



**Colegio Internacional de Caracas**

# **Student Handbook**

**2011-2012**

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# **Student Handbook**

## **A Letter from the Superintendent**

Greetings to the CIC community,

On behalf of the CIC Board of Directors and the school's leadership group, welcome to CIC for the new school year 2011-2012. For new students and their families, we are especially pleased that you have chosen CIC. For our returning students we anticipate an exciting and challenging new year. As always, we encourage all members of our community to become actively engaged and seize opportunities to participate in the school's myriad activities and programs in collaboration with our students and faculty.

Building on over a century's experience of educating students in an English-medium international school environment here in Venezuela, CIC's academic program has never been stronger. The IB Diploma and Middle Years (MYP) programs are the pillars of our curricular foundation. The school's Elementary program continues to be top-rate and, in this respect we expect to further enhance it through our transition to adoption of the IB's Primary Years' Programme (PYP). CIC is also proud to be taking a leading role regionally in piloting and implementing the new MAP program.

We are exceptionally proud to note our recent successful re-accreditation by AdvancED(SACS/CASI), IB/MYP and IB/Diploma organizations as well as receiving a highly favorable rating by the Diploma Programme onsite for our conduct of the most recent (May 2009) external assessment process at CIC This pays solid tribute to our standards of academic excellence and the quality of instruction, thus providing the necessary framework for optimizing our students' opportunities for achievement.

CIC benefits from formidable strengths this year deriving from the stability of our excellent professional teaching staff as well as continuity in our school's administrative leadership team. This stability and continuity provide us with a solid base to enhance the academic rigor of our program as well as leverage our highly experienced administrative leadership team in successfully managing the school and its resources in a challenging environment.

The CIC Board and leadership team have high hopes and expectations for an outstanding year of progress and accomplishment for the school, but also, above all our students as learners.

Please take the opportunity to learn more about CIC, the International School of

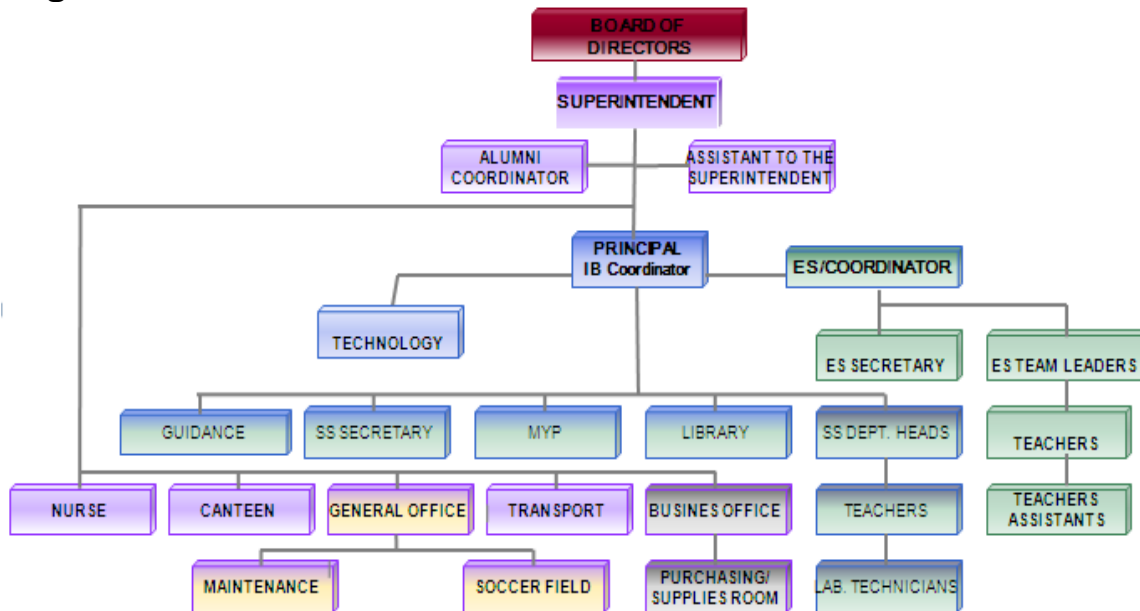
Caracas, by visiting [our website](#). Should you wish to contact us, you may communicate directly with me at [sweetingc@cicaracas.com.ve](mailto:sweetingc@cicaracas.com.ve). Alternatively you may contact the High School Principal Mr. Chris Walker at [walkerc@cicaracas.com.ve](mailto:walkerc@cicaracas.com.ve) or Ms. Mariana González, the Elementary Coordinator, at [gonzalezma@cicaracas.com.ve](mailto:gonzalezma@cicaracas.com.ve)

I look forward eagerly to working with all members of our community in a constructive and positive way to assure that our school's vision is upheld and our mission advanced in this common cause of educational excellence focused on student learning achievement.

Warmest regards,

Carmen Sweeting  
Superintendent

## Organization Chart



## Professional Staff

### Administration

- Superintendent - Ms. Carmen Sweeting
- Elementary School Coordinator - Ms. Mariana González
- K – 12 Principal Mr. Chris Walker
- Guidance Counselor, grades 6-12 - Ms. Zöe Losada
- Guidance Counselor, grades PreN-5 Ms. Marlene Fuenmayor
- IB Coordinator - Mr. Chris Walker
- IB MYP Coordinator - Mr. Michael East

### Administrative Secretaries

- Superintendent's Office - Ms. Lourdes Ristic
- Middle/High School Office - Ms. Judith Ortiz
- Elementary Office - Ms. Alicia Macario
- Counseling Office - Mr. Stephan Ramsammy

## Department Heads

- English - Mr. Mike East
- Math - Ms. Rosanna Luzarraga
- Science - Ms. Catherine Symes
- Social Studies - Mr. Angel Alvarez
- Fine Arts - Mr. Ibsen Rosales
- Foreign Language - Mr. Jorge Gaviria
- English for Speakers of other Languages - Ms. Ana Terife
- Physical Education - Ms. María Elena Giusti

**Telephone:** (58-212) 945-0444, 945-0508, 945-0708, 945-0422

**Fax:** (58-212) 945-0533, 941-4161

**Email:** Last name + first initial @cicaracas.com.ve

- Example for Carmen Sweeting – [sweetingc@cicaracas.com.ve](mailto:sweetingc@cicaracas.com.ve)

**Website:** For more information about the school and all faculty, check out

our website: [www.cic-caracas.org](http://www.cic-caracas.org)

## **The School's Vision and Mission**

### **Vision**

Colegio Internacional de Caracas is a learning community that develops to the highest degree the personal and academic attributes described in the International Baccalaureate Learner Profile. Personally, the CIC student is balanced, open-minded, caring, reflective, principled and knowledgeable. Academically, the CIC student is a communicator, a risk-taker, an inquirer, and a thinker.

### **Mission**

Colegio Internacional de Caracas is an English medium, preNursery-to-Grade 12 school dedicated to the intellectual and personal development of each student in a caring supportive environment. CIC offers a challenging program to prepare an international student body to excel in a variety of the world's finest schools and universities.

### **Aims and Objectives**

Colegio Internacional de Caracas:

1. offers students a supportive environment that treats each student as a unique individual.
2. challenges all students to excel academically.
3. ensures student mastery and achievement through a standards-based curriculum.
4. encourages appreciation for Venezuelan culture and the ability to communicate in Spanish
5. imparts to each student the essential knowledge and skills, the joy of learning, and the intrinsic motivation to become a life-long learner.
6. focuses on building each student's leadership abilities and self-esteem.
7. creates a social climate in the school that encourages students to develop an understanding of the cultural diversity both in the school community and in the world at large.
8. encourages each student to become involved creative arts, athletics, and technology.
9. encourages the students to understand the value of community service,
10. emphasizes the importance of collaboration between parents and the school.
11. continues to assess the professional standards of the school by maintaining membership in professional organizations.
12. ensures that our faculty applies current educational research and practices.
13. develops a school community that acts upon aforementioned aims and objectives.

## School-Community Relations

**School-Community Communications:** The professional staff of CIC encourages parents or other concerned members of the community to become involved in supporting the educational and co-curricular program. We welcome suggestions or ideas on how to improve the school or its programs, and desire to work with the community to ensure that each child receives a high quality education.

Questions or concerns should be first addressed to the person with whom they arise: between student and teacher at the classroom level or between student and another staff member. Should the student feel that the question or concern has not been properly addressed, his/her parents may request a meeting with the teacher or other

CIC employee involved. Should the issue still be unresolved after that meeting, and administrator and/or counselor can then be consulted.

**PowerSchool:** This is the school's internet connection that allows parents of middle and high school students to access their children's grades. You can log on at <http://190.114.240.19/public>. CIC regularly communicates with parents by email or by using the student as courier. Mail addressed to the parent should not be opened by the student.

**School Board:** A Board comprised of parents works with the administration to support the school's programs and formulate school policies. Candidates are elected to the Board at the October Shareholders' Assembly. More information about the board is available from the present Board Chairperson, Joseph Mishkin, or from the Superintendent. You can find the Board Policy manual on the webpage.

**Parent, Student, Teacher Association:** The PSTA of Colegio Internacional de Caracas actively supports the school through a large number of volunteer activities. These activities include the Welcome Back Barbecue in September, the Halloween Carnival in October, and the Spring Fling Dinner Dance. The proceeds earned from a variety of events are used to sponsor on-going projects throughout the school year. At the end of the year, all PSTA funds are reinvested into the school. The PSTA is proud to be able to enhance the school environment, thus providing a better education for our children. The PSTA welcomes parents of students from grades Pre-Nursery through 12 and offers a wonderful opportunity to meet many people from all over the world while getting to know the school your child is attending. The general email for the PSTA if you have any questions is: [psta@cicaracas.com.ve](mailto:psta@cicaracas.com.ve). They also maintain a page on the CIC website.

The School Shop is located in the canteen area of the school. It is opened for a few hours each morning Monday through Thursday. School uniforms and general school supplies can be purchased at the shop.

## **Annual Events at CIC**

Parents are urged to keep checking the school calendar that is sent home during the first week of school.

**Welcome Back Barbeque:** In September of each year the PSTA hosts a picnic for the entire school community. This is an excellent time for new parents and students to socialize with other parents, faculty and students.

**Open House:** Both the Elementary and the Secondary Schools hold an Open House at the end of August beginning of September. This is an opportunity for parents to meet their child's teachers and to discuss the classroom procedures and expectations.

**Honors Ceremony:** At the end of each year, Honors Ceremonies are held during the school day in the Secondary School, where students from grades 6-12th are honored for their achievement, consistent hard work, improvement, or positive citizenship.

**Graduation:** Seniors receive their diplomas in a formal ceremony at the end of the year. During this ceremony, guest speakers from both inside and outside CIC address the seniors on the subject of "commencement." During graduation, the Valedictorian and the Salutatorian address their fellow graduates. Four awards are also given: The Goss Award for excellence in Theatre, the Sandy Blanco Award (for citizenship), the Sportsmanship Award (for being a "team player" whether in athletics or not), and the Award for International Understanding (for being able to work with and bring together people of different nationalities).

Kinder, fifth and eighth grade students receive diplomas in promotion ceremonies at the end of the year. They are held on the school campus and are planned by the participating class and its advisors.

**Other Events:** During the school year there are a great number of athletic, drama, musical and other events. Please keep aware of these by speaking with your child and checking the school's website.

## General Information

### Admissions Requirements:

All new students are required to submit records of previous schooling as well as a Letter of Good Conduct. All students receive an entrance screening evaluation to determine appropriate grade/course placement.

### School Hours:

- Elementary and Secondary School: 7:30am – 3:00pm
- Early Dismissal: 7:30am – 1:00pm for PD days and 7:30 – 12 noon on vacation days.

**Buses:** CIC owns and operates its own fleet of buses that provides transportation to and from school for students throughout the city. All students who ride the buses must help to keep them safe. Common sense rules apply: remain seated while the bus is moving, follow instructions from the driver, throw nothing inside or out of the bus, be aware of how your behavior affects others. Students will not be permitted to get on or off the bus at other than the normal location unless a parent has sent written permission to the appropriate school secretary. The student will then receive a pass to give to the driver. Our older students are expected to assist with keeping good order on the buses and helping the younger children.

**Late Buses:** Buses are also scheduled to leave school on Monday through Thursday at 5:00 to provide transportation for students who take part in after school activities. Students may ride this bus if they normally ride the bus to and from school, or they choose to purchase a bus ticket for a one time ride. These tickets must be purchased by lunch time and be given to the bus driver at 5pm.

**Food Service:** The school canteen is open for the purchase of food from about 7:00 a.m. until 4:00 p.m. Students may not bring food into the halls, classrooms, library, or labs. Students are responsible for keeping the canteen area neat. Parents will be able to arrange for a prepaid credit account at the canteen. Parents need to keep track of the expenditures from this account and pay in a timely fashion. Pre-Nursery to Kindergarten students require written permission from a parent to use the canteen service, with specifications as to what they are allowed to buy.

