



ASM | AMERICAN  
SCHOOL  
OF MILAN

# Parent/Student Handbook

2025-2026



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## Purpose of this Handbook

This Parent-Student Handbook serves as a guide to the values, expectations, procedures, and day-to-day operations of the American School of Milan. This handbook provides essential information to help families navigate school life and understand the principles that shape our community. We encourage all parents and students to read it carefully and refer to it throughout the school year.

Other important documents not included in this handbook are our Program of Studies for each school section. They have been linked below for your convenience.

[Early Childhood Program of Study](#)

[Elementary K-2 Program of Study](#)

[Elementary 3-5 Program of Study](#)

[Middle School Program of Study](#)

[Grade 9 and 10 Program of Study](#)

[Grade 11 and 12 Program of Study](#)

## Guiding Principles

### Mission

*ASM inspires students to develop their unique potential and to be curious learners, critical thinkers and global citizens who positively impact our world.*

### Core Values

**Respect:** Honor ourselves, others, the school, and the planet.

**Courage:** Do the right thing, even when difficult or unpopular.

**Integrity:** Be honest and sincere.

**Curiosity:** Ask questions in pursuit of truth and wisdom.

**Kindness:** Be friendly and considerate.

### Strategic Vision

Inspire a values-driven community through innovative, student-centered education, distinguished by courageous leadership.

### Non-Discrimination Policy

Embraces students without regards to race, religion, ethnicity or gender, fostering a diverse learning environment.

## School Structure and Governance

### Governance

ASM is a Non-Profit Association under Italian law, and is governed by an elected Board of Trustees, who are elected from the Association.

- The Board of Trustees is the administrative branch of the Association and is composed of 12 persons elected by the General Assembly. Of said Trustees, at least 75% must be members while the remaining 25% may be composed of non-member Trustees.
- [Click here](#) to see the Board of Trustees page in the Parent Portal.
- The Director is in charge of the school operations and the recruitment of staff and faculty.
- Parent Association: By virtue of their child's tuition payment, each parent is a member of the association and is entitled to vote at the general assemblies which are held twice a year.

### Accreditation

- ASM holds accreditations from two significant organizations: the **Middle States Association - Commissions on Elementary and Secondary Schools (MSA)** and the **International Baccalaureate Organization (IBO)**.
- MSA accreditation is a United States-based accreditation that certifies that ASM's transcripts are recognized and accepted by US universities and colleges, which is important for seniors' admissions to those schools. This accreditation is renewable and granted in seven-year installments; ASM was most recently re-accredited in SY2022-2023.
- IBO authorization allows ASM to offer the IB Diploma program. The IBO certifies schools in five-year increments; ASM was last re-accredited during SY2021-22.

## Student Well Being and Safety

### Foundational Commitment to Student Well-Being and Safety

#### Core Principle

The American School of Milan (ASM) is committed to safeguarding and promoting the well-being of all students. This commitment is aligned with the UN Convention on the Rights of the Child (UNCRC), affirming the right of every child to protection from all forms of abuse, neglect, exploitation, and violence.

#### ASM Safeguarding Policy Objectives

- Ensure a positive and safe educational experience for all students.
- Prioritize the health, safety, well-being, and best interests of students in all circumstances.
- Maintain a safe and child-centered environment where all students are valued, respected, and understood.

- Protect students from abuse during school hours, school-related activities (on and off-campus), and any interaction with ASM staff or volunteers.

## **Duty of Care and Safeguarding Procedures**

### ***Responsibility***

All ASM employees and volunteers have a legal and ethical duty of care to promote and prioritize the safety and well-being of all students.

### ***Implementation***

- Comprehensive safeguarding training is provided by ASM's designated Child Protection Leads to all ASM staff to ensure understanding of roles, responsibilities, and the ability to recognize, identify, and respond to safeguarding concerns.
- Prompt and appropriate action will be taken in response to incidents or concerns of abuse, with necessary support provided to those involved.
- Detailed, accurate, and confidential records of all safeguarding concerns are maintained and securely stored.
- A rigorous screening process, including mandatory background checks, is implemented to prevent the employment of unsuitable individuals.
- Appropriate safeguarding arrangements and procedures are established and regularly reviewed.
- The [ASM Safeguarding Policy](#) and procedures are promoted and mandatory for all individuals involved with the school.
- All staff and volunteers are required to sign and adhere to the ASM Safeguarding Code of Conduct.

### ***Compliance and Consequences***

Failure to comply with the ASM Safeguarding Policy and procedures will be addressed immediately and may result in disciplinary action, including dismissal or exclusion from the organization.

### ***Policy Review***

The ASM Safeguarding Policy and operational procedures are reviewed annually to ensure compliance with current legislation and government guidance.

## **Confidentiality and Data Privacy**

As an organization operating within the European Union, we are legally required to comply with the General Data Protection Regulation (GDPR). This regulation governs how we collect, use, store, and protect personal data. We are committed to ensuring that all personal data is handled in accordance with GDPR principles, with transparency, security, and respect for individual privacy.

## ***School Photographs and Publication of Student Work***

- Photography and videography of students engaged in school activities (on and off-campus) may be used for educational, promotional, and achievement-highlighting purposes, as outlined in the ASM Data Privacy Policy and Student Enrollment Contract.
- To protect student privacy, last names will not be published externally without parental consent.
- Professional school photographers are used for individual and class photos, with purchase options available to parents.

## ***Confidentiality of Medical Records***

Student health records are confidential and will not be shared without a signed parental/guardian release form, except as required by law.

## **Safety and Emergency Procedures**

- **School Closure:** In the event of an unscheduled closure due to inclement weather or other emergencies, ASM will make every effort to communicate with parents promptly through available channels, including email, text messages and the school website.
- **Emergency Drills:** Emergency drills, including fire drills, Shelter-in-Place, and Lockdown drills, are conducted annually.
- **Emergency Contact Information:** Parents are required to provide and maintain up-to-date emergency contact information.
- **Emergency Treatment:** In medical emergencies, the school nurse or school appointed designee will contact emergency services (112) and accompany the student to the nearest hospital. Parents/guardians will be notified immediately.

## **Health Policies and Regulations**

### **School Health Requirements**

- As part of our admissions process, students must submit a completed medical form, physician's assessment, physical examination, and vaccination records.
- Physician's examinations must be updated every three years.
- A physical examination by a doctor is required by Italian law to participate in sports and some activities. Doctors come to ASM to conduct this examination, or it can be done privately.
- Vaccination Requirements: Students must comply with Italian mandatory vaccination laws. WHO vaccination guidelines are strongly encouraged.

### **School Illness Policy**

- Parents must notify the school of student absences via email prior to the absence.
- Absences of four or more consecutive days require a doctor's note prior to returning to school.

- Parents must inform the school nurse of communicable diseases.
- Students with fever (37°C or above), vomiting, or diarrhea must remain home for at least 24 hours after symptoms subside.
- Students showing symptoms of illness, communicable disease, or head lice will be referred to the school nurse, and parents will be required to pick them up from school.
- Isolation of students with suspected communicable diseases is permitted until a doctor has examined the student.
- Students must be able to fully participate in school activities, including outdoor recess, to return to school.
- A doctor's notes is required for limitations of physical activity.
- Specific illness re-entry guidelines will be provided by the school nurse.

