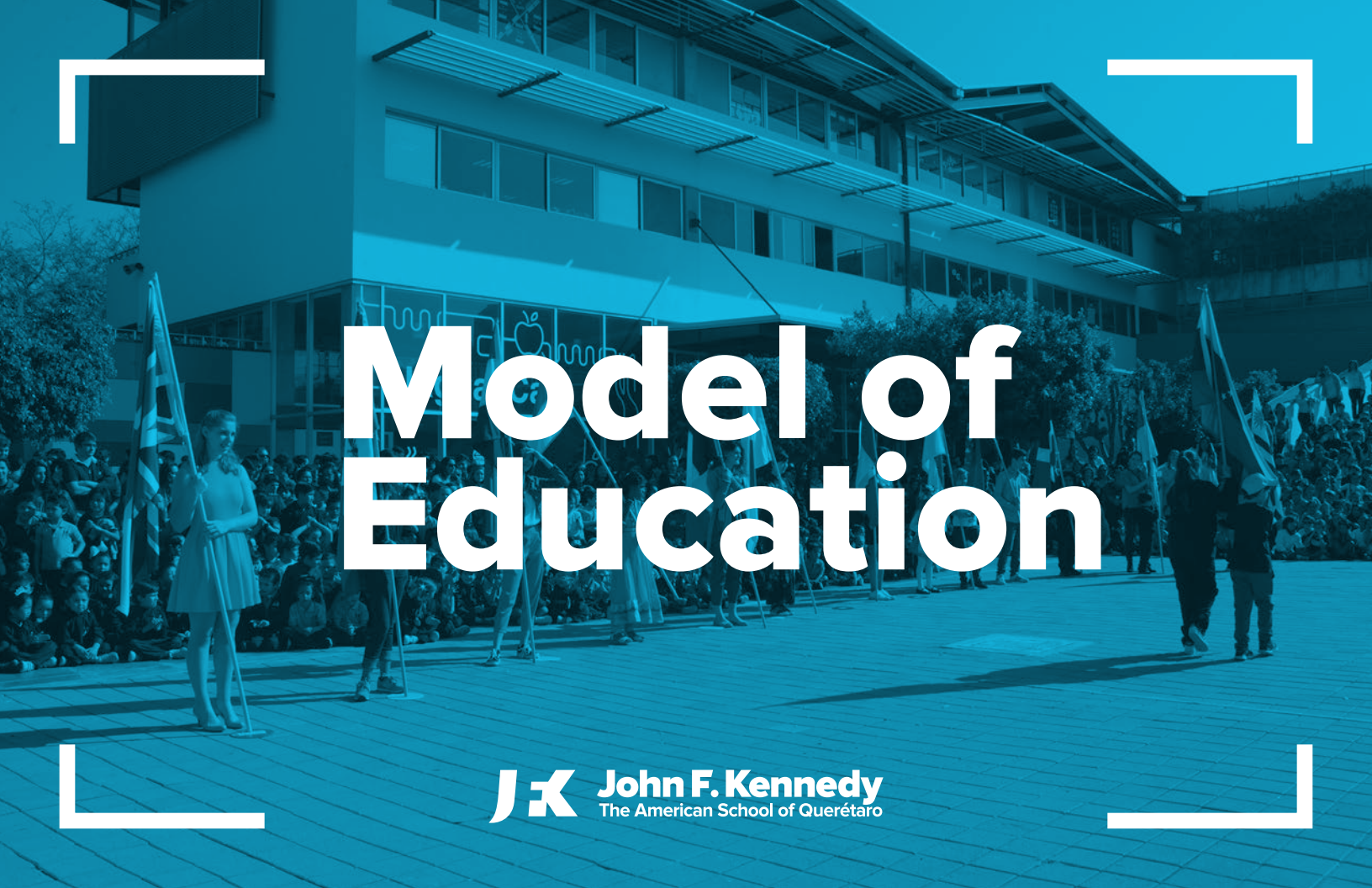




Model of Education

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ACCREDITATIONS [1]



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB



Educación
Secretaría de Educación Pública

Z



The Tri-Association



ASOMEX
ASSOCIATION OF AMERICAN SCHOOLS IN MEXICO



[2] INTRODUCTION

John F. Kennedy, The American School of Querétaro, is a private, non-profit, secular K-12 institution offering a bilingual and International Baccalaureate (IB) education to a multicultural community. Since 1964, we have inspired the future leaders of Queretaro to think globally and serve others to make the world we live in a more peaceful and prosperous place. We are proud of our school heritage and academic program that blend the national curricula from Mexico and the United States using methodology from the International Baccalaureate (IB) program. It provides our students with a unique educational experience capable of preparing them for study at top universities in Mexico and around the world and a life full of learning, leadership, and service.