The canteen serves an assortment of sandwiches, salads, fruit drinks and has a daily lunch plate. Faculties are checked on a weekly basis by the school's administrators and health office, and formally by an outside company at least once every two months. Weekly menus are advertised.

**Departure and Dismissal:** All students must leave the campus in school buses, with parents or other designated individuals. The school reserves the right to prohibit a student's leaving campus with an individual unknown to the school. Parents must inform the school in writing if they wish their children to leave school with someone other than a parent or designated chauffeur. If a student must be dismissed early on a particular day, parents must send a note to the Principal prior to 9:00 on the day of the early dismissal. A pass will then be issued to the student and the student must sign out from either the elementary or secondary office before they leave. The pass must be given to the school guard when the student leaves. Parents are asked to schedule any medical and other appointments for their children after the school day whenever possible.

**Field Trips:** Students on a field trip are representatives of CIC and must be on their best behavior at all times. All school rules and regulations apply. Students are required to have a signed permission slip for any out-of-school activity. Proper attire is required for any trip.

**Insurance:** The school carries medical insurance up to Bs. 2.500 per student. Parents should ensure that their family insurance can supplement this amount in case of accidents at school.

**Lockers:** Each student in grades 6-12 is given a locker for his/her personal possessions. The school has a supply of padlocks that can be issued to the students. There will be a charge for any lost padlocks. If a student uses his/her own key lock, a copy of the key should be left with the advisor. There are also lockers in the changing rooms of the gym. Students must use these lockers to keep their possessions secure at all times.

**Lost and Found:** Lost items are turned in to the Receptionist or the Elementary Office. It is the student's responsibility to check the Lost and Found for lost clothes, books, or other articles. All unclaimed items are donated to charity at the end of each semester.

Students are encouraged to be careful with their belongings and not leave them unattended. Clothing and other items should be labeled. Students should not bring valuable items to school. If they must bring money, they can leave it with a Principal.

**Student Driving:** Students may drive to and from school and park on campus as long as they meet the requirements written below. Any irresponsible driving will result in this privilege being withdrawn from the offending student.

1. A student wishing to drive and park on campus must bring a photocopy

of a valid driver's license, the car's registration papers, and the car's insurance papers. This is the only car the student is allowed to bring on campus

2. A student who drives to school may not take other students in his/her car without the express permission of those students parents and the prior notification of school administration.
3. Students may not "hang out" in their cars during the school day.
4. Students may not go to collect or retrieve items from their car, during the school day without prior permission from a teacher.
5. All those wishing to have this privilege must have at least a 2.0 average.

**Student Identification:** All students are expected to carry their cédulas. Secondary students are also advised to obtain a school identification card. This can be done by bringing a passport-size photograph to the Secondary School office. All students over age 18 should carry the CIC identification card at all times.

**Textbooks:** Textbooks are the property of the school and each student is responsible for their safe-keeping and care. Distribution is handled through the classroom teachers, and all books should be returned through those same teachers.

**Lost Books:** Students who lose a book during the year may be issued another copy from the bookroom. However, both the lost book and the second copy will appear on the students' book sign-out form. At the end of the year, students will be required to return or pay for all books issued to them during the year. This cost includes both the replacement and shipping of the book. All debts (either books or money) must be cleared before grades, transcripts, or diplomas are released at the end of the year.

**Tutoring:** CIC teachers may not tutor their own students for pay. Each teacher will offer his/her time after school at least once a week for remedial help. Students should check with teachers to see what day the teacher is available. The school maintains a list of tutors. The Guidance Department and administrators can help parents find tutors if recommended by school personnel.

**Student Visitors:** Student visitors are not encouraged during the school day because of the disruptions caused to the students who are chaperoning the visitors around the school. Visitors may only be allowed during breaks and lunch. People who wish to bring visitors must speak with an Administrator before any proposed visit. All visitors must sign in with our Security Officer at the front gate and wear the appropriate visitors pass while on campus. Visitors need to pass by the SS Office upon arrival to inform administration of the proposed visit.

**Parent Visits:** Parents who wish to visit their child's classes should speak with the Principal prior to their visit. Teachers are available for conferences during their free periods and after the school day. The Elementary and Secondary secretaries can make any needed appointments, and leave messages for students.

## **Uniform Policy**

CIC has a uniform policy for two reasons. First, school uniform policy is mandated by Venezuelan law/practice. Second, a uniform policy assures that there are fewer distractions for the students in terms of less wasted time worrying about what to wear to school.

These rules are discussed and shared with all CIC students at the beginning of each school year. This policy is posted in all classrooms and has been given to all students and parents. Although it is easy to comply with this policy, the school needs the parents' and students' support so that the adherence to the policy does not become an important concern at the school. Parents should check that their children have the required clothing and that they are wearing the correct uniform as they go to school in the morning. First period teachers will regularly check to see that their students are in compliance with our policy. Students will not be allowed in class unless they are properly dressed, and parents may be called to bring their children any needed clothing. Students must be in uniform from the time they enter campus in the morning until THEY LEAVE CAMPUS. Parents have the responsibility to ensure that their child wears the correct uniform.. ANY MISSED CLASSES DUE TO ARRIVING TO SCHOOL OUT OF UNIFORM WILL RESULT IN AN UNEXCUSED ABSENCE.

School uniforms are sold at the School's store in the canteen. The store is open in the early morning and during morning breaks.

The Uniform policy for CIC students (at all times on the CIC campus) is:  
Pants and Skirts

- Secondary students should wear solid colored, dark, navy blue full-length pants or longer skirts. Blue jeans are not allowed. Skirts and pants should not be faded, or have holes, rips, or frayed bottoms. Capri pants and embroidered pants or skirts are not allowed for secondary students. Navy blue pants are available locally in school uniform stores such as the one in the Centro Commercial Galerías Los Naranjos.

- Elementary students may wear solid colored, dark, navy blue shorts to school. Elementary girls may wear Capri pants.

### **Shirts**

- CIC Polo shirts with the school insignia:
  - Red (Pre-Nursery – Kindergarten);

- White (Grades 1-5)
- Blue (Grades 6-8)
- Beige (Grades 9-12)
- The collar of the polo shirt must always be visible even when an outer sweatshirt, sweater, or jacket is worn. The polo shirts are available for purchase in the PSTA bookstore.
- Shirts worn under the polo shirt may be any color or style. The undershirt must not hang out beneath the polo shirt.

### **Sweatshirts**

- The CIC sweatshirt or a solid navy blue (no design or writing) sweatshirt, sweater, or jacket may be worn. Dark blue jean jackets are also permitted as long as they are NOT decorated. Please make sure to purchase this during the times of the year when the weather requires some extra warmth.

### **Shoes**

- Secondary students are encouraged to wear comfortable dress shoes or sneakers, NO Crocs. Secondary Girls may wear formal sandals, but NOT flip-flops or Crocs.
- Elementary students should wear lace-up or velcro shoes (i.e. Sneakers /athletic shoes). Elementary students may not wear sandals or Crocs.
- No shoes with wheels (skateboarding shoes) may be worn. Piercing/Hair
- Girls may have piercing on their earlobes. Boys may have no more than one piercing on each ear. Hair should be tidy and of natural color.

### **General**

- All clothing must be modest, neat, and clean with no rips or tears. Clothing may not be written on or stained.
- Clothing must be of solid color, and may not bear any alcohol, tobacco, or drug advertisements or symbols.
- NO hats, bandanas, or other headwear are permitted during the school day (except during activities at the athletic field or court) PE Uniform.
- Grades 4-12: Red CIC PE T-Shirt, solid black athletic shorts or sweat pants, appropriate running shoes (with laces or Velcro – not slip-ons), and white socks.
- Pre-nursery-Grade 3: Daily polo shirt, blue athletic shorts, appropriate running shoes and white socks.

### **Out-of-Uniform Days**

Occasionally, students will have an opportunity to come to school “out of uniform.” Seniors (12th Graders) have this privilege every Friday. Other non-uniform days may be approved and announced by the school administrators. All regular uniform rules still apply, but shirts and pants may be colors other than prescribed by our policy above. ARTICLES OF CLOTHING THAT ARE CONSIDERED INAPPROPRIATE FOR STUDENTS

## TO WEAR WHILE OUT OF UNIFORM AS CREATED BY SS STUCO.

- Ripped clothing of any kind
- Baseball hats
- Flip Flop style sandals, or a sandal that might be thought of as a Flip Flop sandal.
- Mid-drift shirts, no stomach showing- This includes t-shirts that are too Small.
- Spaghetti strapped tops
- Offensive printed clothing
- Shorts/Capri Pants/Long Shorts, both boys and girls
- Pajamas or articles of clothing that could be considered pajamas

### **Attendance Policy**

CIC has a commitment to ensuring that the school year is educationally valuable for each student. The educational program is based on the assumption that students will attend school regularly. Daily school attendance is a condition for fulfilling credit requirements, course completion obligations, and general academic progress at CIC. Class credit is earned by the students' participation in class through discussion, written work, class projects, oral presentations, and tests; the student must be in class to earn credit. Students who miss 15 unexcused days or more run the risk of failing the school year.

The school calendar is sent to all parents in June of the previous year. Parents are expected to arrange their vacations so that they coincide with the school's vacations. Parents or guardians must give the school at least one week's notice of the planned absence. Any student who will miss class because of a planned event or extended holiday time must request assignments from all their teachers prior to leaving. Planned absences are excused at the discretion of the administration. Extended vacations are not considered excused absences. Unexcused absences will result in a zero for any missed work, exam, quiz or test associated with the class(es).

A Secondary School student who is absent must give a parent note to the secretary prior to the beginning of school and receive an "admit" slip. The student is responsible for showing this slip to the teachers of all missed classes and collecting any assignments that need to be completed.

An Elementary School student who is absent must take a parent note explaining the reasons for the absence to the classroom teacher. Students are expected to turn in all missed assignments in a timely manner. Any tests missed should be made up the day of return to school or at the discretion of the teacher. Teachers will return all assignments within one week of receipt. Students who are absent during the school day may not participate in any school-related activities on the day of the absence, including after school or

evening activities. Students that do arrive late to school are to be dressed in the proper CIC school uniform.

Classes missed because of a student's participation in a school-sponsored or school-approved event are not counted as absences for their school record. However, these students are still responsible for completing any missed assignments. While CIC recognizes families get off to a late start from time-to-time, tardies or late arrivals may result in removal from a class in the secondary school. Four (4) tardies will be equal to one (1) unexcused absence. Students who are absent from any one class more than eight (8) times in a semester.

### **SS Tardiness Policy**

Any students receiving 4 or more unexcused tardies during the course of a week or 4 tardies to any class during a quarter will be:

**First time in a quarter:** issued a lunchtime detention

**Second time in a quarter:** issued a two hour after school detention with a letter sent home for parents to sign from Division Principal.

**Third time in a quarter:** given two after school detentions and a meeting called with parents and Superintendent to discuss tardiness issue and the consequences of further tardiness infractions during the remaining and future quarters.

Special arrangements can be made in the case of prolonged illness, contagious disease, or family emergency to help students stay up-to-date with their responsibilities.

### **Support Services**

#### **Counseling Services:**

Ms Marlene Fuenmayor - PreNursery - Grade 5<sup>th</sup>

Ms Ms Zoe Losada – Grades 6 - 12

**Guidance Counselor:** The Counselors work with both individual students and groups on personal and academic problems as well as on future plans for careers and college. They consult with parents, teachers, and administrators to solve student-related problems and to develop strategies and programs to help individual students or promote the overall welfare of students in the school. The Counselors are in charge of all of the activities and programs described in this section in addition to course selection and scheduling.

**Library/Media Center:** The goal of CIC's Library/Media Center is to meet the informational needs of the school population by supporting, complementing, and expanding the instructional program of the school. It provides a learning environment that promotes inquiry, creativity,

enrichment, self-direction, and communication of ideas through print and non-print media.

Located on the ground floor between the Elementary and Secondary buildings, the Library/Media Center contains a collection comprised of books, magazines, audio-visual material, computers, CD-ROMs, and access to Internet. Materials are circulated and searched for within CIC by means of a computerized network.

Students and faculty receive an orientation in order to learn how to use the computer and the programs, as well as to learn how to use the Library/Media Center. Students are expected to demonstrate respect and consideration for others and for the school by maintaining a learning environment in which all have access to materials and have a quiet place in which to work.

The library is also responsible for audio-visual equipment, laminating material and printing in color. The following rules apply to all users:

1. Only materials that support educational purposes can be printed in color or be laminated.
2. A student must bring a note from a teacher to print in color or to laminate.
3. All audio-visual equipment must be checked out by a teacher, and that teacher is responsible for returning the equipment in its original condition.
4. Students should use recycled paper for all printing except final copies that will be turned in for a grade.
5. Students will be charged for lost books.