### **Medication Administration**

- Medication will be administered by the school nurse only with a physician's written authorization, including drug name, dosage, administration method, time interval, and reason for medication.
- Authorization for long-term medication must be renewed annually.
- Parents must deliver medication to the nurse in its original container.
- Medication permission request forms are available from the school nurse.

### **Lice Procedures**

- Regular lice checks are conducted by school nurses.
- Parents will be notified if lice or nits are found, and the student must be picked up for treatment.
- Students must be cleared by the school nurse before returning to class.

### **Acknowledgement of Risk**

- While ASM prioritizes student safety, parents acknowledge the inherent risks associated with participation in an active learning community of learners, athletes and performers.

## **Code of Conduct**

ASM is driven by the values of Respect, Courage, Integrity, Curiosity and Kindness. All students are expected to uphold these values in their behavior everyday both in and outside of school.

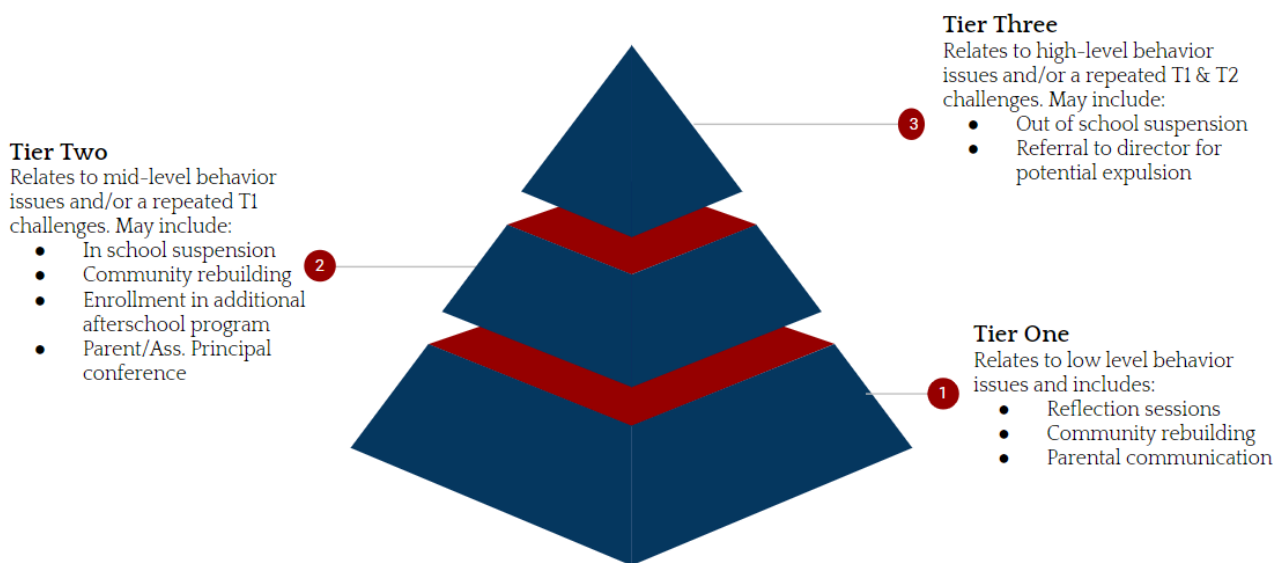
### **Overview of Behavior Expectations**

Teachers play a key role in guiding student behavior and creating a positive learning environment based on our school values. To help students understand the importance of following our school values, and adjust their behavior accordingly teachers may:

- Encourage the student to reflect on their behavior and rectify the damage done.
- Give a verbal warning and remind the student of appropriate behavior.
- Assign a time-out.
- Issue a lunch/recess or after-school detention.
- Contact parents and arrange a conference to support student improvement.

## Tiered Behavior System

If a student does not show improvement in their behavior following teacher intervention, they will be referred to our tiered behavior system for additional support. This system provides increasing levels of guidance to help students make positive choices and align their actions



with ASM's core values. The graphic below explains how our tiered system works.

## Examples of Conduct Violations

### *Tier 1: Minor Infractions*

Usually unintentional or one-time incidents that disrupt the learning environment.

**Examples:** Disruptive behavior, failure to follow classroom expectations, unauthorized phone use.

**Consequences:** Verbal warning, reflection activity, detention, parent notification.

### *Tier 2: Moderate Infractions*

Repeated Tier 1 behaviors or more intentional misconduct.

**Examples:** Disrespect, inappropriate language, academic dishonesty leaving class without permission.

**Consequences:** Parent meeting, behavior contract, multiple detentions, suspension.

### *Tier 3: Major Infractions*

Serious or flagrant violations of community standards.

**Examples:** Aggressive behavior, physical violence, bullying, truancy, plagiarism, vandalism, drug or alcohol use, discrimination, viewing inappropriate material or online content.

**Consequences:** Suspension, probation, expulsion recommendation.

**Repeated Tier 1 or Tier 2 offenses may be escalated to higher tiers.**

## Suspension and Expulsion

In line with the tiered system, egregious or recurring behaviors that disrupt learning, endanger the safety or well-being or have a negative impact on the school community, may result in an out of school suspension or, in consultation with the school Director, expulsion.

Expelled students are not permitted on campus or at any school-related function.

## Conduct Guidelines

### Language and Disrespectful Speech

ASM values a welcoming and inclusive environment where everyone is respected. We celebrate diversity and condemn harmful stereotypes. Discriminatory language or actions, intentional or not, are unacceptable. We educate students about the impact of such language and use restorative practices to promote understanding.

All communication must be respectful and suitable for public spaces. Students must avoid foul, offensive, or discriminatory language. Any disrespectful speech will be addressed promptly.

### Bullying: in-person and cyber bullying

ASM defines bullying as unwanted negative actions that are sustained and repeated over time and involve an imbalance of power. ASM will investigate all accusations of bullying.

## Weapons

Weapons of any sort, or items resembling weapons, are prohibited on school grounds or at functions sponsored by ASM. Bringing weapons to school falls into our tier 3 category.

## Illicit Substances

Illegal drugs, alcohol, tobacco and all forms of electronic cigarettes are prohibited on school grounds. The consequence for bringing prohibited items to school may include suspension, and depending on the severity, possible expulsion.

## Academic Honesty and Integrity

ASM values personal integrity and academic honesty. We expect students to uphold ethical academic practices throughout their education.

### *Consequences of Malpractice*

At ASM any instance of academic malpractice will result in:

**First Offense:** An automatic zero for the work. No opportunity is to be given to make up the zero grade. The document is to be collected by the teachers and filed with the Principal. Parents are to be notified.

**Second Offense:** an automatic zero for the work with the same above specified notifications and qualifications. Additionally, a two-day out of school suspension is to be assigned and a meeting of the parents, student, teacher and counselor called by the principal. All class work undertaken during the out of school suspension shall be given a grade of zero;

**Third Offense:** indefinite suspension pending a recommendation for expulsion with a grade zero being assigned to all work.

For more detail information, please refer to the [ASM Academic Honesty Policy](#).