The school seeks to serve motivated students and families who appreciate the special nature of the school and its programs.





Along with intellectual rigor, great emphasis is placed on the importance of understanding among individuals and responsible citizenship, while helping students develop the skills and abilities necessary for success in an increasingly complex world. To this end, the school is deeply committed to making significant, positive, and lasting contributions to the education of all students who attend.

.....

Along with maintaining a strong tradition of high quality education, the school has a commitment to innovation. It stays in the vanguard by constant reflection on best professional practice and examination of research on student learning.

Education of children is a shared responsibility between school and family. Parents are encouraged to participate actively in an ongoing relationship of mutual support and communication between school and home.

With certification for its high-quality program from the United States, Mexico, and the International Baccalaureate, it is a highly attractive option for local and international families.

General Assembly

The School General Assembly is the overall governing body of the school. Members selected from among the active parent community of the school form the General Assembly. Their task is to provide oversight and support to the school. They meet at least three times per year and receive annual reports on the academic and operational status of the school, as well as financial and budgetary reviews.

The Board of Directors

The Board of Directors is selected from among members of the General Assembly. The Board works with the General Director to implement the school Mission, Vision, and Belief Statements. It meets regularly to set policies, provide sound fiscal management to the school, and oversee fundraising and long-term infrastructure planning. It is also responsible for the employment and evaluation of the work of the General Director who has final responsibility for the operation of the school.

School Leadership Team

The General Director employs and supervises a team of directors to oversee and manage all operational aspects of the school, both academic and non-academic. Every school employee is represented in the Leadership Team, providing for efficient and effective communication of concerns and decisions.



To lead, serve, and create beauty

> **To lead** is to be a critical thinker, be resilient and have a global vision.

> **To serve** is to participate in building community, possess integrity, and to build ties in our communities.

> **To create beauty** is to be inspired in everything we do, maximizing talents and celebrating different abilities.



To achieve the extraordinary

To achieve the extraordinary, the school will:

-  Be recognized nationally and internationally for **academic excellence**.
-  Be in the vanguard of **innovative best practices**.
-  Be a powerful voice in **international education**.
-  Have alumni demonstrating **excellence in their chosen field** of work both in Mexico and beyond.



Respect Responsibility Honesty

CORE VALUES



Respect is demonstrated through empathy, inclusion, tolerance, and open-mindedness.



Responsibility is demonstrated through commitment, collaboration, and social and environmental consciousness.



Honesty is demonstrated through the quality of being fair and truthful both to others and to yourself.



BELIEFS ABOUT LEARNING

A group of children and adults are participating in a large parachute game on a field. They are holding onto a large, light-colored parachute that is being pulled up, creating a large, billowing shape. The scene is outdoors, with trees and a fence in the background. The image is overlaid with a blue tint.

**We believe our learning
community excels...**

I. Inside a *safe, innovative, and collaborative* school culture.

We believe a school culture is *safe* when...

- » Students know what they are learning, why they are learning it, and what they need to be successful.
- » All learners have numerous opportunities to develop strong and mutually respectful relationships with adults and peers at school.
- » Mutual appreciation and respect are exhibited for diverse cultures, languages and communication styles throughout the school community.
- » The infrastructure and security processes are well-planned, designed and maintained.
- » There is no tolerance for bullying, harassment or discrimination based on any actual or perceived differences.

BELIEFS ABOUT LEARNING

We believe a school culture is *innovative* when...

- » People are receptive to new ideas and change.
- » People take positive risks without fear of negative feedback.
- » Technology enhances student learning and the educational experience.
- » People use knowledge and experience to generate new ideas.

We believe a school culture is *collaborative* when...