**Nurse's Office:** The nurse is on duty from 7:30am to 5:00pm Monday through Thursday and from 8:00am to 4:00pm on Friday. No student will be admitted to the Nurse's Office during class time without a pass from his/her teacher. The only time a student can go to the Nurse's Office without a pass is during break or lunch periods. The Nurse may use her discretion to keep a student in her office if she thinks it is necessary. If this is done, the nurse will notify both the teacher and the SS or ES office. Normally, if a student is too ill to return to class after one period, the student will be sent home. A student who has called home will wait in the Nurse's Office under her care until his/her parents arrive. A student will not be released from school without permission from his/her parents. The nurse will notify parents if their child has had any accident or has felt ill during the day. Parent permission is required for the Nurse to administer medication to a student.

**Computer Services:** Students at CIC will acquire technological skills that are essential to their personal, academic and professional life. Technology is not a separate discipline. It supports and is incorporated into all curricular

areas.

Students at CIC have access to PC computer equipment in the computer labs and in the library. The equipment is for the academic benefit of all students. These computers are intended as tools for communication, research, and presentations. Priority for use is given to classes scheduled to use the facilities. To help ensure that the equipment remains in usable condition, access to the operating system will be limited. Each student is responsible for informing the teacher or other supervisory personnel of any problems with the computer as soon as he/she becomes aware of them.

Most computers at CIC have Internet access. This access is to support learning and classroom activities. Students do not have the right to download programs, music or other data for personal use. Students may use only specified computers to “chat” during free time. These conversations may be monitored by administrative or teaching staff. Students may print necessary materials on a school black and white laser printer, but should be prudent in the amount of material being printed. Printing in color is limited to occasions where it is requested by a teacher for projects that will be on public display, or for documents that specifically require color.

Students may not check out cameras or other technology equipment, nor will they be allowed to make personal copies of software licensed to the school.

**Student Computer Use Policy:** All students are expected to follow this policy. Students must read and sign the policy before they will be given access to CIC's computers. See the [Secondary School Computer Use Policy](#) for more details.

## **Behavioral Expectations**

### **Secondary**

CIC fosters respect and caring among all members of the school community. For people to work together successfully, it is necessary for there to be trust and understanding among them, as well as a sense of communal responsibility.

Each student at CIC has the right to be treated with respect, courtesy, and consideration by every other student, teacher, CIC employee, and other member of the CIC community. Each student also has the responsibility to know what the expectations are and to listen and be listened to when disagreements arise. However, it is essential for students' safety, and for the educational process that all students respect the authority of the

teachers and other CIC employees.

Students who believe they have been unfairly treated must try to resolve the problem with the teacher or other CIC employee with whom the problem occurred. Should this attempt be unsuccessful, the student may then ask for assistance from a counselor or principal.

Our expectation is that all students will work together to create a sense of community at CIC. This responsibility does not stop at the school's gates. CIC students are expected to take pride in being part of the CIC community and to behave at all times in ways that will bring credit to themselves and the school. In the event that a student's actions outside of the school impact negatively on the school, its reputation, or other students, the administration will communicate with the parents.

## **Standards of Behavior**

### **Students must:**

1. Show respect for each other and all members of the school community at all times.
2. Be honest at all times, especially with regard to personal work.
3. Take pride in the school facility and make an effort to keep it neat and free of litter.
4. Wear the school uniform when it is required.
5. Arrive to classes on time, prepared to work with all necessary materials.
6. Respect the need for quiet in a learning environment.
7. Speak respectfully to others and not use profanity.
8. The use of personal listening devices (iPods, MP3 Players, etc.) are not to be used in classrooms during instructional teaching blocks. These devices must be stored in student lockers during the instructional day, 7:30 AM - 3:00 PM.
9. Not engage in any self-destructive behaviors or have in his/her possession items potentially destructive to self or others.
10. Not possess, use, or supply drugs, alcohol, or tobacco on the school campus, on the buses, or while on a school-sponsored function.\*

CIC Administrators have the right to do random checks of school lockers and other school properties at any time. In the case of the lockers, the Administrator will ask the student to please open the locker as he/she (the Administrator) remains observing. If the student refuses to do so, the student will be asked to remain at the Administrators' office until his/her parents come to the school at which time the parents will be told that the student refused to comply and the parent will be invited to accompany the Administrator proceeding to open the school property and review its contents. In any case the school reserves the right to inspect any school property at any time if it deems necessary in the interest of health, safety

or security of the school community.

11. Respect the Computer Users Agreement.
12. Respect academic integrity and take credit only for personal work, not that of others.
13. Avoid inappropriate public displays of affection.
14. NOT ENGAGE IN ANY FORM OF CYBER BULLYING ON OR OFF CIC CAMPUS.

**Public Displays of Affection** A public display of affection (PDA) is defined by the physical demonstration of affection (wanted or unwanted) for another person while in the view of others. Holding hands, kissing, or excessive and prolonged bodily contact in public are considered to be inappropriate forms of public displays of affection while on CIC's campus or participating in a CIC function.

Respect for the school and others cultures is an integral part of the educational beliefs at CIC. The IB program promotes tolerance and international understanding and it is an expectation at CIC that students conduct themselves in a manner which does not cause offense to others. Students on campus are therefore expected to demonstrate respect for each other and for others cultures by not engaging in PDA. This behavior may cause offense to some cultures and also creates a poor image of the school to visitors, invited guests and prospective new families.

Students that are witnessed and reported by staff of being involved in PDA will be subject to the following consequences.

First Offense: Warning and the PDA policy sent home for parents to sign.

Second Offense: Students will be supervised during all free time whilst on campus (e.g arrival, breaks and lunch) and they must leave school at 3.00pm unless involved in a supervised activity. This will be in effect for 5 school days. A meeting with parents will also be called to discuss the PDA policy.

Third Offense: Two day out of school suspension, further meeting with parents called to discuss consequences of further infractions and student must undergo counseling.

Further offenses: Student suspended and goes before a review committee of teachers, administrators and board members.

**Infractions and Penalties:** CIC expects its students to adhere to these standards at all times. When a student fails to meet these standards the school will assess penalties in keeping with both the seriousness of the infraction and the student's maturity level. The school wishes to work in

concert with the student and parents when there are discipline concerns. Each participant in the disciplinary process has a responsibility to work toward making CIC a better place in which to live and study.

Penalties will consist of the following:

1. Detention/Work: This is time spent either working on classroom assignments or on specific tasks assigned to the student by an administrator.
2. Suspension in School: The student is given work to complete at school in a school office home.
3. Suspension: In this case the child is sent home. The student is responsible for completing any academic work missed over the time of the suspension.
4. Counseling/behavior contract: In this case the student, and sometimes also the parents, would be asked to work with either a school counselor or other professional to find possible solutions to the behavioral contract which specifies the behaviors which need remediation and the consequences if contractual conditions are not met.
5. Expulsion: In this case the student will be required to leave CIC.

In cases where there is probable cause, the school reserves the right to search students' lockers and personal property, and where warranted, demand that the student submit to a drug test.

## **Acceptable Use Policy for Electronic Devices**

Electronic devices whose main purpose are for personal entertainment and/or communication, such as, but not limited to: all cell phones, iPods, camera cell phones, digital cameras, cassette tape or CD players, video games, video players, MP3 players, etc., and their ear attachments are not permitted for use by students anywhere in the school building during the instructional day. The instructional day is from 7:30 am – 3:00 pm. All the above items must be placed in student lockers at or before 7:30 am each morning and may be retrieved from the locked locker at 3:00 pm. Use of these items throughout the instructional school day is prohibited. If electronic devices are seen or heard during the instructional day, they will be confiscated, unless a specific exception has been given by divisional administrator(s). The use of cell phones as calculators is NOT permitted.

Faculty and Administration procedures for students found with an electronic device during the instructional school day, 7:30 AM- 3:00 PM.

- First Offense- Ask student for the device and give the device to the divisional administrator at the next passing period. Student is sent to the divisional administrator's office and serves in-school suspension the remainder of that day. Parents meet with student and divisional principal

- before student returns to classes.
- Second Offense- Ask student for the device and give the device to the divisional administrator at the next passing period. Student is sent to the divisional administrator's office and serves in-school suspension the remainder of that day and the following day. Parents meet with the student and the divisional principal before the student returns to classes.
  - Third Offense- Ask student for the device and give the device to the divisional administrator at the next passing period or before parents arrive to school. Student is sent to the divisional administrator's office and serves an immediate three (3) day out-of-school suspension. Parents are called to take student home and serve detention. Parents meet with divisional principal and school Superintendent.

## **Standards of Academic Integrity**

As set forth in both the CIC and IB or mission statements, part of becoming a globally- minded, responsible citizen of the world is the ability to develop and cultivate a set of values and ethics that are based on honesty, diligence and respect. The International Baccalaureate Organization defines academic integrity as "a set of values that promotes personal integrity in examinations, the authenticity of work and intellectual property rights. It is a belief, and as such is influenced by the school's values, peer culture and parental pressure" (Academic honesty: guidance for schools, IBO, September 2003). Consequently, all students at CIC are expected to maintain the highest of ethical standards in completing their assignments. CIC takes the issue of academic honesty very seriously. Unless otherwise specified by the teacher, all work completed by the student should be his/her own. In the case where information or ideas are borrowed, these should be referenced using the MLA system of documentation. When a student fails to properly identify/cite ideas that are not his/her own, he/she is guilty of plagiarism or malpractice. The following offenses meet the criteria of plagiarism and have been divided into different levels according to severity:

### **Level 1**

- Copying another student's work
- Allowing another student to copy work
- Using cheat sheets or seeking help from another student during an assignment, quiz or test

### **Level 2**

- Intentionally or unintentionally using the words and/or ideas of another as if they were your own

- Failing to properly give credit to sources  
A student who fails to maintain exemplary academic integrity can expect the following consequences:

### **Level 1**

- First offense: The student receives a zero for the assignment and is issued a detention. Parent/guardian is notified of the offense by teacher and advisor.
- Second offense: The student receives a zero for the assignment and serves one day of in-school suspension. A conference is called with the student, parent/guardian, teacher, advisor and administrator. Review of the academic probation policy.
- Third offense: The student receives a zero for the assignment, serves two days of in-school suspension and is placed on academic probation. A second conference is called and the academic probation policy is reviewed.

### **Level 2**

- First offense: The student receives a detention and may revise the assignment for full credit. Parent/guardian is notified of the offense and of the academic probation policy.
- Second offense: The student receives a zero for the assignment and serves one day of in-school suspension. A conference is called with the student, parent/guardian, teacher, advisor and administrator, and the student is placed on academic probation.
- Third offense: The student receives an "0" for the quarter in the class of offense and goes before a review committee of parents, teachers and administrators.

### **Supplemental Assistance**

In an effort to help the student complete accurate, legitimate and well-researched projects, the school offers a thorough training in the MLA documentation system in all of the English classes in middle and high school. CIC also maintains a subscription with [www.turnitin.com](http://www.turnitin.com) where students can (and in most cases will be required to) check their work and thus maintain the high degree of academic integrity expected by the school.

Major infractions of the Behavioral and Academic Guidelines include smoking, cheating, plagiarism, theft, use of alcohol or illegal substances, possession of weapons or firearms. A detailed description of each of these infractions and their consequences is included in the Addendum at the end of this handbook.

## **Elementary Behavior Policy**

At CIC, we believe that promoting students' social and emotional skills play a critical role in improving their academic performance. Social and emotional learning is the process through which children learn to recognize and manage emotions. It allows them to understand and interact with others, to make good decisions and to behave ethically and responsibly. Within daily classroom interactions and through the curriculum, students are explicitly taught social and emotional skills and are given strategies that will help them cope with difficult situations. We provide students with meaningful opportunities to reflect on their behavior (words, actions and non-verbal communication) so that they can grow as individuals and develop into responsible members of our international community.

We believe that students learn to behave appropriately when they have clearly articulated expectations of behavior and understand how these expectations will lead to an enhanced learning and social environment. At CIC, administrators, teachers, assistants and secretaries endeavor to provide an outstanding model for our students. Through informed discussions and collaboration we strive to provide consistency in our students' emotional and social development both across classes and grade levels.

### **How do we formally teach social and emotional development at CIC?**

At CIC students are explicitly taught social and emotional skills within the Social Studies (Project AERO and "Be Cool" Program) and Counseling curricula.

- Give examples of conflict and cooperation among individuals and groups.
- Identify and describe factor that contribute to cooperation and factor that cause conflict.
- Understand that some ways of dealing with disagreements work better than others and that people who are not involved in a disagreement may be helpful in solving it.
- Know ways in which people from different cultures think and respond to the social environment.
- Understand that cultures have different expectation of how to act.
- Recognize that individuals are part of a group.
- Recognize appropriate and inappropriate social behavior and the impact of making choices about behavior.