## Technology Use

Students should use technology responsibly and ethically to benefit learning, the school community and in a manner that reflects ASM's core values. When using technology both at home and at school, students must consider the effect of their actions on other members of the community and on the global society in general.

### *Use of Technology in the Upper School*

- Students must have a working laptop in class each day.
- Mobile devices are not necessary for the educational program and should be kept at home or locked in lockers.
- Any disruptive devices will be collected and returned to parents.

- Parents should refrain from calling or texting students during class time unless it is an emergency, in which case parents should contact the school secretary.

For more detailed information, please see our [technology guidelines](#).

### ***Use of Technology in the Elementary School***

- Students in the Elementary School should not bring electronic devices to school.

### **Respectful Displays of Affection**

ASM fosters a respectful and inclusive environment. While we encourage friendly interactions and expressions of camaraderie, certain behaviors are not appropriate on school grounds or during school-related events.

#### **Acceptable:**

- Holding hands
- Friendly hugs
- Platonic interactions

#### **Unacceptable:**

- Kissing
- Prolonged embraces or intimate touching
- Any behavior that is sexually suggestive or makes others uncomfortable

### **Personal Presentation**

Students are required to bring appropriate clothing especially in the winter months. Please ensure that your child has a coat, hat and other appropriate items in order to take part in outdoor activities.

Students are expected to present themselves in a way that is suitable for the activity they are performing. This includes:

- Clothing that is respectful to our community,
- Clothing that covers private body parts,
- Specific clothing for sporting activities when required.
- Formal wear for formal events
- Effective personal hygiene

## School Life

### Communication

Effective communication between the school and parents is crucial for a successful learning experience. ASM communicates primarily in English, and we ask that parents arrange for a translator if needed for school meetings. To ensure you stay informed, please keep the school updated with any changes to your contact information.

### School-wide Communication Tools

- **Newsletter:** A monthly electronic newsletter is sent to parents on the last Friday of each month. This newsletter contains important announcements and information about upcoming events.
- **Calendar Reminders:** Weekly calendar reminders are sent out on Fridays.
- **Website:** The school's website is a valuable source of information for the entire community.
- **PowerSchool:** Our Student information system where you can find student's weekly schedule, report cards, lunch transactions. Etc.

### Parent Meetings, Curriculum Nights and Conferences

Throughout the year, there are various opportunities for parents to engage with the school:

#### *Parent Meetings*

- The Director, Principals, Counselors, IB Coordinator, or PTO may host meetings on various topics. These meetings aim to encourage parent participation, promote open communication, and support a positive environment.
- Meetings are announced via the school newsletter or email. Annual meetings are listed on the school calendar.

#### *Curriculum Nights*

- Curriculum Nights are evening events for parents to meet teachers, learn about the curriculum, and understand school operations. In the Upper School, parents follow an abbreviated version of their child's 8-period schedule.

#### *Parent-Teacher Conferences*

- Formal parent-teacher conferences are held in the fall, with additional conferences in the spring for Elementary School.
- Conferences are scheduled through the school's conference management system. These conferences are for parents of record only, unless other arrangements are approved by school administration.

### Communication in the Elementary School

Clear and consistent communication is equally important in the Elementary School. Our classroom teachers communicate with families on a weekly basis through Seesaw, sharing

updates and insights into classroom activities. We encourage you to reach out to teachers with any questions. For a more in-depth conversation, please contact the teacher directly to schedule an appointment.

- For absences, changes to bus or any other matter, email the [elementary office](#).
- For urgent matters, call the Elementary Office directly at 02 53000025

### ***Seesaw, connecting the classroom and home***

In the Elementary School, we use Seesaw as our Learning Management System (LMS). This platform allows teachers to share assignments, assessments, and classroom news directly with you.

## **Communication in the Upper School**

Aiming to provide a balanced flow of information, Upper School families will receive emails only when absolutely necessary.

- The quickest way to reach teachers and administrators is generally via email: [esoffice@asmilan.org](mailto:esoffice@asmilan.org).
- For urgent matters, call the Upper School Office directly at 0253000039.

### ***Schoology, Your Upper School Hub***

Schoology is the Upper Schools' Learning Management System. It serves as the central communication hub for the Upper School, where students and parents can easily access class information, daily schoolwork, and homework and grades on individual assignments.

## **Addressing a Concern**

When addressing concerns, the school has a specific communication channel:

- We encourage students to first speak directly with their teachers if they have any issues. If students need support, they can involve their counselor. Students are also encouraged to have their parents talk to their teachers. Teachers will do their best to discuss a child's progress or any concern on school days between 08:00 and 16:00. Appointments can be made by emailing teachers directly.
- If a concern cannot be resolved with the teacher, parents should discuss it with the counselor, then the Assistant Principal or Principal, and finally the Director.
- If an issue is not able to be resolved after a meeting with the Director, the concern may be referred to the Board of Trustees according to the relevant policy, in particular, Policy 2.3.2. Appeals regarding decisions made by the Director may also be addressed to the Board. Communications in regard to appeals can be directed to the Board in writing and should be addressed to the Board President via the Board email address: [asmboard@asmilan.org](mailto:asmboard@asmilan.org).
- Policy and Board-related issues should be addressed to the Director, who will pass them on to the Board of Trustees.

## Parent Rights and Responsibilities

As members of the ASM community, parents and guardians play a vital role in supporting the school's mission, values and learning environment. By enrolling their children at ASM, parents and guardians acknowledge their responsibility and commitment to fostering a respectful and collaborative partnership with the school.

1. Embrace ASM's Mission, Vision, Values and Strategic Plan.
2. Promote the school's culture of respect, integrity and lifelong learning both at school and at home.
3. Participate in the life of school by:
  - Reading and responding to school communications
  - Attending General Assemblies and voting when appropriate
  - Supporting the initiative of the ASM Parent Association
4. Uphold the expectations, rules and procedures described in the school's policy.
5. Support and follow the school's:
  - Attendance expectations, planning vacations around the school calendar
  - academic intervention and code of conduct
  - Disciplinary decisions and behavioral policies
6. Stay engaged with our child's progress by:
  - Communicating regularly with teachers as needed
  - Reading school newsletters, emails and other publications
7. Reinforce the value of consistent study, active class participation, home learning and personal responsibility.
8. Communicate concerns constructively and respectfully with appropriate staff members.
9. Understand that any actions by parents to undermine the efforts of the school or to lobby other parents against the school, or any member of the school community is unacceptable.
10. Promote a climate of trust and respect within the school community.

## Parental Appeals

- Teacher or staff decisions may be appealed to the Principal.
- Principal decisions may be appealed to the Director.
- Expulsion or non-re enrollment decisions may be appealed to the Board of Trustees.

## Calendar and Daily Schedules

ASM operates on an academic year designed with American norms in mind, aiming for approximately 180 school days. Our calendar is shaped by several key factors including Italian national holidays, and the dates of external exams and tournaments. Decisions on school dates are guided by our efforts to do what is best for students' learning.

- Due to Italian holidays, we generally start September 1st or very close to that date.
- The school year ends in late June.

- We operate on two academic semesters (reporting periods) with the first ending mid January
- Our sports and activities happen on a ‘trimester’ basis, with three ‘seasons’ per year, Fall, Winter and Spring.

