.e. cigarettes, tobacco, rolling paper, matches, lighter, pipe, etc.) is prohibited on all Westhill Institute campuses at any time, as are incendiary devices (matches, lighters, and any other flammable substances). Any student that is caught smoking and all students who in the presence of the person(s) in violation of this rule will receive a minimum of a one (1) day out-of-school suspension. Further infractions will warrant more severe consequences. The school reserves the right to evaluate each incident and its consequences on a case-by-case basis.

### **Skipping/missing classes**

Selectively missing classes without approval is a serious offense. Student will receive a one day suspension from school for every class skipped. Students will not be allowed to make up work as a result of skipping class.

Students involved in any special activities must have prior written authorization to miss classes from the Principal or Assistant Principal if the Principal is available.

### **Restricted Areas**

Restricted areas include, but are not limited to, emergency stairwells, closets, volleyball courts, basketball courts, soccer courts, empty rooms and offices, the pool, the dressing rooms, the parking lot during regular school hours, the cafeteria during times other than lunch and supervised hallways after 3.45 p.m. To be in the cafeteria at any time other than lunch, students need the permission in writing Principal or Assistant Principal. Being in a restricted unsupervised area will result in disciplinary action decided by the Dean or principal.



## **Food and Beverage**

Students may only have food or beverages during lunch in the Cafeteria or outside the building. Students may not have any kind of food or beverages in classroom, hallways, or library. Any food or beverage found in classrooms, hallways or library will be confiscated. Students may bring water to drink in class.

## **Delivery of Food**

Students may not have any form of food delivered to Westhill Institute by personal drivers and or restaurants/fast food delivery without the authorization of the principal.

## **Public display of Affection**

Public display of affection (kissing and inappropriate touching) beyond the customary greeting kiss on the cheek are not permitted anywhere on Westhill grounds or at school related activities or functions. Students who engage in public displays of affection (PDA) will receive a consequence to be decided by the principal.

## **Chewing Gum**

Student's chewing gum, is not permitted on campus. These items will be confiscated.

## **Elevator**

Students may not use the elevator unless they are physically disabled or injured and have a signed authorization by the Principal or Dean of Students. The consequence for students who ride the elevator without authorization is a 1 day school suspension.

## **Forbidden Items**

Students for any reason may not bring guns, plastic guns, wooden guns, water guns, fire crackers, smoke or stink bombs, real or fake knives, handcuffs or other dangerous real or look-alike weapons to school. Students may not bring laser pointers since they can damage a person's vision if aimed in the face. The consequence for bringing these items onto our campus will be very serious and will be decided by the discipline committee

## **Damaged school property**

THE PARENTS OF STUDENTS WHO DAMAGE SCHOOL PROPERTY ARE RESPONSIBLE TO PAY RESTITUTION TO REPLACE ANY DAMAGED PROPERTY.

## **Consequences of unacceptable behavior**

Expulsion (all campuses ) recommended to the board by Head of School after consulting with the directors group.

Expulsion means the student cannot attend school or be on Westhill Institute S.C. school property, or cannot attend any school-related events or activities on or off campus, and cannot ride a school bus. This classification is permanent and the restrictions described here are also permanent.

### **Long Term Out-of-School Suspension (High School) decided by Head of School after consulting with the disciplinary committee**

Long Term Out of School Suspension means that the student has seriously violated the Westhill Institute S.C. Student Code of Conduct and requires a long-term suspension from school for their actions. This is an alternative to expulsion. Students in the Long-Term-Out of School Suspension cannot attend school or be on Westhill Institute, S.C. school property, or cannot attend any school-related events or activities on or off campus, and cannot ride a school bus. This classification is not permanent and usually ranges from five to ten days or more.

### **Out of School Suspension (all campuses) decided by principal after consulting with the head of school**

A student may be suspended for for up to 10 school days for any one offense. All students in Out-of-School Suspension will receive a grade of zero in all their classes, class assignments, and homework of the days of suspension. All students in Out-of-School suspension cannot attend school or be on Westhill Institute, S.C. school property, or cannot attend any school-related events or activities on or off campus, and cannot ride a school bus.

### **In School Suspension (all campuses ) decided by the principal**

In-School Suspension is an alternative to Out-of-School Suspension. Students assigned to In-School Suspension are required to complete all work assigned. Students who fail to report to In-School Suspension or refuse to complete any assigned tasks will be assigned Out-of-School Suspension. All students for In-School Suspension will receive a grade or zero in all their classes, class assignments, and homework for the days of suspension. All students in In-School Suspension cannot attend any school-related events or activities on or off campus.