- Identify roles and patterns of behavior that people demonstrate in group situations.
- Identify roles and patterns of behavior that people demonstrate in group situations.
- Understand why people live in social groups. Identify sources and purposes of authority in various settings.
- Identify the characteristics of good citizens

### **The Be Cool Program (K- G2)**

The Be Cool program encourages students to identify and define a broad spectrum of feelings. It invites students to classify feelings as either positive "feel good" feelings or negative "feel bad" feelings. An example of such feelings is given below:

<b>POSITIVE FEELINGS</b>	<b>NEGATIVE FEELINGS</b>
EXCITED	SCARED
HAPPY	EMBARRASSED
CONFIDENT	NERVOUS/ANXIOUS
ELATED	ANGRY
RELAXED	UPSET
	JEALOUS
	FRUSTRATED
	DISAPPOINTED

The Be Cool program utilizes the following strategy:

**Don't be hot** – Don't blow up and get mad when you experience negative feelings.

**Don't be cold** – Don't cry and give up when you experience negative feelings

**Be cool!** – Take a deep breath, keep calm and follow the four step plan.

#### **The Four Step Plan:**

1. Tell what you don't like – (I don't like that you will not let me play).
2. Tell how you feel – (It makes me feel lonely and upset.)
3. Tell what you want to happen – (I would like you to let me play).

4. Tell what you will do if it doesn't stop – (If you don't let me play I won't want to be your friend anymore/ I will ask a teacher to come and help me solve this problem.)

**By the end of G2 students are expected to be able to apply the Be Cool strategy to their social situations with increased independence.**

### **The Be Cool Program (G3- G5)**

The upper elementary version of the Be Cool program is covered via the elementary school's counseling curriculum. Students in G3 – G5 receive a formal counseling session once a week.

Throughout the year students are exposed to a variety of different situations and role play activities which challenge them to analyze the different ways people can respond in complex social situations.

They examine the following areas:

- Coping with Criticism – Fair and unfair
- Coping with Anger – Self and Other
- Coping with Teasing – Friendly and Hurtful
- Coping with Bullying – Peer Pressure and Dangerous

Students are invited to build upon and expand the strategies learned in grades K – 2 and students are expected to apply the strategies with increased levels of sophistication to familiar and unfamiliar contexts.

### **Classroom Agreements**

A clear knowledge and understanding of the acceptable and unacceptable types of behavior is paramount to the successful implementation of any behavior policy. Therefore, at the beginning of each school year, class teachers in Grades 1 - 5 hold a discussion on **Classroom Agreements**. As a rule, students are already aware of different types of behavior and can successfully differentiate between acceptable and unacceptable forms. Students are invited to devise classroom agreements and indicate why such agreements would lead to a **pleasant** and **safe** learning environment. The students' recommendations, and any additional teacher suggestions, are adopted by everyone and clearly posted in the classroom. This process takes place within the first few days of the scholastic year and it allows students to develop a sense of ownership over the classroom agreements which they are expected to follow. The classroom agreements are always worded in a positive light so that the desired behavior is emphasized. Classroom agreements are generated in grade level classrooms and in specialist classrooms.

At PN – K, Classroom Agreements are generated by the teacher. They are constantly reinforced throughout the year so that students learn to effectively discriminate between acceptable and unacceptable forms of behavior.

## The Green Light To Great Behavior!

In the elementary school the **individual** behavior monitoring system is called “The Green Light to Great Behavior.” This system revolves around an individual flip chart that is visually displayed in the classroom so that the children can monitor their own progress throughout the day.

Students have a pocket that bears their name and inside this pocket there is a green card. All students endeavor to exhibit positive behaviors throughout the day and remain on a green card until 3:00 p.m. Any student who has a green card in their pocket at the end of the school day earns a house point.

If students exhibit unacceptable behaviors the teacher will follow a series of steps which are outlined overleaf:

Step	Classification	Function	Action
1	Oral Reminder	To <b>informally</b> identify inappropriate behavior in reference to the classroom agreements and draw it to the student’s attention.	Students are asked to privately reflect on what they need to do to modify their behavior.
2	Written Warning	To <b>formally</b> identify inappropriate behavior in reference to the classroom agreements and draw it to the student’s attention.	The teacher writes the student’s name on the board or on an index card. The teacher takes the time to talk to the student so that the student is aware of the behavior they are exhibiting, how it is affecting the learning environment and strategies the student can employ to modify their behavior.
3	Flip to a Yellow Card	To clearly indicate that the behavior the student is exhibiting is compromising the learning environment and will no longer be accepted.	The student is asked to move to a private reflection area where he/she takes a reflection card. The reflection card has three questions that the student must answer orally. After 5

			minutes the teacher joins the student and together they discuss the student's reflections.
4	Flip to a Red Card	To stress that the behavior the student is exhibiting is seriously compromising the learning environment and will no longer be accepted.	The student is asked to move to a private reflection area or is sent to the Elementary Assistant Principal. The student is asked to complete a reflection sheet which has three questions that must be answered in writing. The student and teacher discuss the student's responses. The reflection sheet is signed by the student, class teacher and the Elementary Assistant Principal. The essay is sent home to be signed by parents and is returned to the class teacher the following day.

### Behaviors and Consequences

The Green Light to Great Behavior is usually a cumulative process with students moving through each of the steps in sequential order. However, through in-depth discussion, the teachers and students have created a set of behaviors that will automatically lead to either a yellow or red card. The table below outlines some sample behaviors and their consequences

Behaviors that lead to an Oral or Written Warning	Behaviors that lead to an instant Yellow Card	Behaviors that lead to an instant Red Card
<ul style="list-style-type: none"> <li>• Breaking a classroom agreement.</li> <li>• Disrespectful attitude toward peers or adults.</li> <li>• Bothering other learners.</li> <li>• Being off task.</li> <li>• Being selfish. (e.g. not sharing general classroom resources)</li> <li>• Shouting out answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Tattling (G3 – G5)</li> <li>• Laughing at other learners.</li> <li>• Making fun of others</li> <li>• Teasing other learners in a hurtful way.</li> <li>• Applying peer pressure to get your own way (Bullying).</li> <li>• Willfully destroying their own property in a distracting manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Pushing</li> <li>• Hitting (slap or punch)</li> <li>• Spitting</li> <li>• Biting</li> <li>• Kicking</li> <li>• Willful destruction of school property or that of others.</li> <li>• Stealing</li> <li>• Bullying</li> </ul>

## Fostering Reflection and Responsibility

Administration, teachers and assistants are always available, in class or during recess, to supervise behavior and help students resolve any problems that arise. At CIC we understand that younger children need greater support and guidance in this area and we will always strive to guide and support them. However, the ultimate goal of CIC's behavior policy is to teach our students self-control, reflective practice and responsibility, so that eventually adult intervention is relied upon less frequently.

### Thursday Folder Behavior Grade

Your child's behavior will be communicated to you through a weekly behavior grade in the Thursday Folder. Class and specialist teachers keep a daily record of any changes in students' cards and the reasons they were changed. The number and color of cards received in a given week **directly correspond** to the type of behavior grade your child will receive in their **Thursday Folder**. The behavior expectations remain constant throughout the scholastic year within grade levels but become progressively more difficult from Kindergarten to Grade 5. Students in Kinder – Grade 2 are graded using faces and students in Grades 3 -5 receive a letter grade.

#### Kindergarten:

Behavior Grade	Descriptor
Happy Face	Green all week or 2 yellow cards
Straight Face	3 – 5 yellow cards or 1 red card
Sad Face	2 or more red cards

#### Grade 1:

Behavior Grade	Descriptor
Happy Face	Green all week or 1 yellow card
Straight Face	2 – 5 yellow cards
Sad Face	1 or more red cards

#### Grade 2:

Behavior Grade	Descriptor
Happy Face	Green all week or 1 yellow card
Straight Face	2 – 4 yellow cards
Sad Face	5 yellow cards or a red card

**Grade 3:**

Behavior Grade	Descriptor
A	Green all week
B	1 or 2 yellow cards
C	3 yellow cards
D	4 or 5 yellow cards or 1 red card
F	2 or more red cards

**Grade 4:**

Behavior Grade	Descriptor
A	Green all week!
B	1 or 2 yellow cards
C	3 yellow cards
D	4 yellow cards or one red card
F	5 yellow cards or two or more red cards

**Grade 5:**

Behavior Grade	Descriptor
A	Green all week!
B	1 yellow card
C	2 – 3 yellow cards
D	4 yellow cards or one red card
F	5 yellow cards or two or more red cards

**Home-School Behavior Links**

A student's behavior in school will always be addressed during school hours so that students can reflect and learn from their personal experiences immediately. We request that parents take the time to review their child's behavior grades in the Thursday Folder each week and encourage their child to talk about their behavior.

- Students who have a happy face or an A or B grade should be congratulated and encouraged to keep up the good work.
- Students who have a straight face or a C Grade should be encouraged to reflect on their week and offer strategies for how they can improve their

behavior. These strategies should not be based on blaming another individual or avoidance techniques.

- Students who have a sad face or a D or F behavior grade should be given the opportunity to reflect on their behavior, share their feelings and suggest strategies for improvement. Parents could discuss their child's behavior and give words or positive encouragement so that they are motivated to try harder in the coming week.

In a case where a student is clearly experiencing behavioral issues, the teacher will refer the student to Elementary Principal. She will discuss the issue with the student concerned and assess whether the case needs to be referred to the Child Study Team (Superintendent, Assistant Superintendent and the Elementary Counselor). If serious or repetitive behavior issues arise, the parents will be invited to come to school for a meeting.

As promoting students' social and emotional skills play a critical role in improving their academic performance we invite parents to ask their child about their school day and encourage them to reflect on the days events. If you suspect that your child is experiencing emotional or social difficulties at school please contact your child's class teacher or the elementary school counselor so that we can address your concerns promptly.

### **How are children encouraged to behave better?**

As previously mentioned great behavior is positively reinforced. This is done in a variety of ways:

- ☺ Praise
- ☺ Encouragement – either verbal or written
- ☺ Stickers
- ☺ Awards – in the Thursday Folder
- ☺ House Points

Each of these methods of praise is very important as they recognize children's continuing or improving efforts.

### **House Points**

The elementary school has a **House Point** system in all classes from K-5. At the beginning of the year house point teams are re-evaluated so that they are equally represented in each grade level. New students are allocated to a team according to need. Where possible we try to place siblings in the same team.

The house point teams are:

<b>BLUE</b>	<b>RED</b>	<b>GREEN</b>	<b>YELLOW</b>
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The House Point system operates on two levels, the team level and the class level.

- **The Team level:**

As teachers award house points for positive behavior students place a house point in a container that corresponds with their team color. At the end of the week the teacher counts the house points in each team's container and sends the results to the office. The points for each team are then collated and announced during Monday's Morning Announcements. At the end of the year the team with the most points wins the C.I.C. House Point Trophy.

- **The Class Level:**

Each Friday the class teacher pours the house points into a **Class Treat Jar**. The students work together over a series of weeks to fill the bottle up completely. When the bottle is full of house points the class earn a class treat. A class treat is something special that the students choose from a pre-determined list.

## Secondary School

### Schedule

The schedule for the Secondary School has been revised for the 2011-12 school year so that the daily schedule is the same every day. Classes meet every other day on a two-week rotation (Monday, Wednesday, Friday, Tuesday, Thursday or Tuesday, Thursday, Monday, Wednesday, Friday). Assembly and announcements take place in the advisory period on Tuesday, and advisory groups meet in at that time on Monday, Wednesday, Thursday, and Friday.

2011-12 Bell Schedule

Period	Start Time	End Time
<b>A1/B1</b>	7:35 AM	9:00 AM
<b>Break</b>	9:00 AM	9:20 AM
<b>A2/B2</b>	9:25 AM	10:50 AM
<b>Advisory</b>	10:55 AM	11:15 AM
<b>A3/B3</b>	11:20 AM	12:45 PM
<b>Lunch</b>	12:45 PM	1:30 PM
<b>A4/B4</b>	1:35 PM	3:00 PM

## **Academics**

CIC is primarily a place for learning. The information below deals with the organization of the academic program. The school counselor can assist you if you need more specific information about credits, graduation requirements, or any other concerns.

**Class Load:** The normal class load is eight (8) classes in grades 6-10. Juniors (students in grades 11) are expected to take at least 7 classes. Seniors (students in grade 12) who are full diploma candidates usually must take 7 classes in order to complete the program. Seniors who are not full IB diploma candidates, or taking an IB exam at the end of their junior year, may take a course load of 6 classes if they have earned a minimum of 20 credits by the end of that year. All students in grade 6-12 are also assigned to an Advisor Group that meets once a day. The faculty advisor is responsible for keeping track of both the academic and personal concerns of each student and also supervises the structured study time.

**Schedule Changes:** A student may change his/her schedule within the first two weeks with approval of the parent, teacher and counselor. Changes after the two-week period must be approved by the Principal. A course will not appear on the student's transcript if it is dropped within this two-week period.

Any course dropped after the two-week deadline will appear as an "1/2" on a student's transcript. There are two exceptions to this rule:

1. Teacher-initiated changes may be made, for reasons of misplacement or academic needs, with no penalty to the student, and with the approval of the Principal.
2. International Baccalaureate full-diploma candidates may modify their schedule until the end of the first quarter of their 11th grade year or their first year of the program, with the permission of the IB Coordinator, Secondary school Counselor, concerned teachers, their parents, and the administration. In some cases, the student may wish to change from a Higher Level IB to a Standard level IB course during the year. This will be permitted on an individual basis. The student is responsible for making up all work missed in the new course. Any student dropping a performing arts class must complete any commitments made for a planned performance. The grades earned in the dropped class will be incorporated into the replacement class.
3. Students may drop a year-long elective at the end of the first semester with approval from involved teachers, the Secondary school Counselor and Principal, and his/her parents.