### *Daily Schedule*

- Students may arrive on campus from 8:45 AM onwards unless they have been authorized for an earlier arrival.
- **Elementary School (Grades EC-5)** classes run from 9:00 AM to 3:35 PM, which includes a 30-minute lunch period and one 30-minute recess period. [Elementary follows a 6-day rotating schedule.](#)
  - Parents of Early Childhood students are welcome to enter the building for drop-off.
  - Kindergarten through Grade 5, drop off is at the door to the Elementary School. Supervision is provided in the atrium for students arriving from 8:45 AM onward.
- **Upper School (Grades 6-12)** classes start at 9:00 AM and end at 3:40 PM, with a single 60-minute lunch/recess period. Upper School follows an [8-period, 8-day rotating schedule](#) with a modified schedule for Advisory on Thursdays.

### *Dismissal*

- ASM buses depart at 3:45 PM, with a later activity bus available at 5:20 PM.
- Students are not permitted to remain in the school unsupervised unless they are participating in an ASM sponsored after-school activity that is supervised by ASM staff.
- The school campus closes every day at 5:30 PM.

### **Elementary Dismissal**

Parents of all Elementary School students (EC-5) are welcome to wait in the atrium. Teachers will escort students to the atrium for dismissal at the following times:

- 3:30 PM - Early Childhood, Pre K and Kindergarten
- 3:35 PM - Grades 1, 2 and 3
- 3:40 PM - Grades 4 and 5
- If a child is regularly picked up by someone other than a parent (e.g., a babysitter or driver), both parents must provide written consent and a copy of the authorized adult’s identification card to the Elementary Office before the pick-up date. For the safety of our students, we will only release children to authorized adults. Students who are not picked up on time will wait in the Elementary School Office until their parent or authorized guardian arrives.
- If you are delayed for pick-up for any reason, please notify the Elementary School Office as soon as possible.

## Upper School Dismissal

- Upper School students are dismissed from class at 3:40 PM.
- Students are not permitted to remain in the school unsupervised unless participating in a supervised ASM-sponsored after-school activity. Parents are expected to supervise their own children after school once released by their teachers.

## Attendance

Regular school attendance is crucial for students' academic, social, physical, and emotional development. Therefore, all students from Early Childhood to Grade 12 are expected to attend school daily.

### *Excused Absences*

The following are acceptable reasons for excused absences:

- Student Illness
  - For absences of fewer than 5 consecutive days, a parent or guardian's note is required.
  - For absences of 5 or more consecutive days, a physician's note is required.
  - For extended or complex illnesses, the school administration will review the case individually.
- Medical Appointments
- Health Emergencies
- Official Appointments: Visa/Passport appointments.
- Bereavement
- School-Sponsored Events: Sports trips, Model United Nations, math tournaments, etc.

### *Attendance and Tardy Procedures*

- Attendance is taken daily at 9:00 AM in the Elementary School and at the start of each period in the Upper School.
- Students must be present for a minimum of 85% of the school year.
- Parents will be notified at the end of the first semester if their child has missed more than 10% of school days (approximately 9 absences per semester).
- Students are expected to arrive to class on time. Students who arrive late will be marked tardy. Repeated tardies in the Upper School are addressed according to the [Upper School Tardy Procedures](#).

### *Reporting Absences*

To report an absence parents or guardians must contact the appropriate office via email by 9:00 AM. Absences not reported will be recorded as unexcused.

**Upper School Office:** [officeus@asmilan.org](mailto:officeus@asmilan.org)

**Elementary Office:** [achiarenza@asmilan.org](mailto:achiarenza@asmilan.org)

## Leaving Campus During School Hours

During school hours, students may only leave campus with a written permission (via email) from the parents or guardians.

- For students in the Elementary School an email must be sent to: [achiarenza@asmilan.org](mailto:achiarenza@asmilan.org) and coordinate with the Elementary office regarding the early dismissal. The office will issue the student a pass and parents should wait in the main atrium until their child comes to meet them at the agreed time.
- For students in the Upper School, parents or guardians must send an email to: [officeus@asmilan.org](mailto:officeus@asmilan.org) and the student must then collect a pass from the Upper School office. Parents are required to email the Upper School Office for early dismissal permission, ideally 24 hours in advance, or call in case of an emergency. Students with permission must sign out at the office to receive a gate pass and sign back in if returning during school hours.

Students participating in after-school activities must remain on campus. They are not permitted to leave the campus after school and then return for their after school activity.

## Public Spaces and School Property

All community members are expected to respect school property. ASM will consider the act of willful damage to property as a serious offense. Students causing the damage will cover the cost.

- **Cafeteria:** Food and drinks should not be consumed in public spaces other than the cafeteria. Students should access the cafeteria only at designated times.
- **Auditorium:** ASM values the dedication and talent showcased in our student performances and formal ceremonies. To ensure a respectful and engaging experience for everyone, we ask all attendees—students, family members, and guests—to maintain a quiet and attentive demeanor, supervise any children in your care, silence electronic devices and avoid interruptions or any disruptive noise.

## Guests/Visitors

All visitors to the ASM campus must enter through the main gate and should have a scheduled appointment. Visitors will only be admitted once the office confirms their appointment. Upon arrival, visitors must present appropriate identification to the security guards and be provided a school badge which they must be worn throughout the visit.

Permission to bring a guest to a school function must be requested in writing by the parents at least three days prior to the event. The request should be directed to the teacher in charge of the event and the Principal. Please note that all school-sponsored functions are supervised by adults who remain until the activity concludes, and school rules apply to all attendees, both on and off campus.

## **Parking and Vehicle Safety**

Parking at ASM is limited to the space available on the public streets outside of campus on Via Karl Marx. Please park responsibly and with consideration for others. Illegally parked cars may be towed at the owner's expense.

## **Personal Items and Liability for Loss or Theft of Personal Property**

Students should bring to school ONLY items necessary for school activities. All personal items should be marked clearly with student names. Items of value should NOT be brought to school. The school does NOT accept responsibility for the loss or theft of personal items.

### ***Personal Items in the Elementary School***

Students will be assigned a cubby at the beginning of the year, to place their backpacks, PE change and snack box. Students should not bring personal items from home unless asked to do so. This includes but is not limited to: personal equipment such as soccer balls, goalie gloves, stuffed animals, trading cards or any other toy. Students should not bring money or non school related electronics to school.

### ***Personal Items in the Upper School***

Personal items should be kept in lockers, which must be kept clean and closed. Students are responsible for their own lock and security and should not share lockers. Students are welcome to decorate the interior of their locker, and must keep the exterior free of any decorations. The school reserves the right to inspect lockers.

### ***Lost and Found***

A collection of found items is available outside the Early Childhood Center and near the Upper School Office. At the end of each semester any uncollected items will be donated to charity.

## **Academic Life**

### **Assessment and Reporting**

#### ***Report Cards***

Report Cards are posted in PowerSchool twice a year at the end of each semester in January and June.

#### ***Professional Judgment for Grades***

At ASM, teachers use their professional judgment to determine student achievement levels. This judgment is:

- Informed by a range of assessment tasks (e.g., projects, tests, classwork, presentations)
- Grounded in established criteria aligned with grade-level expectations or, in Upper School, IB Diploma Programme objectives

Grading is based on a body of evidence collected over the course of a term. Teachers focus on summative assessments to determine final achievement levels, which reflect what students know, understand, and can do at the end of a learning period.