- » Teams share ideas and work toward a common goal.
- » People respect the dignity of others.
- » People take responsibility for their individual roles and combined tasks.
- » People actively listen, inquire and participate.
- » People assume positive intentions.
- » People understand that high performing teams can accomplish more than individuals.

II. When inquiry is *meaningful and relevant*.



We believe *meaningful and relevant* inquiry happens when....

- » Learning is engaging and challenging.
- » Instruction emphasizes how to learn and focuses on process.
- » Learning builds on students' individual knowledge and interests.
- » Learners think critically to solve real world problems.
- » Learners understand how to research effectively.

III. With clear expectations for *behavior and logical consequences*.



We believe *clear expectations and logical consequences* exist when....

- » Discipline guides students in the learning of appropriate behavior.
- » People understand what is expected of them and the consequences for non-compliance.
- » People are responsible for their actions and are encouraged to learn from mistakes.

IV. Through the nurturing of its ***social, emotional, academic, and physical needs.***

Social and emotional needs are nurtured through...

- » Preventative programs to support students as they learn and grow.
- » A mentoring program where every student has a caring relationship with at least one adult.
- » Qualified Student Support Service personnel who guide the school community in times of need.
- » Conferences and workshops that provide parents with necessary tools to understand child development and a rapidly changing world.

Academic needs are nurtured through:

- » A blended curriculum from the Secretaría de Educación Pública (SEP - México), American Education Reaches Out (AERO-USA), and the International Baccalaureate (IB - Continuum).
- » External evaluations from recognized international accrediting agencies.
- » The analysis of data to set clear, achievable goals for student learning.

Physical needs are nurtured through:

- » A Physical Education program that promotes well-being through exercise, cooperative activities, health and nutrition.
- » An extra-curricular Sports program emphasizing teamwork, sportsmanship, and skill development through participation in a range of age appropriate sporting activities.

V. Through the *development of character.*



We develop character by:

- » ***Serving*** others in meaningful ways.
- » Teaching IB Community Profile dispositions and recognizing students for ***living our core values***.
- » Modeling tolerance and ***respect of diversity***.

PORTRAIT OF A GRADUATE



Guided by our guided by our **mission** to lead, serve, and create beauty, **JFK graduates are curious, compassionate, and principled young people** who shape their communities and the world with **integrity** and **imagination**. They demonstrate the following capacities:

- 1 Creative and Critical Thinkers**
They analyze complex problems, think critically, and develop imaginative solutions that add value and beauty to the world.
- 2 Effective Communicators and Collaborative Leaders**
They express ideas clearly, listen with openness, work well with others, and lead with humility, purpose, and initiative.
- 3 Self-Directed and Resilient Learners**
They set meaningful goals, persevere through challenges, care for their well-being, and take responsibility for their continuous growth..
- 4 Compassionate and Ethical Individuals**
They act with empathy, integrity, and respect, demonstrating a commitment to fairness, justice, and the dignity of others.
- 5 Service-Oriented Citizens**
They engage in service as a way of life, understanding global interdependence, and take responsible action to uplift their communities.
- 6 Innovators Who Create Beauty and Possibility**
They use creativity, curiosity, and design thinking to enrich their environment, contribute positively to society, and imagine a better future.

[9] THE INTERNATIONAL BACCALAUREATE (IB)

We believe the International Baccalaureate (IB) is the best way to educate children for a modern world. IB is divided in to three programs: ***the Primary Years Program (PYP) in Pre School and Elementary, the Middle Years Program (MYP) from grades 6-10, and the Diploma Program (DP) for grades 11-12.*** These aim to empower students to make sense of the complexities of the world around them and equip them with the skills and dispositions (IB Learner Profile) needed for taking responsible action to make the world a more peaceful and prosperous place.



The IB connects our two national curricula from Mexico and the United States together to achieve a unified, global, and challenging academic program championing service and critical engagement with the world.

At John F. Kennedy, we provide a bilingual education that encourages individual talent, promotes lifelong learning, and prepares our students to thrive in an increasingly complex global society. In order to fulfill our Mission, Vision, and the specific needs of our school community, our curriculum blends three different academic programs in each section of the school (Pre School, Elementary, Middle, and High School), as follows:



SEP (Secretaría de Educación Pública) national requirements.