**Honor Roll:** An Honor Roll is generated at the end of each semester. Students in yearly grade 6 – 12 that meet the following GPA requirements will be

recognized each semester for their academic achievements.

1. Students who earn a 3.3 grade point average receive Honors recognition and students who achieve a 3.6 grade point average or higher earn High Honors recognition.
2. ESOL classes or classes in which students receive ESOL support are not included in Honor Roll calculations.
3. Students enrolled in the IB Programme, grades 11 and 12, will earn a weighted increase of .67 per class.

**Valedictorian and Salutatorian:** Commencement exercises are held at the end of the school year for all members of the graduating class fulfilling CIC's diploma requirements. Valedictorian and Salutatorian are recognitions for members of the senior class who have earned a grade point average ranking of the first and second in the senior class, using weighted grades. In order to be eligible for these recognitions at graduation, students must have been in attendance at CIC for at least their last four

semesters. (Grades 11 and 12). Likewise, only grades from the last four semesters of secondary school will be used to calculate the G.P.A. that determines the Valedictorian and Salutatorian. If the G.P.A.s of both candidates differ by an amount of .05 or less, both candidates will be considered Valedictorians, and no Salutatorian will be selected for that particular graduating class. If three or more candidates have G.P.A.s that differ by .05 or less, a group of secondary school faculty and administrators will vote on two Valedictorians, based on relative difficulty of the academic load during the four semesters that are being considered, academic leadership in the class, and general excellent behavior and citizenship. Similarly, if two candidates for the place of Salutatorian have G.P.A. s that differ by no more than .05 or less, they will both be selected. If there are three candidates with G.P.A.s differing by no more than .05 or less, the Administrative council and a selected group of teachers, Department Heads and/or Senior Advisors, will vote for two Salutatorians. The Valedictorian and Salutatorian represent the senior class during the commencement ceremony.

## **Grading and Reporting**

**Academic Year and Calculation of Grades:** The secondary school year is divided into two semesters comprised of two 9-week quarters. Grades are given at the end of each quarter. Each semester grade is the average of its two quarter grades. (A final exam or extended project may be given at the end of the second semester that is weighted no more than 10% of the final year's grade).

### **Exams in IB Courses**

Students are required to take the IB exams during the IB scheduled exam periods. Students taking IB exams for external credit will take a mock exam by March. Seniors who are not taking IB exams for external credit will have their

exams graded by their class teacher and will be weighted no more than 10% of their final grade.

### **CIC Exam Policy**

Colegio Internacional de Caracas conducts Secondary School final exams at the end of each semester. These exams count as 20% of the student yearly grade and take place during an Exam Week. The exam will cover the material studied throughout the school year. Students are expected to take all final exams and any missed exams may result in zero credit for the exam. Family or medical emergencies should be communicated to a CIC administrator. (Written November, 2007)

### **M & L Policy**

#### **(Late and Missing Work)**

In the event a student does not hand in a piece of work or assignment the teacher can issue, at their discretion, an extension of between 1-5 days for the work to be completed. Any work handed in during the extension period should be marked and the grade placed in the system along with an 'L', to show that the work was handed in late.

In the event that a student fails to hand in any work, even after any extension period, then an 'M' should be placed in the system and the grade modified accordingly to reflect a lack of evidence. A comment **MUST** be placed in Power School whenever a grade has been modified due to lack of evidence.

When a teacher has a student who has received three 'L's' or two 'M's' in their class they should notify the Divisional Principal and Counselor to arrange a parent-teacher conference.

### **Make Up Work**

Teachers can require students to attend lunchtime work sessions or after school sessions to complete late work. Alternatively they can sign the student up with the Divisional Principal to attend the after school homework club from Monday to Thursday.

Please note the following:

Lunchtime- any student expected to attend a lunchtime work session must be given at least 15 mins to eat their lunch.

After School- any student expected to attend an after school work session must be given notice the day before.

**Exemptions in Non-IB Courses:** Seniors who have at least an A average for the year in a non IB-course may be exempt from the final exam at the discretion of the teacher.

**Grading/Marking System** As an IB World school all marks are given according to the assessment criteria established by the IB organization. Marks are given on a scale of 1 to 7, with 7 being the highest mark attainable. For those not

familiar with the IB scale the following chart indicates the equivalent letter grades and percentages in comparison to the IB mark. Please note that IB Diploma courses are considered more demanding than regular classes and in Grade 11 and 12 they are given a weighting of + 0.67 when calculating the GPA.

IB Score	Grade Equiv.	Percent Equiv.of 1	Regular GPA	GPA Diploma
7	A	91-100	4.0	4.67
6	A-	86-90	3.7	4.33
5	B	76-85	3.0	3.67
4	C	66-75	2.0	2.67
3	D	56-65	1.0	1.00
2	F	51-55	0.0	0.00
1	F-	0-50	0.0	0.00

**Grade Reporting:** CIC uses a school management program, Power School, to track and update demographic and academic information for all its students. Teachers enter their grades into PowerSchool and middle and high school students and parents can access PowerSchool at any time through the internet at <http://190.114.240.19/public>. Each user must register with the secondary school office to receive a user name and password.

**Progress Reports:** Progress Reports are given to all students half way through each quarter. The schedule for progress reports is contained in the school calendar. In addition, all teachers are encouraged to contact parents any time during the school year when a concern arises.

**Report Cards:** Report cards are given during scheduled parents conferences. Progress reports are emailed in the middle of the quarter on the dates indicated on the school calendar. The report cards for the first, second and third quarters are given to the parents during scheduled parent-teacher conferences.

**Transcripts:** A transcript of each student's cumulative grades can be compiled by the Counseling Office. Transcripts for seniors are sent to colleges by the Secondary School Counseling Office at the end of the first semester and again at the end of the year. Students or parents who need copies of a transcript may request one from the Secondary School Counseling Office. At least 48 hours notice must be given during the school year. At the end of the year transcripts

will be available for students who have requested them, together with reports cards, approximately one week after the last day of school.

**Rank in Class:** Rank in class is calculated at the end of the 11th grade year and again after the first semester of the senior year and is reported to universities. All courses are considered to determine rank in class.

**Confidentiality of Records:** Student records are considered confidential documents and are available only to CIC's professional personnel, other designated personnel who need access, and the student's parents.

### **Graduation Requirements**

Students must earn a minimum of 24 credits in grades 9-12 for graduation from CIC. One credit is awarded for each full-time, full-year course.

<b>Subject</b>	<b>Credits</b>
English	4
Physical Education	3
Humanities	3
Foreign Language	3
Science	4
Fine Arts	1
Mathematics	3
Electives	4

### **Service Requirements**

All CIC students, IB or non IB, are expected to complete 20 Community Service hours during their Junior and Senior years at CIC. These Community Service hours may be earned through service to our school or through participation with the AYA organization. Students need proper documentation for the hours earned prior to graduation. Students entering CIC during their senior year are required to complete 10 hours of community service.

### **Promotion**

**High School:** Promotion from grade to grade in the High School (Grades 9-12) is

based on the number of credits a student has earned. A student who fails a course earns no credit. Any failure will result in a careful review of the student's record and progress. Based upon this study, the student may be given the option to make up coursework, be required to complete further study for re-examination, be required to repeat the course, or be expelled from school.

Grade Level	Minimum Credits Required
10	5

**Middle School:** Promotion in the Middle School (grades 6, 7 and 8) is determined by the Principal in consultation with the child's advisor, teachers, secondary school counselor, and parents. To be promoted, a student must have mastered the skills necessary to succeed in the next grade. CIC evaluates Middle School students based on a variety of factors, including educational, social, and emotional components.

1. A grade of "1" for the year in both English and math or grades of "1/2" in two or more subjects will result in the student's repeating the grade. If a student fails more than one subject the student may be asked to repeat the grade.
2. Grades of "2" or "1" for the year in any subjects will require a conference between the parents and the school to determine the most appropriate placement for the next year. Placement options include:
  - Retention in grade
  - Repetition of the subject(s) involved
  - Supplemental work over the summer or tutoring during the following year.
  - Behavior Contract: In cases identified by principal and counselors, students may be placed in a behavior contract. Students who are on a contract will have their attitude, academic performance, and behavior reviewed periodically. Students on contract who do not fulfill behavioral expectations may be dismissed from CIC or not allowed to be re enrolled.

The student must also demonstrate sufficient social and emotional maturity to work successfully at the next grade.

**Grades 9-12:** Grades of "2" or "1" for the year in any subjects will require a conference between the parents and the school to determine the most appropriate placement for the next year. Placement options include:

1. Retention in grade
2. Repetition of the subject(s) involved.
3. Supplemental work over the summer or tutoring during the following year.
4. Behavior Contract: In cases identified by principal and counselors, students may be placed in a behavior contract. Students who are on a

contract will have their attitude, academic performance, and behavior reviewed periodically. Students on contract who do not fulfill behavioral expectations may be dismissed from CIC or not allowed to be re-enrolled.

5. Expulsion.

## **Probation**

**High School:** Probation is an acknowledgment that the student is not doing as well as he/she should be doing in either academics or conduct or both. Probation lasts for one quarter and has two components:

1. Students on Probation have demonstrated a need for additional help, additional motivation, better conduct—or all three. These students will be put on contract that specifies the steps they need to take to be removed from Probation. Usually, this will involve getting extra help from their classroom teachers, attending the after-school Help Labs, and/or peer tutoring, tutoring outside of school, or improved classroom or school behavior.
2. Students on Probation may not participate in any athletic or extracurricular activity at CIC.
3. A high school student is placed on Probation if he/she Has two or more 1's or 2's for the quarter.

## **Homework Policy**

Teachers assign work for students to do outside of class on a regular basis. The extent and difficulty of these tasks depend on the student's grade and the nature of the material being taught. The length of time a student is given to complete the work also depends upon its depth and complexity. Teachers should return any homework within a week of its receipt.

**Agendas:** To help students keep track of their obligations and manage their time, each is required to write assignments in an agenda. Teachers and Advisors monitor the use of the agenda and help students plan and pace their work, especially in the case of long-term assignments. The teachers will do all that they can to avoid having students receive lengthy assignments that are due on the same date.

**Secondary School Advisor Program:** The goal of the Advisor Program is to ensure that each student receives regular guidance and support from at least one teacher at school, beyond that which is given in the normal classroom setting. Advisors meet daily with a small group of students to develop quality helping relationships with them, and to provide a structured environment which

promotes good study habits. The primary focus areas of the Secondary School Advisor Program are:

1. **Building Positive Relationships:** We work to develop positive, helping relationships with advisees by getting to know the students, monitoring their academic progress, and attending to their social and emotional well being.
2. **Providing Study Time and Academic Support:** We provide a well structured environment where students can work on assignments, receive academic support and improve study skills and routines. According to their academic and developmental levels, students receive guidance and assistance in meeting school demands.

**Wellness Program:** Through the Wellness program, we seek to promote a broad understanding of health in its physical, social, and emotional contexts. Wellness is given once a week for a quarter in grades 6-10 during the Physical Education block. It is designed to provide students with the information and skills necessary to make wise choices with regards to their health through a structured curriculum. There is a strong emphasis on discussion, group work, and experiential activities that encourage students to critically examine information and develop strategies and skills for implementing healthy lifestyles.

## **External Exams**

**International Baccalaureate:** The school administers the International Baccalaureate exams in May of each year. These exams are taken by juniors and seniors who are enrolled in the IB program or who are sitting for IB certificates in specific courses. The "I.B. Program Handbook" contains detailed information regarding the philosophy, nature and content of the program and its courses. Detailed information about all aspects of the IB is available on their website: <http://www.ibo.org>

**College Admissions Testing:** The Preliminary Scholastic Aptitude Test (PSAT), the SAT I and the SAT II, and the Test of English as a Foreign Language (TOEFL) are used by colleges in determining admission and/or financial aid. Each of these tests entails a fee which must be paid to the testing agency.

The **PSAT** is given each October and is designed to show students how they can expect to do on the SAT. All sophomores and juniors at CIC take this exam during the regular school day. In addition to giving a likely SAT score, the test also serves as a diagnostic tool for skill development. The results of the PSAT taken in the junior year are used to determine National Merit Scholarship winners, a program for students attending U.S colleges and universities.

The **SAT I**, and the **SAT II**, are required by most U.S. universities and colleges

for admission and for determining financial aid. They are given several times during the year. Each student must ensure that he/she takes the test(s) required by his/her college in time for the scores to be reported to the colleges. For most students, this will mean taking the SAT I in the spring of the junior year and again in the fall of the senior year. The SAT II is also required by more selective universities and colleges. Non-native speakers of English and native speakers of English who have lived outside the USA for several years will also need to take the TOEFL, which is administered individually in the AVAA. Please check the catalog of the colleges in which you are most interested and meet with the Guidance Counselor for help in planning your college-testing schedule.