### ***Assessment in Elementary School***

In Elementary School students are assessed based on their learning of the standards and benchmarks using progress monitoring. This is the practice of assessing student performance using measures on a repeated basis to determine how well a student is responding to instruction. Data informed instruction is used by collecting and analyzing data in literacy and math and in order to determine the extent to which students are benefiting from instruction and to inform decisions about student progress, growth and possible interventions for support.

The grade level teachers and learning support teachers collectively focus on literacy and monitor at risk students who are not meeting grade level expectations. Parents are informed of student progress through feedback via Seesaw and through Parent Teacher conferences held in the fall and the spring.

Report card grades show whether a student is meeting the expected standard, exceeding the standard or still working towards the standard.

### ***Assessment in the Upper School***

Students are assessed using two aspects of learning:

#### **1. Academic Achievement**

- Formatives assessments; regularly monitor student learning to identify where students need support or extension is needed.
- Summatives assessments; given at the end of instructional units and are completed independently. Evaluates student understanding.

#### **2. Learning Behaviors, measured through our Student Success Indicators (SSIs).**

- Self-Manager
- Researcher
- Self-Knower
- Communicator
- Thinker
- Collaborator

### ***Calculating Academic Achievement Grades in High School***

Semester grades in high school are based on classwork (80%) and the end of semester exam (20%).



## Academic Monitoring and Academic Probation

We are committed to supporting all students in reaching their academic potential. To ensure success, student progress is carefully monitored throughout the academic year. When concerns arise, ASM takes a proactive approach to provide timely intervention and appropriate support.

### *Academic Monitoring and Support*

If a student is at risk of failing one or more courses during the school year, the school will:

- Notify the student and their family of the concern,
- Develop and implement a personalized support plan, which may include meetings with the school counselor, enrollment in an academic support class, and/or private tutoring (at the family's expense).

The primary goal is to provide the student with every opportunity to improve their academic performance before the end of the term. Parents are encouraged to maintain open communication with teachers and counselors to ensure that necessary interventions are in place.

### *Academic Probation*

In cases a student fails one or more courses at the end of a semester, they may be placed on Academic Probation. This status reflects serious academic concerns that may impact:

- Promotion to the next grade level
- Credit accumulation (in High School)
- Continued enrollment at ASM

Families of students placed on Academic Probation will be required to meet with school leadership to review the student's academic standing and discuss next steps. These may include:

- Adjusted course schedules
- Additional support services
- Required enrollment in summer school or external tutoring (at the family's expense)
- Repeating the academic year

- Withdrawal from ASM

## Home Learning

At ASM, we believe that home learning (homework) is most effective when it is purposeful, appropriately challenging, and connected to students' learning goals. Our approach values a balanced lifestyle that supports academic progress while leaving room for personal interests, physical activity, and family time.

### *Home Learning in Elementary School*

Home learning should be balanced across subject areas and communicated clearly to students and parents on a weekly basis. Grade-level teams follow a consistent structure and routine for assigning and managing home learning.

#### **Recommended Time per Grade Level**

- Early Childhood / Kindergarten: No formal home learning is assigned. However, reading with your child—either in your native language or in English—is strongly encouraged.
- Grades 1–2: Approximately 20 minutes daily, including reading. Students in the Italian Prep Program may need an additional 15 minutes.
- Grades 3–5: Approximately 30 minutes daily, including reading. Students in the Italian Prep Program may need an additional 20 minutes.

If your child is consistently spending significantly more or less time on home learning than recommended, please contact the classroom teacher.

### *Home Learning in the Upper School*

Students are expected to complete their homework independently unless specifically instructed otherwise by their teacher. While occasional support or clarification is acceptable, over-reliance on tutors or others undermines the learning process and may breach ASM's Academic Integrity Policy. Assignments must reflect each student's own effort and understanding.

We recognize the value of school breaks in supporting students' well-being. With the exception of IB Diploma Programme (DP) students, Upper School teachers will not assign home learning to be completed over extended holidays (e.g., Winter break, Spring Break, etc.).

Additionally:

- No major assessments or project deadlines will fall on the first two days following a break of five days or longer.
- Reading may still be assigned over holidays to encourage lifelong literacy habits.

## **ExtraTime@Lunch**

To support academic responsibility and task completion, students who do not submit assignments on time are required to attend a supervised study session called ExtraTime, held in the library or designated classroom during their recess time.

- Teachers log missing assignments in Schoology with a temporary “M” (Missing) and a comment for parent awareness. Once the assignment submitted, teachers mark the task as “L” (Late).
- Students must:
  - Report punctually to ExtraTime@Library or ExtraTime@Lunch.
  - Work silently and submit the assignment to their teacher.
  - Students have a one week limit to complete the missing work.

## **Consequences for Non-Compliance**

- Students who do not attend ET@L will receive a zero for the assignment.
- Students who are assigned to ET@L three or more times will be referred to administration for additional support.

## **Tutors**

ASM admits students whom we believe can thrive within our educational framework. If a tutor is deemed necessary, ASM Counselors or Learning Support Specialists can provide a list of external tutoring resources.

- Tutoring is conducted off-campus and coordinated privately by families.
- The cost of tutoring is the responsibility of parents.

## **Standardized Testing at ASM**

ASM uses standardized assessments to:

- Monitor student academic growth
- Evaluate the effectiveness of instruction and curriculum
- Inform future program development and teaching strategies

These tests are aligned with international standards and help provide a broader context for individual student progress.

## **[MAP: Measures of Academic Progress](#)**

Students in Grades 3 through 10 take the MAP assessment twice a year: once in the fall and again in the spring. MAP assesses students in three key areas:

- Reading
- Mathematics
- Language Usage (grades 3-9 only)

MAP results provide insights into a student's growth over the year and the results are shared with parents via email after each testing session.

Parents who wish to discuss their child's MAP results can schedule a meeting with their child's teacher or relevant academic staff.

### [PSAT: Preliminary Scholastic Aptitude Test](#)

All Grade 11 students at ASM take the PSAT in October during the school day. This exam serves two main purposes:

- Offers practice and preparation for the SAT.
- Provides useful insight into readiness for post-secondary studies.

### [SAT: Scholastic Aptitude Test](#)

ASM is an official College Board-approved SAT testing center, offering the SAT on designated Saturdays throughout the year. The SAT is typically taken by Grade 11 and 12 students.

- It is used primarily for admission to colleges and universities in the United States, although some institutions in other countries may also accept SAT scores.
- The SAT is not required by all universities. Students should verify testing requirements directly with the institutions they are interested in.

### [IB Exams](#)

In the final year of the IB Diploma Programme, ASM Seniors sit for external assessments administered by the International Baccalaureate Organization (IBO). These include:

- Written exams held over a four-week period in April and May

Each student's exam schedule is unique, based on their specific course selections. Detailed exam information and support are provided by the DP Coordinator in the lead-up to the exam period.

## **Experiential Learning**

At the American School of Milan, we believe that meaningful learning happens both inside and outside the classroom. Our experiential learning programs are designed to connect academic content with real-world experiences, promote social development, and strengthen the ASM community.