### **Three day project (all campuses) decided by the principal**

This takes place during lunch time when students complete a project about their behavior. The three day project is used on every campus as a deterrent for aggressive and disrespectful behavior to peers during lunch and break times.

Students will need to bring a packed lunch to eat during the three day project.

### **After School Detention (Middle and High school) decided by the principal**

After school detention takes place Monday-Friday from 3.30 to 4.30 pm in the library or another designated location if the Library is not available. After School Detention is managed by the Dean of Students.

### **Afterschool Detention rules**

1. Students must be on time at 3.30 sharp.
2. Late arrival of five (5) minutes will result in an additional day of After School Detention until 4.30 p.m.
3. Late arrival of five (5) to (10) minutes will result in an additional day of After School Detention until 6 pm.
4. Students who arrive late after 10 minutes, or who fail to show at all, will not be permitted to attend After School Suspension and will be suspended from school the following day.

5. Students are to work individually and are not allowed to talk. Students who talk will receive an additional day of After School Detention till 4.30 pm the following school day.
6. Students who misbehave in After School Detention will be suspended from school.
7. No cell phones, or other electronic devices are allowed in After School Detention.

### **Behavior report cards (all campuses) decided by the principal**

These are issued to monitor a students' behavior over a week or longer so that further support can be given and so that students can show they are trying to improve. Behavior reports are usually used for disruptive students or those students who find it impossible to follow the school essential agreements at all times.

Only the Head of school may recommend an expulsion from the school to the Westhill School Board.

The school retains the right to establish during the school year other rules and consequences not mentioned yet in this handbook as required maintaining a healthy, safe environment conducive to learning.

The Westhill School Board and the Administration can make amendments or changes to the discipline procedures for each campus at any time, providing appropriate notification to parents and students.

## **SECTION 14**

### **EXTRACURRICULAR ACTIVITIES**

In addition to the academic course of study, students participate in an interscholastic sports program in soccer, swimming, basketball and volleyball. Because Westhill is a member of the Association of American Schools of Mexico (ASOMEX), students compete with students from other American Schools in these same sports.

The purposes of the extracurricular activities are:

1. Extend and deepen student's interests, talents and understanding.
2. Encourage student initiative in goal-setting, problem solving and decision making.
3. Develop and define social and organizational skills.
4. Promote and channel emergent leadership abilities.
5. Create responsible attitudes for civic participation.
6. Enhance the interaction of diverse student populations.

To initiate an extracurricular activity, the interested students must have a faculty sponsor and submit, to the principal, a statement on the group's purposes; types of projects to be carried out; membership eligibility; officers and their duties, and a list of students who request permission for the activity.

### **Field trips**

All field trips correspond to specific curriculum themes. Parental permission slips must be received from all students planning to attend the trip a minimum of one month prior to the trip. The administration reserves the right to prevent students from attending field trips due to attendance issues, poor behavior or conduct issues and or academic performance problems.

## **Unauthorized Trips of Non-School Related Social Activities**

Unauthorized group trips carried out during regularly scheduled school days may not be promoted and/or organized on campus or during school hours. School facilities such as bulletin boards, the daily bulletin, or school stationery may not be used to publicize such events. Such events lack authorized faculty sponsors and adults supervision. The school is not responsible for these activities.

Students who engage in the promotion or organization of such activities will be subject to disciplinary hearing and risk possible out-of-school suspension or dismissal. Teachers will count absences during such events as unauthorized/unexcused. Parents will also be notified.

Students who participate in unauthorized trips, or who choose to miss school for any function/activity without authorization, will be suspended from school when they return for a number of days equal to the duration/number of days of the unauthorized trip, function, or activity.

## **SECTION 15**

### **STUDENT LEADERSHIP OPPORTUNITIES**

#### **Student government and Student council**

Student council supports the success of school-wide student activities, and functions as a liaison between student opinion and the school and promotes school spirit. The Council consists of elected class officers including a president, vice president, secretary, and treasurer. Candidates for student council must have at least a B academic average, show a record of good citizenship, and have no discipline problems. The Student Council members are elected at the start of the school year.

#### **Senior Council**

Only 12<sup>th</sup> grade students can be part of this council. Its main goal is to raise funds for their graduation party. They will raise funds with school wide creative activities that have been approved by the administration. The Senior Council consists of elected class officers including president, vice-president, secretary, and treasurer. Senior Council members must keep at least a B academic average and have no conflicts with the Westhill Institute essential agreements. A percentage (10%) of the funds raised will be granted to one or more of the institutions supported by our community service program,

#### **Student Council, Community Service Council, and Senior Council Procedures**

All matters regarding student Council, Community Service Council and Senior Council must be preapproved by the principal of the campus before any promotion or event may take place. Student and Senior Council members on any campus may only promote activities before school, during lunch or at the end of the school day. Under NO circumstances may classes be disrupted.