**Achievement Tests:** Each year the school gives the Measures of Academic Progress Test (MAP) to all students in grade 3 through 10 three times a year. This test is used by the school to assess students' progress and determine the areas of strengths and weaknesses. Grade 2 students take the test in April in preparation to 3rd Grade.

## **Extracurricular Activities**

### **Model United Nations:**

- Since 1990 CIC has been the host of the South American Model United Nations, SAMUN. About 75% of the high school students join between 250 and 350 students from schools all over South America to play the roles of delegates representing member nations and international agencies. Activities of both the General Assembly and Security Council are simulated.
- A select group of participants are invited to join the 3000 international students who meet in The Hague, Netherlands, for the international conference, THIMUN.
- Middle School students prepare for the Junior Model United Nations, JMUN, in their social studies classes. They are joined by students from other schools in Caracas for a convention at CIC in the spring.

**Community Service:** CIC has a strong tradition of community service led by the Ayuda

y Amistad (AYA). This student-led organization supports several local orphanages through activities and fund raising. Trips to orphanages are scheduled several times each month for students in both the middle and high schools. Students in grades 6-12 are expected to meet the grade requirements of the Citizenship Objectives.

**Sports:** CIC offers a broad range of athletic activities for both males and females. Competitive seasonal sports include basketball, volleyball, soccer

(football), and track and field events. Teams play against Venezuelan and other international schools. In addition, there are several recreational sports offered such as Ultimate Frisbee and Roller Hockey.

**Music:** The school offers several levels of instrumental activities. Advanced Band students, or other qualified musicians, can join the Concert Band. This group often performs at school functions or other events in the community. Novice instrumentalists can participate in the Beginner Band. A Jazz Band option is also available if a requisite number of qualified musicians show interest.

**Drama:** Every year the school produces two major theater events, one in English and the other in Spanish. Past performances have included West Side Story, A Midsummer Night's Dream, The Odd Couple, and Spoon River Anthology. The Middle School also produces a Spanish play. In addition, there are smaller drama presentations at all levels of the schools.

**Clubs:** Faculty members sponsor other clubs such as Chess and Dulcimer which vary year to year depending on student interest.

## **Elementary School**

### **Admissions and Placement**

When families visit CIC's Elementary School for the first time, they are given a tour of the facilities and an explanation of the academic program. During the first interview, the candidate's academic history is explored. Parents are asked to submit copies of all academic records for at least two previous school years, and copies of psychological/psychiatric evaluations, if available. Questions involving the following topics are addressed: recent psychological evaluations, assistance from special programs, and necessity for specific medication. All students receive an entrance screening evaluation which includes intellectual and academic screening, fine motor skills evaluation, and language evaluation. At this point, the need for the ESOL program is also determined. Formal enrollment occurs only when the school has received all the required information from previous school.

CIC accepts students who are functioning within a year of their appropriate academic placement. This is to say, that if a second grade candidate is functioning at a kindergarten to beginning first grade level, the admission of this candidate is questioned. At this point, a team of relevant CIC faculty members review a candidate's record, academic history, and test results prior to making the recommendation. When a candidate does poorly in the evaluation (a year below grade placement) but his/her academic history reports are good, a "conditional enrollment" status is given; this student's performance will be monitored very closely and if at the end of that academic year, the child

continues to be performing poorly despite all interventions, re-enrollment at CIC will not be granted.

Despite a thorough screening process, students may encounter difficulties meeting the educational expectations. Once academic and/or behavioral problems have been identified, teachers may bring their concerns before a team of CIC faculty members. At this point, parents are requested to attend a conference detailing the child's difficulties and to supply other information regarding the child's previous performance, if available. The school will then create a documented plan of action with specific goals, as well as target dates for achieving goals and reviewing the plan.

At CIC, we want to grant opportunities to students who are capable of joining the mainstream within a short period of time. The ultimate goal is to insure that the child will be prepared for our secondary school program when he/she moves into the middle school MYP program and later the secondary school IB Diploma program. However, in order to be successful, there must be parent involvement, communication and cooperation. Difficulties encountered by a particular child should not interfere with the overall progress of a class. Students under psychiatric or psychological care and receiving medication are closely monitored. In cases such as these, the principal will contact the out-of-school treating professional in order to follow up on their recommendations.

Daily Schedule: The Elementary school day is as follows:

- 7:35 — The first bell rings on Monday and Friday; students assemble in the morning announcements area. On Tuesdays and Thursdays, the first bell rings at 7:45 and students proceed directly to their classrooms.
- 9:25 — 9:43 Morning break
- 12:00 — 12:45 Elementary lunch
- 3:00 — Dismissal

### **Early Childhood Program**

The program in Pre-Nursery, Nursery and Pre-Kindergarten and Kindergarten is a multisensory, developmentally appropriate curriculum. It is based on the child's need for freedom within limits. A carefully prepared environment guarantees exposure to a variety of materials and experiences through which intellectual as well as physical and psychological abilities are developed. Along with the development of the child's social skills, we help him/her discover the wonderful world of numbers, colors, and letters, using materials and programs specially designed to cover the areas of pre-reading and pre-writing.

Student progress for the PreNursery/Nursery and Pre-Kindergarten students is reported to parents two times a year, at the end of each semester. Kindergarten

students receive progress reports according to the general elementary school schedule. In addition, parent conferences are requested at the first mid-term progress reporting period and at the end of the school year. Of course, conferences may be requested by either the parent or teacher as need arises.

Students must be toilet trained before admission to CIC's Pre-Nursery program.

### **Elementary Program**

The program for students in grades one through five is equivalent to a curriculum used by quality schools in the United States. However, as an international school, we also focus on preparing students to meet the challenges of a rapidly changing world. Creative thinking, critical analysis, and research skills are integrated into the regular academic program. Children are encouraged to explore possibilities and develop into independent lifelong learners.

The Language Arts program is built on the premise that students best learn to read and write through extensive experiences in reading and writing. Children are exposed to the writing process beginning at grade one and a literature-based approach to reading is used. Guided reading is implemented throughout elementary school. In Grades 3 – 5, students follow the Six Traits of Writing. Spelling is incorporated into the phonics program, while fourth and fifth grade students follow the spelling journal approach.

and people of the world, both past and present. Specialized instruction is provided by teachers in the areas of art, music, physical education, computers and Spanish.

**INQUIRY BASED LEARNING IN ELEMENTARY (N-G5):** Integrated learning occurs through six Units of Inquiry. These units integrate subject knowledge across the main curriculum areas of **Languages; Mathematics; Social Studies; Science and Technology; The Arts; Personal, Physical And Social Education**. In Elementary we focus our units of inquiry in 2 areas: **Social studies and Science**. Each unit of inquiry, is a significant, relevant and challenging learning experience; it involves students in a range of learning activities; requires students to engage in positive action and integrates diverse subject areas whenever meaningful and appropriate.

Inquiry, interpreted in the broadest sense, is the process initiated by the students or the teacher that moves the students from their current level of understanding to a new and deeper level of understanding. This can mean:

- exploring, wondering and questioning
- experimenting and playing with possibilities
- making connections between previous learning and current learning
- making predictions and acting purposefully to see what happens
- collecting data and reporting findings

- clarifying existing ideas and reappraising perceptions of events
- deepening understanding through the application of a concept
- making and testing theories
- researching and seeking information
- taking and defending a position
- solving problems in a variety of ways

Children also regularly visit the elementary library. The library is a comfortable, welcoming place where children learn vital library skills, do research for papers or projects, watch appropriate videos, create puppet shows, or just browse and read. Parents are welcomed to use our library; however, we ask that you do this before and after school in order to avoid interrupting classes.

## **Homework Policy**

### Elementary Homework

If students in Grades 2–5 fail to complete a homework task, submit a piece of work that is unsatisfactory, or forget to bring their homework to school they automatically receive

a “Yellow Card” and will be asked to complete the activity during a lunch time detention. As a faculty we prefer students not to do their homework during recess or lunch time as we believe students need this time to socialize with their peers and release excess energy.

**Helpful Home Work Hints:** Children respond to homework in different ways and here at CIC we appreciate that some children are occasionally reluctant to complete homework activities. This can be very frustrating for parents and can lead to distressing confrontations. In order to avoid unnecessary conflicts we have produced a list of helpful homework hints that should facilitate a more harmonious and fruitful homework time.

- Set aside a specific place where your child can complete his / her homework. Ideally this should be at a table away from the television and other major distractions. (This includes siblings!)
- Remember that your child has already been at school for seven hours. When they arrive home they are tired and will need some free time to relax and unwind. The amount of time needed to unwind may differ daily depending on the after school commitments that your child has. Try to establish a set routine so that your child knows what is expected of him/her.

Discuss this with your child and agree upon and make a homework

schedule; for example,

- Would they prefer to do their homework as soon as they get home?
- Do they want to do it after they have eaten their evening meal?

Once agreed you should try to follow the homework schedule

- Make sure that your child has a pencil case that is kept at home. It should contain some regular pencils, an eraser, a sharpener, some colored pencils and a ruler. If your child has these items close at hand it will prevent them wasting time looking for them or provide them with an excuse to stop working because they need to go and look for something.
- If your child settles down and completes their homework without having to be reminded more than once, praise them and congratulate them on how responsible and self-disciplined they are.
- If your child refuses to do their homework don't become frustrated and shout.

This will only make you both feel bad. Simply remind your child that if they don't do it there will be consequences at school. Do they really want to get a lunch time detention and a yellow card? This gentle reminder should be enough to kick-start their enthusiasm. If it isn't then ask your child to pack their things away and their teacher will deal with the problem at school.

**Home Reading:** The purpose of Home Reading is to provide a meaningful opportunity for you and your child to share the wonders of reading. All students within the elementary school should read their home reading book to an adult or an older sibling if the parents do not speak English.

Students in K – G 3 follow the school's Home Reading Program. This is a graded reading program that is designed to foster good reading habits and inculcate a love of reading. There are a wide variety of interesting books and both fiction and non-fiction titles are available. Students in Grades 4 and 5 will receive a reading book from Reading A-Z, the classroom library or the elementary library. After an initial assessment, at the beginning of the school year, your child will be placed at an appropriate level that corresponds with their current reading ability.

It is essential to your child's reading development that you make the home reading time a relaxed and enjoyable experience. Please remember that there are many different characteristics that good readers exhibit. These are continuously discussed and practiced in class and it is an ideal opportunity for you to reinforce these characteristics at home:

Good readers always try to:

- Speak clearly and use expression in their voices
- Pause at periods and commas
- Re-read sentences that don't make sense
- Look at the pictures to help them understand the story
- Discuss what they have read with others
- Enjoy reading!

**Parent Guidelines:** For the duration of the school year a set of parent letters will be sent home periodically in the Thursday Folder. These letters always take the same format and contain a *Did You Know?* section and a *How Can You Help?* section. These letters offer guidelines on how parents can make homework a more fruitful experience and they also offer interactive activities that will complement work being studied at school.

If you have any questions regarding homework please feel free to come and talk to us.

### **Special Programs and Services**

CIC students are fortunate to have a rich environment which includes classes in art, music, physical education, computer, and Spanish.

An important goal is for students to learn to read, write and speak in **Spanish** as well as English. Spanish is taught at the appropriate level of the learners. Students are placed according to their skills into two different levels. All students receive Spanish instruction four times a week.

In an effort to develop physically fit students, **Physical Education** is offered twice a week. The goal of the program is the development of strong bodies and physically fit individuals, as well as the development of skills for lifetime activities and the worthy use of leisure time.

**Fine arts** classes, which include art and music, are offered weekly and give students an opportunity to express themselves creatively. These are closely integrated into the learning taking place in the classroom, thereby maximizing the learning in both areas.

CIC has a well equipped elementary school **computer** lab. All students receive instruction on different computer programs once a week and return to use these programs with their classroom teachers on a frequent basis. All classrooms have at least one computer for student use with internet access.

In the **Student Support Center**, individual programs are developed to provide an optimal match between a student's ability and educational programming. The center serves students with mild learning disabilities, or students that need a "boost". Students are not admitted to CIC if they *are more than one grade level below expectations*. Each student who faces academic or behavioral problems is

discussed and evaluated in a Child Study Team meeting. A specific plan for each individual child is developed.

**English for Speakers of Other Languages (ESOL):** If screening tests indicate that a child's lack of English proficiency would cause difficulty in the regular classroom, then he/she is placed in the ESOL program. ESOL instruction in grades 1-5 is offered in a special classroom according to a schedule compatible with the educational program. The instruction is at the appropriate level, with assistance and careful attention to the needs of each student. When a student is ready to move to the regular English-speaking classroom, ESOL teachers continue to support both the student and teachers during the transition period.

**Sensory-Motor Integration Class:** As part of the Pre-Nursery through Grade 1 program, students are involved in Sensory Motor Integration Program. These classes help the children enhance visual, auditory, tactile, kinesthetic, and fine motor skills. It is a child-centered learning approach, utilizing simultaneous multi-sensory activities that promote the appropriate muscular and brain development needed at their age level.