American Curriculum based on AERO (American Education Reaches Out) standards.



International Baccalaureate Program (PYP, MYP or DP as appropriate for the grade level).

When more than one of these academic programs require a given course, we choose the most rigorous of the standards and content to guide instruction. Our goal is to combine and implement the different requirements of these three programs to prepare students for acceptance and success at the best universities in Mexico, the United States, and around the world.

11 CHARACTER EDUCATION

We believe it is important to collaborate with families to provide a social, emotional, and risk-prevention education for all our students so they feel confident, comfortable, and secure dealing with an increasingly complex world. To this end, we provide students with safe spaces to discuss issues important to them and the community, instruction on goal-setting and positive habit formation, and tools for overcoming adversity through our character education programs and school campaigns.



All people deserve a safe and secure environment free from bullying. Our antibullying program is informed by the Olweus Bullying Prevention Program and seeks to increase awareness of bullying among adults and children, help reduce its occurrence, and to deal appropriately when it does occur.



The goal is to promote institutional values such as tolerance, respect, and empathy for all in the JFK community, and to help students develop self-control, reflective thinking, and responsibility. The education we provide to children and youth is strengthened by the shared values between home and school.

We teach students to take responsibility for protecting and supporting one another when they see or feel somebody may be at risk physically, emotionally, or socially by “saying something” to school personnel. In this way, the school can maintain a safe learning environment for all students and preventatively address situations where students may be at risk.



We also partner with families in preventative alcohol and drug education with the goal of helping students make healthy and responsible decisions to keep them safe and capable of realizing their full potential.

STUDENT SUPPORT SERVICES

12

MENTORING MATTERS!

The Student Support Services department (SSS) focuses on supporting students who are experiencing academic, social, emotional, and/or physical difficulties that may have a temporary or permanent effect on their learning. The team offers various age-appropriate programs and services in all sections of the school. They provide guidance for situations both on and off campus. Confidentiality is maintained unless a student is at immediate risk or is placing others at risk. Some common activities include offering workshops for staff, parents and students on topics of interest and need as well as interacting directly with students. The Student Support Services department does not provide diagnostics, therapy, or tutorials.

We also offer guidance and support in order to prepare students for post-secondary education in Mexico and abroad. The Career and College Counseling program assists students with their decision making process and the preparation of necessary documentation. We organize events and conferences to inform students and parents about the college admissions process both locally and internationally. This includes both the annual College Fair and maintaining collaborative relationships with numerous national and international colleges and universities.

13 SCHOOL-WITHIN-A-SCHOOL (SWAS)



The School-Within-A-School (SWAS) program is a sheltered language immersion program that provides language instruction in English or Spanish, or both, to students in Elementary through High School. The goal of the SWAS program is for students to achieve language and content abilities in order to transition into the mainstream classroom as quickly as possible. Success in the program is dependent upon a student's personal progress, motivation, and the ability to adapt to a new school. **The SWAS team provides special support to students and parents in dealing with the socioemotional challenges of adjusting to their new environment.**

SERVICE LEARNING 14

To support the vision of JFK and the philosophy of the International Baccalaureate (IB) program to make the world a more peaceful and prosperous place for all through education, we believe students should complete meaningful service to others as a part of their experience at JFK. **To further this vision, we integrate service activities and service-related themes into teaching and learning in age-appropriate ways.** Students develop a respect for a diverse world and empathy for the experiences lived by different people and communities. We believe such experiences enrich learning, build community, and fortify the character of our students, staff, and parents.



CO-CURRICULAR ACTIVITIES



Student Council

Student Council represents our commitment to forming students who are prepared to assume roles as leaders of the future. Student Council is led by students and supervised by adults. The purpose is to give students an opportunity **to develop leadership in age appropriate manners with increasing responsibility as they move through the four sections of the school.** Some goals include carrying out school activities, building community, and representing the voice of their classmates.

National Honor Society

The National Honor Society and the National Junior Honor Society ***promote civic engagement within a framework of scholarship, leadership, service, and character.*** Membership in NHS and NJHS celebrates selected students demonstrating these characteristics.