## **SECTION 16**

### **MEDICAL**

#### **Emergency Health Care/School Nurse**

The infirmary offers emergency first aid care, however, parents are responsible for a student's health care and vaccinations.

Nurses are prohibited from giving injections or taking medical samples and can only administer nonprescription medication with the authorization of the parents or guardians and first aid.

Any prescription medication given by the nurse must be in its original container and be properly labeled with the student's name, the contents of the medication, the date, and the dosage. Furthermore, all medicine, when presented to the school nurse for administration, must be accompanied by a written note signed by the parent and doctor with instructions on use and dosage of the medicine.

No student may possess, share or consume prescription medication at any time at school without following the proper procedure for prescription medication. The possession of prescription medication by any student will be grounds for disciplinary action.

If a student is injured or becomes ill at school, the nurse will immediately notify the principal and contact parents or an emergency designee to pick up the student. If the injury is serious we will call an ambulance and school personnel will accompany the student to a hospital emergency room and parents will be notified.

School insurance covers accidents that occur on school premises during school hours, while participating in school events or when traveling on a school-sponsored event in the Republic of Mexico.

## **SECTION 17**

### **PARENTS/LEGAL GUARDIANS**

#### **Adult Responsibility for Students**

All students must live with a parent or with an adult whom the parent(s) has named as the legal guardian of their child. Parents or guardians must present written notice to the principal of any changes in the status of the student.

#### **Parent Responsibilities and Expectations**

Parents do not relinquish their responsibility when they send their children to Westhill Institute. Parents are expected to actively participate in the education of their children. Specifically, parents of students at Westhill are required to:

1. Cooperate with the school.
2. Discuss assignments and grades with their children.
3. Keep the school informed with up-to-date academic and medical records.
4. Attend parent meetings.
5. Participate in school activities.
6. Provide for the physical needs of their children: materials, uniforms and a healthy lunch.
7. Provide for the appropriate school uniform for their children.
8. Provide for any special needs that their children may have.
9. Ensure good attendance for their children.
10. Help develop appropriate study habits.
11. Teach and reinforce discipline.
12. Respect all school personnel and policies.

13. Meet financial obligations to the school.
14. Check homework agenda and Algebraix on a daily basis.

### **Parents' Association**

The Parent's Association includes all parents and guardians of Westhill students.. The association meets monthly throughout the year. All parents are welcome to participate. There are clear guidelines which need to be adhered to by all members of the parents' association. Please see the appendix.

### **Group changes**

Groups are set at the beginning of the school year and group changes by request are not permitted. The administration of the school makes any decision about group changes in relation to SPED requirements

## **SECTION 18**

### **PERSONAL PROPERTY**

Students are responsible for their personal property. All students must keep their personal belongings in their secure locker. Westhill reserves the right to search any student's locker, personal backpack or request students to empty their pockets in the presence of the administration.

### **Abandoned Property**

Students are responsible for their property. They should not abandon backpacks, books, uniforms, or any property in the halls, the stairs, the bathrooms, the classrooms or sport areas. Hallways and stairwells must remain clear at all times in case of an emergency. If items are found they are taken to the lost and found room to be retrieved.

### **Lockers**

Students are assigned a locker to keep their property (book bags, books, school supplies, money, cell phones and other electronic devices). Students must provide their own padlock, with two keys to secure their locker (combination key locks are prohibited). A spare key must be delivered to the principal or to the Dean of Students in a named sealed envelope by the end of August. To safely secure students property, students are advised to not share keys with other students. Lockers are to be kept clean. Students are prohibited from vandalizing lockers.

The administration reserves the right to search any locker whether or not a student is present. If the student has a combination lock, a combination key lock or has not provided a key to open the lock, the student's lock will be cut off without notice, and the locker will be cleaned out, wired shut and locker privileges suspended until a padlock and key are submitted to the Dean of Students. If a student has put a lock on a locker not assigned to them, the lock will be cut off without notice. All belongings will be confiscated and the student(s) may receive other consequences. All lockers without proper student locks will be wired shut for security. The administration conducts random locker checks without notification.

Students are assigned a locker only after the Parent & Student Handbook Agreement Forms & Student Information Forms have been completed and submitted. They can be found on the last three (3) pages of the Handbook.

### **Lockers: End of Year Procedure**

After exams have been completed, all students must turn in their school provided books and clean out their lockers before leaving the school for vacation. Three days before the official last day of school, the school will cut all remaining locks and empty all lockers. All school books will be returned to Westhill Institute.