## Experiential Learning Trip Week

Each year, ASM hosts Experiential Learning Week, during which students engage in dynamic, hands-on learning experiences that complement the school's curriculum while strengthening relationships between students and, with their teachers. These trips provide opportunities to explore historical, scientific, and cultural themes while fostering teamwork, resilience, and independence.

Trips typically include:

- Physical activities such as hiking, mountain biking, and team-building challenges
- Structured reflection on learning, social interaction, and personal growth
- Safe and clean accommodations in vetted hostels or hotels
- Supervision by ASM faculty and licensed local guides

## Expectations for Participation

Field trips are a privilege. Students are expected to meet behavioral standards as outlined in the Student and Parent Handbook. Failure to meet these expectations may result in:

- Restrictions on trip options
- Full revocation of field trip privileges

## Day Trips

Throughout the academic year, teachers may organize curriculum-related day trips during school hours. These excursions deepen classroom learning and allow students to engage with local cultural, scientific, or historical institutions.

- Written parent permission is required for each trip.
- Students must provide current emergency contact information.
- Students who opt out of a trip should coordinate in advance with their family and the school, as grade-level teachers may be off campus during the trip.

## Service Learning

ASM views service learning as a core part of student development in High School. Through community engagement, students gain a deeper understanding of themselves and their responsibilities as global citizens. Service work cultivates empathy, initiative, leadership, and a commitment to positive social change.

### *Grade level Expectations:*

- **Grades 9–10:** Students are required to complete at least 25 hours of community service each academic year.
- **Grades 11–12 (IB Diploma Programme):** Students participate in the CAS (Creativity, Activity, Service) program, an 18-month experience-based learning journey. While

there is no specific hourly requirement, students must engage meaningfully and consistently in all three domains and document their growth through reflections and advisor feedback.

Students interested in service opportunities should consult their school counselor or CAS coordinator.

Service learning not only fulfills ASM's mission to develop principled, compassionate learners—it also prepares students for university and life beyond school by highlighting initiative and social impact.

## **Student Support Programs at ASM**

The American School of Milan is deeply committed to fostering the success of every student academically, socially, and emotionally, through a comprehensive range of student support services. These programs are designed to meet the diverse needs of learners by providing targeted assistance and individualized support. Our services reflect ASM's mission to deliver academic excellence in a nurturing, inclusive, and internationally minded environment.

### **Counseling Services**

Our licensed school counselors provide student-centered support tailored to developmental needs. They serve as academic advisors, future-planning mentors, and advocates for student well-being. Services include:

- Individual and small-group counseling on social-emotional and academic topics
  - Conflict resolution, crisis response, and problem-solving support
  - Guidance in self-awareness, responsible decision-making, and personal development
- Counselors work proactively to build relationships with students and families and when needed meeting regularly while minimizing disruptions to class time. In urgent situations, students can access immediate support. Parents and guardians are encouraged to contact counselors directly to schedule meetings, if needed.

### **University Counseling**

The university counseling office at ASM supports students in finding the post-secondary path that best fits their academic goals, personal growth, financial circumstances, and long-term aspirations. The process emphasizes student autonomy, reflection, and informed decision-making.

Key areas of focus include:

- Researching a broad range of college and university options
- Supporting self-discovery and the articulation of strengths and goals
- Helping students stay organized and meet application deadlines

Our counselor guides students through every step of the admissions process and works closely with families. For detailed information and resources, visit the [College/University Guidance website](#).

## **Social Emotional Learning**

At ASM we take pride in building a positive and caring learning environment. In both ES and US we teach and support the development of skills in social emotional learning.

### ***Elementary School Responsive Classroom***

To develop students' Social Emotional Learning, teachers embed the principles of Responsive Classroom strategies into daily classroom activities. This helps students learn and share responsibilities as well as developing social and emotional competencies such as cooperation, assertiveness, responsibility, empathy, and self-control and a set of academic competencies such as academic mindset, perseverance, learning strategies, and academic behaviors.

### ***Upper School Advisory Program***

ASM's Advisory Program fosters connection, character, and community. Every upper school student is part of a small group led by a faculty advisor, meeting weekly throughout the school year. The program aims to:

- Strengthen social-emotional learning and personal responsibility
- Build empathy, compassion, and inclusive values
- Support academic goal-setting and life skills development

## **Inclusive Education and Learning Support**

ASM is committed to inclusive education, ensuring equitable access to the curriculum for students with mild to moderate diagnosed learning needs, including academic, emotional, or health-related challenges. Learning support is provided from Kindergarten through Grade 12 and is embedded within the regular school schedule.

Support includes:

- Small group instruction both in and outside of content-area classrooms
- Reinforcement of grade-level curriculum and executive functioning skills
- Accommodations as outlined in a student's learning plan

Admission to the Learning Support Program requires a current, comprehensive psychoeducational evaluation. Students are referred by teachers or parents to the Student Support Team (SST), which gathers data, reviews needs, and develops appropriate plans. Collaboration between families, specialists, teachers, and administrators is essential to student success.

Families are expected to engage transparently and consistently with the school by:

- Providing full disclosure of any significant emotional/behavioral needs,
- Agreeing to recommendations regarding the need for or updating of psychoeducational assessment (this is generally done every three years),
- Exploring recommendations relevant to external supports such as therapeutic interventions
- Following through with recommended testing and interventions suggested by the Student Support Team

The Student Support Team (SST) coordinates all services, advocates for student needs, promotes self-advocacy, and supports classroom differentiation. The SST also monitors progress, recommends educational evaluations, and provides targeted interventions.

ASM does not offer curriculum modification but supports students through targeted accommodations and differentiated instructional strategies.

### ***Internal Accommodations***

For students with a diagnosed learning need, a personalized learning plan is developed collaboratively. The plan may include a range of accommodations designed to promote access to learning. These may include:

- Presentation accommodations: Audio recordings, visual aids, guided notes
- Response accommodations: Oral assessments, use of assistive technology
- Setting accommodations: Preferential seating, reduced-distraction testing environments
- Timing accommodations: Extended time, breaks during assessments
- Organizational supports: Timers, planners, study skills instruction

All accommodations are based on documented needs and are managed by assigned case managers.

### ***External Accommodations***

Students with documented learning needs may be eligible for accommodations on external exams. ASM assists families with the following processes:

#### [IB Diploma Programme \(IBDP\):](#)

Accommodations for IB exams are requested through the IBO and granted based on official documentation and school-based implementation.

#### [College Board Exams \(SAT and PSAT\):](#)

Students must have current, English-language psychoeducational evaluations and show a history of using the requested accommodations in school. Applications are submitted through ASM's SAT Coordinator, and approval is granted by the College Board's Services for Students with Disabilities (SSD).

### ***De-Enrollment from the Learning Support Program***

In rare instances, if ASM determines that a student's needs exceed the school's ability to provide appropriate support, the school may recommend de-enrollment. This decision is made after careful review by the Student Support Team, in consultation with administrators and teachers. The final decision rests with the divisional principal and is guided by what is in the best interest of the student's overall educational success.