Our elementary school provides Sensory Motor Integration classes to all students in grades PreN- grade one in addition to their twice a week Physical Education classes. Our licensed Occupational Therapist works with these students to help better develop tactile, oral, fine, and gross motor skills. Students participate in the program twice a week for two forty-five minute classes.

**Guidance and Counseling:** The elementary guidance program is designed to be an integral part of the total educational experience which seeks to develop the whole person to his/her fullest potential.

#### **The Elementary Counselor:**

- Serves as a liaison between parents and teachers
- Coordinates the scheduling of parent-teacher-counselor conferences.
- Serves as a referral source for medical doctors, psychologists and psychiatrists.
- Works with small classroom groups on peer interaction and self-esteem.

Another function of the counselor is to coordinate the Child Study Team meetings. The goal of this team is to assist teachers in meeting each child's individual needs. Teachers may refer students who are presenting behavioral problems, academic problems and/or emotional problems. Problems are discussed and interventions are recommended by team members. A Child Study Team includes the Guidance Counselor, the Principal and the supervisor of instruction, the student's support teachers and other teachers with knowledge of the child being referred. The suggested plan is then presented to the parents for approval. Upon parent approval, the plan is put into action.

**Room Parent Program:** The Room Parent Program is a parent volunteer group formally organized in the 1992/1993 school years to support the elementary school. The goal of the program is to enhance the educational environment. It pairs teachers with parents from each class. The room mothers act as a liaison between the teacher and the parents. The room mothers assist the teacher with social functions, planning field trips, and other educational endeavors. *All activities must be coordinated with the classroom teacher and approved by the Elementary Principal.*

**Birthday Parties:** Birthday parties for children in the Early Childhood program are welcome as long as they are held during the morning break. Students in the primary grades are allowed a cake to be shared during the lunch period.

### **Reporting Student Progress**

**Parent/Teacher Conferences:** Reporting children's progress in school is an important part of CIC's commitment to parents. Parent conferences are scheduled at the end of the first and second trimester. However, conferences may be requested by either the parent or the teacher whenever needed. Parents are asked to schedule an appointment for conferences so that the teacher's instructional time is not interrupted, and an adequate amount of time can be allowed for the conference.

**Thursday Folders:** In order to maintain communication with parents, folders are sent home with the students each Thursday. They contain student conduct updates, school notices and children's work. Parents are invited to communicate with the teacher through the folders which are returned every Monday.

**Report Cards:** Report cards for students in grades K-5 are issued three times a year, at the end of each trimester. Developmental checklists for students in Pre-Nursery, Nursery and Pre-K are issued two times a year, at the end of each semester. The first and second report cards are given during a day allocated to Parent/teacher conference. All students receive a midterm progress report each trimester (K-5) or semester (Pre- Nursery, Nursery and Pre-K).

**Grading Criteria**  
**Pre-Nursery, Nursery, Pre-Kinder**  
**Developmental Checklist**

PN:

**S: SECURE**

Understands and applies the skill or concept correctly and independently.

**D: DEVELOPING**

Demonstrates understanding of the skill or concept. Requires occasional Support through reminders and suggestions.

**N: NEEDS SUPPORT**

Demonstrates significant difficulty in understanding the skill or concept. Requires considerable support .

N & PK:

**3: ABOVE GRADE LEVEL EXPECTATION** (Above the standard expected at this time of the year)

Understands and applies the skill or concept correctly and independently

**2: APPROACHING GRADE LEVEL EXPECTATION** (Developing skills and concepts)

Demonstrates understanding of the skill or concept. Requires occasional support through reminders and suggestions.

**1: AREA OF CONCERN** (Needs to practice more at this time of the year)

Demonstrates significant difficulty in understanding the skill or concept. Requires considerable support.

N/A: NOT TAUGHT/ NOT ASSESSED AT THIS TIME (Not formally introduce/not evaluated at this time of the year) Not applicable or not cover at this time of the year.

**Grades 1 & 2**

E=Excellent

G=Good

S=Satisfactory

or

NI=Needs Improvement

NA=Not Applicable

Grades 3, 4, & 5	
Letter Grade	Percentage
A+	98-100
A	94-97
A-	90-93

B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59
NA	Not Applicable

Note: Reading levels for English and Spanish are indicated on the Report Cards.

**Math Scale:**

Letter Grade	Criteria
4	Always meets expectations
3	Usually meets expectations
2	Sometimes meets expectations
1	Seldom meets expectations

**Student Arrival and Dismissal**

Parents are reminded that there is no adult supervision before **7:00am, or after 3:20pm unless the children are involved in after-school activities.** Arrangements must be made to drop off or collect children between these times. Children may remain on campus after the dismissal only if participating in a school-sponsored, supervised activity. If children are habitually left unsupervised after school, parents will be required to come to school for a conference to discuss the matter.

Parents transporting children by car can arrive before the 3:00 bell, park the car, and

meet the child either at the elementary area or the canteen. After the bell, children will wait on the sidewalk near the high school music room under the supervision of an assistant until 3:30 pm. After this time, they will be brought back to the elementary office. Unsupervised students may not remain near the parking area.

Students leaving the school early must be issued a pass from the school office. Parents are requested to notify the teacher in advance when there is a need to take a child out of school early and are requested to schedule appointments after school, whenever possible.

Students leaving school with a friend must bring written permission from a parent to the elementary school office. Students may not call home to obtain permissions. If a student is not signed up for bus service but accompanies a friend home on the bus, the child's account will be charged Bs. 70,00 for each use.

**Bus Riders:** Parents must contact the business office to request these services upon enrollment. Children enrolled for these services will be accompanied by the assistants to the bus area to ensure that each child enters the correct bus.

## **After-School Activities**

Several activities after school are offered for elementary children. The types of activities vary from year to year, trimester to trimester and are based on student and teacher interest. They usually include some sports activities, as well as Computer Club, Karate, Ballet, Spanish Drama Club, Dance, and instrumental music. Tutoring in specific subject areas is also available. Notification of these activities will be found in the Thursday Folder at the beginning of each season. Parents of students in kindergarten through second grade are asked to provide transportation immediately after the activity end as there will be no adult supervision beyond this time. Students in third, fourth, or fifth grade may take the 5:00pm. Activity bus if they are paid bus riders.

## **Handbook Addendum**

### **Computer Use Policy**

Students are expected to follow policies for appropriate use of computers at CIC. Following are the details of the policies for elementary and secondary school students.

## Elementary School Computer Use Policy

**This policy applies to students in grades 3-5.**

1. I will keep my password private and not tell it to others.
2. When I use a computer, I will login using my own username and password and never even try to use another person's username and password.
3. I will logoff the computer when I am finished using it.
4. I will use the internet only for school purposes.
5. I will not check email during school hours, unless a teacher gives me permission.
6. I will not use any type of chat or instant messaging, unless a teacher gives me permission.
7. I will not download anything without permission.
8. I will only save school related work in my home directory.
9. I will not visit any website or create any file that is inappropriate for school.
10. I will not try to install any programs on any school computers.
11. I will only use a computer if I have permission from a teacher to use it.
12. I will not waste paper and ink by printing things I do not need for my school work.
13. I will not harm or destroy any equipment or information on purpose.
14. I will not change any setting on any school computer without permission.

When students violate a point of this agreement, they will be dealt with in the following manner:

1. A verbal/written warning
2. A one-week suspension of the student's access to the school's computers.
3. Suspension of the student's rights until parents have met with the IT Coordinator and/or an administrator.

Any student who repeatedly breaks this user's agreement, or is caught stealing computer related items, will be subject to the school's general disciplinary code which could lead to suspension, or permanent loss of right to use school technology equipment

I have read the following document and agree to adhere to these rules:

Parent Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Student First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

\_\_\_\_\_ Signature: \_\_\_\_\_

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

## Secondary School Computer Use Policy

At CIC we are proud of the fact that we have three computer labs, computers in all of our classrooms, and access to Internet throughout the whole school. The school has made a large investment, and continues to make a significant investment to maintain the computer services we provide to our students and staff. As users, we are all responsible for the care and maintenance of our computer hardware and software. The use of the school's computers and Internet is a privilege and not a right. For this reason we expect all users to adhere to certain norms that will help preserve our computers in good condition and ensure wise use of our internet resources so they will be available for the use of the whole student body. Below is a list of specific norms that apply to students at CIC.

1. Students should know that CIC has an ethical commitment to buy the licenses for all the products we make available to the CIC community. The use of any pirated material is not permitted. CIC cannot copy material licensed to the school for student's personal home use.
2. In addition to being responsible for taking care of the computers, any material that is borrowed (CDs, cameras, etc.) is the responsibility of the person using this material. All materials must be checked out through established norms, and if the item is lost or broken, it is responsibility of the person who signed the item out to pay for its cost.
3. It is school policy that the use of copyrighted material from the Internet or other sources must be duly credited. Not to do this is plagiarism and will be subject to disciplinary action.
4. All users must login and logoff of the computer they are using. No one has permission to use another person's login, and login information should be kept private.
5. Internet use is for school purposes only. Students may not download files, listen to or view online streaming content, or play online computer games.
6. Students may access their email accounts on their own free time or if given teacher permission.
7. Students may not access chat, instant messaging, or send inappropriate messages to other users. Students may only use MSN Messenger during designated times on the computer outside of the SS library office.
8. Students may not use computers to produce documents that could make fun of others, or illegal documents (for example, false IDs).
9. Users may not execute any program that is not licensed to the school and part of the package installed by CIC personnel.
10. Each student has a personal login account that gives access to a home Directory and folders on the common drive. This storage space is limited, and students should only use it to store school-related work. Students should not store games, photos, music, and/or video files on CIC computers unless they are specifically related to school projects.
11. It is prohibited for users to access pornographic, hate, violence, or hacker

sites.

12. Users may not change any setting on school computers, install programs,uninstall programs on any drive of any computer without the permission of the IT Coordinator.
13. Computers in classrooms are for teacher use. Students may not use them without express teacher permission.
14. Printers and scanners are exclusively for school use. Use of the color printer should be minimal. Students must bring a teacher note to the lab to obtain permission to print in color.
15. Users may not purposefully harm or destroy any equipment or data on the network.
16. The school has the right to monitor all students' access to computer equipment as well as files stored by students' on the school's computer systems. Teachers' logins give them access to all students' home directories.

When students violate a point of this agreement, they will be dealt with in the following manner:

1. A verbal/written warning
2. A one-week suspension of the student's access to the school's computers.
3. Suspension of the student's rights until parents have met with the IT Coordinator and/or an administrator.

Any student who repeatedly breaks this user's agreement, or is caught stealing computer related items, will be subject to the school's general disciplinary code which could lead to suspension, or permanent loss of right to use school technology equipment.

I have read the following document and agree to adhere to these rules:

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Signature: \_\_\_\_\_

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

## Secondary School Academic Eligibility

2011-2012 AGREEMENT CIC ACADEMIC

### ELIGIBILITY Academic Eligibility

Any student taking part in after school activities who during this time receives **AN "1" or "2" or FAILING GRADE ON A REPORT CARD OR EARNS A GRADE POINT AVERAGE BELOW 2.5** on a report card **OR PROGRESS REPORT WILL HAVE THEIR CASE** reviewed by an academic eligibility board. Any student **receiving A GPA BELOW 2.5 OR A FAILING GRADE** within four weeks of taking part in a trip will automatically have teacher(s) in whose subject they are failing, the activity sponsor/athletic director (if a sports team), the counselor and school principal. The board will then decide whether it is in the best interest of the student to change their level of participation in the activity. The **ELIGIBILITY** board **MAY USE ANY OF THE FOLLOWING STEPS:**

1. Allow student to continue, but counsel the student and **monitor them on a weekly basis through their advisor and teacher(s). Weekly reports will be provided by the teacher(s) through email to the administration team, coach and advisor about the student's current academic progress.**
2. Reduce number of practices or activities the student is allowed to attend until **written permission is given by the teacher(s) that the level of student academic work is in fact improving.**
3. Remove the student from the **activity or sport if academic improvement is not taking place after sufficient time and counsel.**
4. Remove student from trip.

The board will inform and explain the decision they have made to the student.

## Student CIC Sports Agreement

CIC Sports Team – Season 11/12

1. The use of tobacco, drinking of alcohol or use of illegal drugs during the
2. sports season at all practices, matches and tournaments is **NOT** allowed. This includes all transport time and free time during matches and tournaments under the supervision of CIC staff.
2. Athletes must attend all officially organized tournament events.
3. Athletes will behave in a sportsmanlike manner and show respect to other teams, coaches, athletic directors, teachers, spectators and umpires.
4. Athlete will dress appropriately, ripped clothes or designs which include **INAPPROPRIATE** language, **ALCOHOL RELATED PRODUCT ADVERTISING** or drugs are not **ACCEPTABLE.**
5. Students will make sure they bring the correct team uniform

and

equipment.