### **Lost and found**

All students' property, especially clothing and textbooks should be labeled with the student's name. Misplaced textbooks and other personal items, when found, are to be turned in to the administration. Student uniforms and other lost items may be found in the general lost and found room located on the ground floor of the building. At the end of the school year all unclaimed lost and found items are donated to charity.

## **SECTION 19**

### **PROCEDURE FOR LEAVING WESTHILL**

Students must obtain the appropriate signatures on a withdrawal form to certify payments of fees, fines and the return of all school materials. Graduating seniors must also follow this procedure. Transcripts, report cards and diplomas will be released only when a completed withdrawal form is in the student's permanent record file.

## **SECTION 20**

### **APPENDICES**

1. Transport code of conduct
2. Parents association guidelines
3. Academic Honesty Policy
4. Prestación de servicios escolares
5. Communication Policy
6. Complaints Procedure
7. Reenrollment form
8. High School students parking permit
9. Withdrawal from school in relation to assessment



## RE-ENROLLMENT FORM 2016 TO 2017

### STUDENT'S INFORMATION

**NAME OF CAMPUS:** \_\_\_\_\_

Grade for school year 2016 to 2017: \_\_\_\_\_

Complete Name: \_\_\_\_\_

Nationality: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Age as of December 31<sup>st</sup> 2016: \_\_\_\_\_ years \_\_\_\_\_ months

CURP: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ Zip Code: \_\_\_\_\_ Phone number: \_\_\_\_\_

Number of siblings at Westhill Institute: \_\_\_\_\_

Full names and grade of siblings:

\_\_\_\_\_  
\_\_\_\_\_

Does your child receive agreed support from SPED? Yes/No

### **TRANSPORTATION**

Do you wish to use the transportation? Yes/ No

If yes: route required (if known) \_\_\_\_\_

### **PARENTS' INFORMATION**

Father's Name: \_\_\_\_\_

Nationality: \_\_\_\_\_

Job Description: \_\_\_\_\_ Company: \_\_\_\_\_



Phone Number: \_\_\_\_\_ Cell phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Age: \_\_\_\_\_

Legal Custody of Student: yes/no

Mother's Name: \_\_\_\_\_

Nationality: \_\_\_\_\_

Job Description: \_\_\_\_\_ Company: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Cell phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Age: \_\_\_\_\_

Legal Custody of Student: yes/no

### **MEDICAL INFORMATION**

Allergies: \_\_\_\_\_

Medication: \_\_\_\_\_

Blood type: \_\_\_\_\_

### **PHOTOS**

Can we use photos of your child on our Facebook page and website? Yes/No

### **EMERGENCY CONTACT**

Name of emergency Contact: \_\_\_\_\_

Relationship: \_\_\_\_\_ Phone Number: \_\_\_\_\_

\_\_\_\_\_  
Father's Signature

\_\_\_\_\_  
Mother's Signature

\_\_\_\_\_  
Name and signature of Legal Guardian  
(He or she who is responsible for Economic Solvency of Students)

## HIGH SCHOOL STUDENT'S DRIVERS & PARKING PERMIT FORM

Student's name \_\_\_\_\_

Grade: 9 10 11 12      Age: \_\_\_\_\_      Date of Birth: \_\_\_\_\_

Student's license/Permit No: \_\_\_\_\_

Student will park this vehicle on school grounds?      Yes       No

Vehicle make \_\_\_\_\_ Vehicle model: \_\_\_\_\_

Vehicle color \_\_\_\_\_ Vehicle year: \_\_\_\_\_

License plate number \_\_\_\_\_ Registration No \_\_\_\_\_

Vehicle Insurance company: \_\_\_\_\_

Vehicle Insurance number: \_\_\_\_\_

Vehicle Insurance company phone number: \_\_\_\_\_

By signing this form, I, the parent/guardian of the student, authorize my child to drive this vehicle to and from Westhill Institute. My child and I have reviewed the Transportation section in the Student & Parent Handbook. My child and I agree to follow all of Westhill Institute guidelines, rules, regulations, and policies stated in the Student & Parent Handbook throughout the school year 2016 to 2017

Parent's/guardian/Father's Name \_\_\_\_\_

Parent's/guardian/Father's signature \_\_\_\_\_

Student's printed name: \_\_\_\_\_

Student's signature: \_\_\_\_\_

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

Students who drive/and park on Westhill Institute school grounds must fill out this form. If you drive a second vehicle to school, please fill out a second form.

Completed forms must be submitted to the Dean of Students with the following:

Include a color photocopy of the valid driver's license, insurance, and vehicle registration.