### **English Language Learners (ELL)**

ASM recognizes the importance of language development in achieving academic success. As a school that provides instruction in English while respecting the cultural and linguistic identity of our host country, Italy, we are committed to developing high levels of English language proficiency among our students, especially those who are new to the language.

Research shows that it takes two years for a beginning language learner to acquire basic communication skills. Furthermore, it can take five to seven years to develop academic language skills (Cummins).

Upon entry, all students are assessed for English proficiency across speaking, listening, reading, and writing. Based on results, students may be placed in beginning or intermediate ELL support groups. English Language Learners receive targeted instruction in small group or one-on-one settings led by language specialists.

Students identified as "limited" in English proficiency receive continued support until they reach competency.

Admission to the ELL program is subject to space availability and all ELL students are enrolled on probationary status for one to two semesters. Outside tutoring and summer coursework may be required at the family's expense.

### ***ELL in the Upper School***

The Upper School ELL modified grade scale does not grade students with a traditional letter or percentage grade. Students graded on the ELL modified grade scale in grades 9-12 do not receive course credit.

### **Enrichment and Advanced Learning**

ASM also provides opportunities for students who demonstrate exceptional performance and require additional academic challenges.

### ***Enrichment in the Elementary School***

Enrichment is offered to students who demonstrate exceptional mathematical ability in Grades 4-5. This process is guided by a careful review of student academic performance in both internal and external assessments. These students work with a specialist teacher in targeted extension activities designed to deepen their learning.

## ***Enrichment in the Upper School***

When a student demonstrates exceptional mathematical ability, we may consider acceleration across grade levels. This process is guided by a careful review of academic data, teacher input, and student readiness. For both current and incoming students, the evaluation involves multiple perspectives, including the student's teachers, counselor, and curriculum coordinator, and culminates in a final decision made by the relevant Principal.

### **Assessment Criteria for Final Decision**

- Standardized testing trends (Consistent MAP Data >98th percentile)
- Report card holistic overview
- Current teacher assessment
- Teacher observations
- Counselor recommendation for social and emotional readiness
- Pass the entrance exam for the proposed grade level.

### **For external Applicants**

- Gifted & Talented educational evaluation (for example, WISC >130).

For more information concerning Math Acceleration, please [follow this link](#).

## **School Services**

### **Cafeteria - Student Nutrition**

ASM provides cafeteria services offering students the option to either bring lunch from home or purchase a school-prepared meal. Ordering food from external vendors for delivery to school is not allowed. After eating, students are responsible for cleaning up their area.

### **Birthday Celebrations in the Cafeteria**

In order to minimize the disruption to the teaching and learning environment, parents wishing to provide a treat to celebrate an individual birthday at school are asked to adhere to the following guidelines:

- A request must be made in person or in writing directly with the Elementary Office 24 hours in advance
- Only ASM cafeteria cakes, cookies or donuts may be ordered for birthday celebrations (no externally bought items may be brought into the school)
- Please refrain from bringing toys or candy as a party treat for classmates.
- For safety reasons, candles are not permitted.
- The celebration is limited to only students from the classroom. Friends and siblings from other classes may not attend.
- The celebration must take place in the cafeteria during the time that the students are scheduled for lunch.

- ASM strives to build a sense of community within the school; therefore we strongly suggest that all class members be included in birthday celebrations. We ask that parents avoid distributing invitations for outside parties at school unless all class members are invited.

## **Bus Services**

ASM offers daily transportation for students living in Milan and certain surrounding areas, available for an additional fee. Routes are planned to serve the maximum number of students efficiently. The bus routes are determined on or about August 15th when the addresses of all registered students are known. Transportation is provided to one home address only; students living at multiple addresses must pay an additional fee for a second route.

Please refer to [Bus Transportation Regulations and Protocols](#) for detailed information on our bus services.

## **Technology and the Help Desk**

### **Internet Access and Limitations**

The ASM network provides students and staff with access to digital resources for learning, communication, and productivity. Like all shared systems, the network has both technological and legal limitations. Users are expected to use it primarily for school related purposes, responsibly, with respect for others and for copyright laws.

To ensure optimal performance and compliance, the following actions are prohibited when using the ASM network:

- Gaining unauthorized access to any computer system, application, or service.
- Interfering with or disrupting the network, users, services, or school-owned devices.
- Distributing unsolicited advertisements, viruses, or unnecessary pop-up messages.
- Wasting computing resources or monopolizing them unfairly (e.g., excessive printing or generating high volumes of unnecessary network traffic).
- Using peer-to-peer (P2P) file-sharing software to download or distribute copyrighted or non-copyrighted material
- Running software that bypasses ASM's firewalls or security systems Using ASM network resources for commercial or personal financial gain.

Violations of these guidelines will be treated as acts of disruptive or inappropriate behavior. Disciplinary actions will be taken according to the school's General Disciplinary Guidelines.

Parents and guests are able to connect to the school Wifi network for the purpose of connecting to a limited internet. ASM will not take requests for unblocking sites for guest users. Furthermore, all traffic via the guest network will be tracked and monitored for filtering purposes. The guest SSID is labeled as 'Guest'.

## Laptop Security

To help prevent loss or mix-ups:

- Label your laptop and power cord with identifying stickers or name tags.
- Store your laptop securely in your locker when not in use.
- Avoid leaving your device or accessories unattended.
- Laptops are valuable tools. Please respect your own and others' property.

## Laptop Repairs

### *School-Issued Laptops*

- All hardware repairs for laptops rented through ASM must go through the ASM Laptop Help Desk.  
Repairs are covered by the service warranty and will typically be completed within 48 hours.
- In case of hard drive problems, the Help Desk will take care of the reinstallation of the operating system and all school software, synchronization of emails, and the offline folder (where all students should save their schoolwork). The Help Desk will not provide any backup service or be liable in case of data loss.
- School laptops have special Theft Insurance. In case of theft, please report the theft to the Help Desk as soon as possible to collect all the necessary information to file a police report.

### *Privately-Owned Laptops*

- Families who have purchased their computers outside the ASM Purchase Plan are responsible for arranging their own repairs.
- Repairs should be completed quickly to minimize disruption to student learning. The student will need to provide a personal replacement, as the Help Desk does not provide a loaner laptop.
- The Help Desk will assist students with non-school laptops only for problems related to school software. It will not provide support for any other software or hardware issues.
- All students with a non-school laptop must install an operating system compatible with the school system in order to run the software used at ASM.
- The language of the operating system installed on the non-school laptop must be English or Italian. No programs will be installed if the language differs from the ones listed, even if the OS version is otherwise compatible with the school system.

## ASM Library

The combined libraries of ASM house approximately 26,000 books for use by students, parents and faculty. The Elementary collection contains 9,000 volumes and continues to expand with the networks of information available online. The ASM library also contains many different types of materials that can be utilized for research or borrowed to support and/or

advance learning by middle and high school students. The library staff is happy to assist with access to books, art prints, and videos. Visit the link to the [library website](#) for a wealth of resources, research help and library information.

The ASM library is an active, well-used space. During school hours, Upper School students are welcome to use the library in their free time.

## Extra Curricular Activities

### Overview

After school activities offer fantastic opportunities for leadership and personal growth. At ASM, we provide a diverse range of fun activities where students can learn new skills, develop their talents, and socialize with friends. These extracurricular activities are categorized into three main groups: active, creative, and academic. We encourage every student to engage in at least one activity during the school year to enhance their overall school experience.