National Hispanic Institute (NHI)

This program helps our students to develop leadership skills and understand the value of teamwork by interacting with representatives of Hispanic culture from the United States and Latin America to find viable solutions to real world problems.

Facing challenging situations and role-playing leadership positions, ***JFK students are able to see themselves as leaders and active members of a global community.***

Model United Nations (MUN)

The Model United Nations is an opportunity for students to ***practice problem-solving, communication, and research skills in an authentic, real world context*** by taking on the role of a delegate representing a given nation. The school hosts and participates in both local and national events.



[16]

PHYSICAL AND HEALTH EDUCATION



We believe teaching Physical and Health Education educates the whole child and develops well-rounded students. By designing positive, inclusive, and cooperative experiences for children in an inquiry-rich environment, we promote lifelong healthy living for our community and a respectful school sports culture.



SPORTS [17]

We offer a variety of extracurricular sports activities that **promote teamwork, self-discipline, and school spirit**, complementing our academic, physical and health education programs. Students take pride in representing JFK in local and national sporting events, where they demonstrate the sportsmanship and values that reflect our mission, vision, and beliefs about learning. We are proudly Jaguars!



[18] FIELDTRIPS

We believe it is important for students to have meaningful and relevant experiences outside the walls of the school. **Field trips allow students to live experiences that connect learning with real life.** These experiences include academics, social service, international mindedness, interpersonal skills, action, creativity, and culture. Our generational trips program provides cultural and social learning experiences for all grade levels 9-12.



[19] EXTENDED LEARNING

In order to provide a balanced education, we offer a wide variety of extra curricular activities to students, staff, parents and other community members where they can build new skills and abilities in a fun learning environment.



[20] PROFESSIONAL DEVELOPMENT

All schools should be places where both adults and students learn. Teachers and administrators who routinely develop their own knowledge and skills show students that learning is important and useful.

We expect all teachers and administrators to consistently participate in professional development and data analysis in order to be as effective as possible as educators and instructional leaders.

To this end, the school has a structured, school-wide annual Professional Development Plan and a long-term commitment to provide adequate funding to ensure the growth of all our staff.

[21] COMMUNITY INVOLVEMENT

Parent Volunteers

Volunteers are a very important part of our school. Dedicated parents participate in a variety of school sponsored events taking on a wide range of responsibilities from planning, publicity, fund raising, supporting the academic curriculum and community building.



Alumni

Building links with our ex alumni is one of our priorities. We encourage their participation in school events and issue them credentials in order to access campus for activities such as the opening of each generation's time capsule and class meetings as well as alumni sports tournaments.



JFK Foundation

The Mission of the JFK Foundation is to unite and strengthen the ties between the JFK Community and dedicated individuals or organizations around the world who are interested in supporting and promoting the high quality education and preparation of our future leaders.

The Foundation exists as a form of cultivating a charitable and philanthropic culture amongst all members of our community, which can make a difference and achieve a positive impact on the world around us. It seeks to raise funds in four major areas: an endowment for financial aid and scholarships, major gifts for infrastructure improvement, support for community and sustainability projects, and sports. By providing funds to these areas, it allows the JFK community to strengthen its commitment to leadership, academic excellence, care of the environment and social service.



The safety and security of our community is a top priority. We have strict procedures and trained personnel to control security and maintain a safe environment for all on campus. Access to the campus is limited to authorized individuals and controlled by security staff with 24-hour video surveillance.

The school possesses a number of safety mechanisms for emergencies, including fire, smoke and gas detectors, controlled access to high-risk areas with motion and entrance detectors, and lightning rods. We schedule regular emergency drills to meet international and national regulations.

A doctor and registered nurse who are available during regular operating hours and after school activities staff our Medical Services area. We provide medical coverage during all large extracurricular academic and sporting events and preventative campaigns to ensure the health of our community.



IT IS TIME FOR
A NEW GENERATION
OF LEADERSHIP, TO COPE WITH NEW PROBLEMS & NEW
OPPORTUNITIES.
FOR THERE IS A NEW
WORLD TO BE RUN

JOHN F. KENNEDY



John F. Kennedy
The American School of Querétaro

Sabinos No. 272, Jurica.
Querétaro, Querétaro.
76100, Mexico
T. +52 (442) 218 0075

www.jfk.edu.mx