Participating in these after school activities not only provides students with a break from their regular academic routine but also fosters personal development and creates a sense of community. Whether through active sports, creative endeavors, or academic clubs, students find joy and fulfillment in these fun activities.

### How to Register

To learn more about the variety of extracurricular activities available, please refer to the ASM Sports and [After-School Activities Brochure](#). This detailed guide helps you explore all the options and find the perfect activities for your child's interests and needs.

## Admissions, Placement, Enrollment, Withdrawal and Graduation

### ASM Board Policy on Admission

Qualified students from all nationalities and cultures who show the potential to benefit from a challenging, English language, college preparatory program are encouraged to apply for admission to ASM. ASM admits students without regard to race, religion, national origin, ethnicity, sexual orientation, gender or gender identity.

ASM is a culturally diverse, English language learning environment and strives to maintain this identity. It is the Director's responsibility to oversee admissions decisions that ensure that no single group exceeds approximately 40% of the student population.

The admission process and considerations for acceptance involve a thorough screening of all applicants to ensure that students admitted to the school possess the requisite skills and background necessary to succeed in the ASM program. ASM is a private, nonprofit school and is under no obligation to admit a particular student. The admission process is managed by the Admissions Office. The Director has responsibility for all final admissions decisions.

ASM gives particular consideration to:

- strong academic records;

- high level of English proficiency;
- students and families who share our values and ethical standards;
- families who will work constructively with the school on the student's development;
- international families or families arriving from another international school;
- students and families with a high level of international exposure;
- Siblings of currently enrolled students and children of alumni (although admission cannot be guaranteed).

## Residency and Guardianship

ASM is a day school without boarding facilities. To attend the school, students must be residing with their parent(s) or legal guardian in a location within commuting distance to the school. Legal guardianship documentation will be required for students not residing with their parents. If both parents are living and only one parent signs the parent commitment, documentation of legal custody may be requested.

Parents or guardians are responsible for the payment of all school fees and of the building and maintenance fund charges. (Legal Reference: ASM By-Laws, Article 5).

## Grade Level Placement

New students applying for admission will be placed into a grade in accordance with their age. Early Childhood year 1 students must be 3 years of age by August 31st and Pre-Kindergarten students should be 4 years old by August 31 and Kindergarten students must have turned 5 years old by August 31st. Grade level placement takes into consideration past schooling and school reports.

Administrators will take into account previous school records, aptitude and achievement tests, physical and emotional maturity and other pertinent considerations for enrollment. They will assign students to instructional groups and classes. Parental feedback will be considered, however, a final determination is the responsibility of the Principals and the Director.

Principals create class schedules and class lists each year. The class composition may be guided by the following factors: gender balance, nationalities, language proficiency, academic levels and social dynamics. Careful attention is paid to appropriate placement for every child. It is not appropriate for a parent to request specific class placement unless there are significant extenuating circumstances.

## Enrollment

To remain enrolled at ASM

1. Students must be enrolled as full-time students, which means that ES students (Early Childhood-Grade 5) attend for the full school day; Grades 6-10 students are enrolled in eight courses per academic year; and students in grades 11 and 12 are enrolled in a minimum of six credit-bearing courses per academic year. ASM does not offer part-time, partial, or correspondence programs.

2. Students in grade 9-12 must earn the appropriate credits to be working toward graduation. Should a student fail a required course, that student must work with the school counselors and administration to develop a plan for credit recovery in order to remain on track to graduate with the ASM diploma.
3. Students must be living with their parent(s) or with a designated adult guardian at all times when enrolled at ASM.
4. Students and families should adhere to all ASM's policies.
5. Students are expected to show commitment to ASM's Core Values and contribute positively to the learning and overall environment.
6. Students should attend school regularly as outlined in the attendance policy.
7. ASM's High School course of study must be completed before a student reaches his/her 20th birthday.

### **Re-Enrollment**

ASM will ask families for a Re-Enrollment Commitment in February of each year, allowing the school to plan for the following year's student body needs. To secure a seat for the following year, a Re-Enrollment Fee is required. Committing to Re-enroll via the electronic form obliges parents to pay the Re-Enrollment fee. An invoice will be automatically generated and sent once the form is completed.

Re-enrollment at ASM is subject to a review of a student's academic progress and social and emotional development. In addition, the parents' good standing within the community will be reviewed. Noncompliance with the school's [Parent Commitment Form](#), values and behavioral expectations as well as with ASM's rules, regulations and procedures may result in the dismissal or non re-enrollment of the student and/or termination of the parents' membership in the Association as per the ASM By-Laws. Initial enrollment and re-enrollment are thus by invitation only. (Legal reference: ASM By-Laws, art. 4, 12).

### **Withdrawals from School and Acquisition of School Documents**

During the school year, ASM families sometimes receive notice of employment relocation. In this event, please notify the Admissions office ([admissions@asmilan.org](mailto:admissions@asmilan.org)) in writing at least two weeks prior to your departure date. This will enable the respective offices to prepare your child's documents and allow sufficient time for parents to settle any outstanding accounts. You will be asked to complete the ASM Withdrawal Form.

For financial implications of early departures, please refer to the In accordance with the contents of Art. 4 of the ASM By-Laws, report cards, transcripts and diplomas will not be released until full payment has been received for tuition and other fees.

### **Graduation from High School**

Students in grades 9-12 must complete the following requirements to receive the ASM diploma and graduate. We are transition to new graduation credit requirements which will go into effect

Graduating prior to 2029	Graduating on or after 2029
<ul style="list-style-type: none"> <li>● 4 credits of English</li> <li>● 4 credits of Mathematics</li> <li>● 4 credits of Science</li> <li>● 4 credits of Humanities</li> <li>● 3 credits of World Languages</li> <li>● 1 credit of Physical Education</li> <li>● 1 credit of an elective in Fine Arts</li> <li>● 1 credit for an elective course</li> </ul> <p>*Twenty-two (22) credits in high school coursework are required as a minimum for graduation. A minimum of eight semesters of attendance in high school is also required.</p>	<ul style="list-style-type: none"> <li>● 4 credits of English</li> <li>● 3 credits of Mathematics</li> <li>● 3 credits of Science</li> <li>● 3 credits of Humanities</li> <li>● 2 credits of World Languages</li> <li>● 1 credit of Physical Education</li> <li>● 1 credit of Fine Arts</li> <li>● 1 credit of Technology</li> </ul> <p>Twenty-four (24) credits in high school coursework are required as a minimum for graduation. A minimum of seven semesters of attendance in high school is also required.</p>

### Waiving Credit Requirements for Physical Education or Fine Arts

Students may request a waiver for their PE or Fine Arts credits, if needed. A student wishing to request a credit waiver are to submit their request using the [Graduation Requirement Waiver Request form](#). These credits will not be on the student's report cards or transcript.

- Participation in one varsity sports season may waive 0.5 PE credits.
- Participation in the Upper School Musical may waive 0.5 Fine Arts credits.
- Courses taken outside of ASM will be reviewed by the Upper School Principals on a case-by-case basis for possible credit.