6. Athletes will be aware of all practice, match and tournament schedules and make sure they arrive on time for all organized events. Arrival and departure time will be determined by the team coach or athletic director.
7. Athletes unable to attend practices, matches or tournaments should inform their coach ahead of time. Students missing more than three practices or matches without justifiable cause may face suspension or removal from the team.
8. Athletes will comply with the normal CIC rules for students as stated in the CIC handbook.
9. Athletes are expected to maintain high academic standards

**AND**

**BEHAVIORAL EXPECTATIONS SET FORTH IN THE CIC STUDENT HANDBOOK. Any athlete receiving A FAILING GRADE ON**

**A**

**PROGRESS REPORT/REPORT CARD OR EARNING A GPA BELOW**

**2.5** will have their continued involvement in after school activities reviewed by **THE ELIGIBILITY BOARD FOR THAT STUDENT.**

Failure to comply to any of the following may result in:

- Athlete will be suspended for one or more games.
- Athlete will no longer be allowed to participate in local matches and tournaments
- Athlete will be suspended from CIC Teams.

*For VANAS Tournaments it may also include:*

- Athlete will be banned from one or more future VANAS Tournaments.
- Athlete will be sent home at the parents' expense.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_ Date: \_\_\_\_\_

## **Infractions of Behavioral Expectations for Secondary School Students**

**Severity Levels:** The severity of infractions is measured by a three level system. Each level shows the infraction's importance and impact upon the school. Specific infractions can result in the assessment of several levels of severity depending upon the student's age and extent of the discipline problem. Each academic year is treated as a separate entity and students will not carry their infractions into the following school year, WITH THE EXCEPTION OF ACADEMIC INTEGRITY INCIDENTS.

### **Level 1**

- One day suspension
- Community service

### **Level 2**

- Be placed on probation
- Three-day suspension
- Taken out of any school program/team for one trimester
- Community service
- Become a signatory to behavioral contract and work with the school's counselors

### **Level 3:**

- Expulsion based upon a review of the case by the Superintendent and the Review Committee.

Levels are reached based upon the nature of one infraction or the accumulation of several infractions. For example, students who have committed a level 2 infraction will be placed on a level 3 by any additional infractions. This change would make them subject to expulsion. Similarly, students who have committed a level 1 infraction and commit another level one infraction will be judged based upon the penalties contained in level 2.

**Type of Infractions:** Listed below are the major types of discipline infractions and a number denoting the school's judgment as to the severity level of the infraction.

**Inappropriate Behavior:** Severity level 1 or 2. Any behavior that deviates from the established Standards for Behavior will be considered inappropriate.

**Smoking:** Severity level 1. There will be no possession or use of tobacco products either at the school or while on a school-sponsored event. The Administration and Board can make exceptions to this policy, for example at the annual Spring Prom.

**Cheating:** Severity level 1, 2 or 3. Cheating is defined as the inappropriate use of any material or information from another source or student. In the case of cheating, both the student who initiates the cheating and any student(s) who assists this student are equally guilty. This will be treated as at least a level 2 offense for students in grade seven or above. SEE ACADEMIC INTEGRITY POLICY.

**Theft:** Severity levels 1, 2 or 3. Theft involves taking or possessing items which belong to someone else. Theft of any kind is not tolerated at CIC.

**Alcohol Use:** Severity level 2 or 3. Students will not possess, use or be under the influence of alcohol while at school or during a school-sponsored event.

**Substance Abuse:** Severity level 3. Substance abuse is defined as the use or possession of any non-prescription or illegal drug and is not permitted at school or on a school-sponsored activity. CIC has a fundamental legal and ethical obligation to prevent drug abuse and maintain a drug free environment.

**Firearms/Weapons:** Severity level 3. Bringing or possessing any type of firearm or other dangerous weapon which can be used to harm, coerce or intimidate any member of the school community on the campus or at a school-sponsored activity is strictly prohibited. Students and their parents need to realize that Venezuelan law treats substance abuse and firearms/weapons violations as criminal offenses.

**Fighting:** Severity level 1, 2, and 3 depending on the level of involvement. Intention to harm other students or staff on the campus of CIC or at a school event is strictly prohibited. Witnessed or intentional harm to others may result in immediate suspension.

**Threat:** Severity level 3. A threat is a declaration of an intention or a determination to inflict harm from one student to another. The student will receive a 3 day suspension and a psychological consultation will be requested, followed by counseling support.

**BULLYING / CYBER BULLYING:** SEVERITY LEVEL 1,2, OR 3. CYBER BULLYING OCCURS WHEN A STUDENT IS TORMENTED, THREATENED, HARASSED, HUMILIATED, EMBARRASSED OR OTHERWISE TARGETED BY ANOTHER STUDENT ON A REGULAR BASIS BY USING TEXT MESSAGING, EMAIL, INSTANT MESSAGING OR ANY OTHER TYPE OF DIGITAL TECHNOLOGY.

## **Review of the Information About Each Infraction**

In most cases, infractions will be examined and investigated by the concerned Principal and the teachers involved with the student. This would include a thorough review of the circumstances surrounding each infraction and any needed discussion with the student's parents. The Superintendent will be responsible for reviewing the findings and suggestions concerning the infraction and making a final judgment. This will be based upon the school's discipline policies, a review of the incident, and the severity level as signed to the infraction. The parents will be notified of any serious breach of discipline and brought into the school for consultations with those responsible as we decide the extent of each infraction. In any case where the severity level is a level 3, the Superintendent will meet with a Review Committee. This will consist of the student's adviser, the Superintendent, the president of STUCO, one additional teacher, and the involved student. This committee's task will be to closely review the facts of the case and ascertain that all needed information had been collected concerning the infraction. Once the case has been reviewed, the Superintendent will be responsible for making the final decision about the case in accordance with the school's disciplinary guidelines. In the case of severity level 1 or 2 infractions, the administration and concerned teachers will speak with the involved student and his/her parents. If the student requests it, the Superintendent will convene the Review Committee to examine the facts of any level 2 infractions and the penalty assessed to the student. In every case, the Superintendent will make the final determination.

**Board Involvement in the Procedures:** The Superintendent will review all level 3 offenses with the Chairperson of the Education Committee and Board President. The Board will then be informed of the decision.

## **Student Awards (Revised August, 2011)**

**A. Grade Level Awards:** 3 awards will be given at each grade level. The selected categories will be Achievement, Improvement, and Consistency. A total of 3 awards will be given at each grade level, but need not necessarily include all 3 types of awards (e.g. 2 achievements and a consistency). Note: individual class or subject area awards may be given by teachers, but should be given in class and will not be part of the awards ceremony.

### **CIC Grade Level Awards (A)**

- **Achievement:** The Achievement award is given to the student with the highest grade point average at each grade level. In the event that two or more students have identical Grade Point Averages the award may be given to each student. Grade Point Averages are calculated the last Friday before the awards ceremony.
- **Improvement:** The Improvement Award is given to the student(s) that

have shown a significant amount of improvement throughout the school year with overall behavior, attitude or academics.

- Consistency: The Consistency Award is given the student(s) that has Worked to the best of his/her abilities throughout the school year and has demonstrated this achievement through a high level of consistent effort.

**B. CIC awards for Citizenship and International Understanding:** 1 of each is given to students from 6-8 and one for 9-11

### **CIC Divisional Level Awards (B)**

- Citizenship Award Criteria: "The student demonstrates good citizenship through positive involvement in the school community and community at large, shows respect for others and the goals and values of CIC as an institution, and impacts constructively on peers by setting a positive example of group involvement and personal integrity."
- International Understanding Criteria: "Awarded to a student who is a good representative of his/her own country, with a positive attitude toward the life and culture of others, able to converse in at least two languages, a contributing force in the life of the school, with the ability to bring differing people together into a sense of community, thus furthering the cause of international understanding."
- Presidential Education Award's for Academic Excellence and Educational Achievement. These two awards are given to 8th grade students at the graduation ceremony Criteria for these awards can be found at [this site](#).
- Academic Excellence is based on GPA, testing, and teacher recommendation.
- Educational Achievement: The purpose of this award is to recognize students that show outstanding educational growth, improvement, commitment or intellectual development in their academic subjects but do not meet the criteria for the President's Award for Educational Excellence. This award should not be compared to the President's Award for Educational Excellence or be seen as a second tier award, for it recognizes a very different type of academic achievement. It is meant to encourage and reward students who work hard and give their best effort in school, often in the face of special obstacles to their learning.

This award is given to the student(s) which meets at least one of the criteria below and is his or her nomination is supported by a written recommendation from at least one of the student's teachers. The criterion reflects the purpose of the award and is applied fairly to all students. The student(s) must:

1. Show tremendous growth but did not meet all the criteria for the President's Award for Educational Excellence.
2. Demonstrate unusual commitment to learning in academics

- despite various obstacles.
3. Maintain a school record that would have met the school's selection criteria for the President's Award for Educational Excellence but illness, personal crisis, or special needs prevented the student from maintaining such high standards despite hard work.
  4. Achieve high scores or show outstanding growth, improvement, commitment or intellectual development in particular subjects, such as English, math, science, etc.
  5. Demonstrates achievement in the arts such as music or theater.
- ([Source](#))

## **Awards given to the Seniors**

1. "C.I.C. SPORTMANSHIP AWARD": To the senior who demonstrated outstanding esprit de corps, class and courtesy while a member of CIC's varsity teams.
2. "SANDY BLANCO MEMORIAL CITIZENSHIP AWARD": To the senior who did the best job at making the senior class and the school a better place for students.
3. "ECIS AWARD FOR INTERNATIONAL UNDERSTANDING": To a student who is a good representative of his/her country, with a positive attitude toward the life and culture of others, able to converse in at least two languages, a contributing force in the life of the school, with the ability to bring differing people together into a sense of community, thus furthering the cause of international understanding.
4. "GOSS THEATER AWARD"(\*\*): To the senior who made an outstanding contribution to the theater arts program.
5. "CAS AWARD": To the senior who was an excellent model in creativity, action and service.

(\*\*) This award may be renamed during SY 10-11.

## **CIC School Bus Procedures**

Colegio Internacional de Caracas is concerned about safety as we transport our students. Cooperation from parents, drivers, and students is requested as we attempt to keep buses safe for all concerned. It is the responsibility of the parent/guardian to see that a child attends school and is safely escorted and attended to at each bus stop. Our school buses only stop in front of houses/apartments established by the bus coordinator. Bus drivers are instructed not to wait for students. Students need to be waiting for the bus at least five minutes in advance to assure buses arrive to school in a timely manner. Students become the responsibility of our school when they board the bus in the morning and cease to be the responsibility of the school district when they disembark from the bus each afternoon. Students are not to disembark

from a school bus at another location without written permission from a parent or guardian.

**DISCIPLINARY ACTION** If the bus driver refers a student to the Principal for disciplinary action with a “Bus Referral,” the following procedure(s) will be followed.

- A. Warning – The Principal will inform the parents/guardian of the misconduct that made the warning necessary. The warning notice will be sent to the parents and copies sent to the Bus Coordinator and student file. This warning will also be made by telephone to the parent.
- B. Removal- Up to three (3) school days- The second offense may result in the loss of busing privileges for up to five (5) school days. Parents will be notified by telephone and letter with copies to the Bus Coordinator and the Academic Director.
- C. Removal-Up to ten (10) school days- The third offense may result in the loss of busing privileges for up to ten (10) school days. Parents will be notified by telephone and letter with copies to the Bus Coordinator and the Academic Director. A meeting with the student(s) and parents will be held at this time.
- D. Removal from busing privileges – The Academic Director will take before the administrative team, any student who will not follow the rules and regulations after a warning, a second and third offense. The fourth offense will result in the loss of busing privileges.
- E. It should be noted that a student may lose his/her busing privilege after a first offense if, in the interest of safety and well-being of other bus students, his/her conduct so merits.

### **2011-2012 Bus Rules and Regulations**

1. DO NOT GET ON THE SCHOOL BUS WITH FOOD/ NO EATING ON THE BUS.
2. REMAIN SITTING WHILE THE BUS IS MOVING.
3. RESPECT EVERYONE ON THE BUS.
4. NO SWEARING OR INAPPROPRIATE LANGUAGE.
5. DO NOT THROW ANY OBJECTS OUT OF THE WINDOWS/DO NOT SHOUT OUT THE WINDOWS

Failure to follow these rules may result in suspension of bus privileges.

### **Presentation and Editing Policies**

**CIC English Department**

## MLA Presentation of Printed Documents:

- All work should be identified with the following information in the upper, left-hand corner of the paper following MLA guidelines:
  1. Name
  2. Teacher's name
  3. Subject
  4. Date
- Begin with the title
- Subtitles should be used as advised by your teacher.
- All work should be double-spaced unless otherwise specified by your teacher.

## MLA citing

Use the author's last name and the page number of the book from which the secondary material comes. For example: Many travel writers have suggested that Bogota is the "most unjustly maligned capital in South America" (Anthony 13). This is...

## Handwritten Assignments:

These are acceptable if you have problems accessing a computer.

- All pages should be written in blue or black pen (not pencil) on lined paper with side margins.
- No correction fluid/liquid paper is permitted. Cross out mistakes with a single line.

## Editing Policy

Written assignments will be edited using the following scheme:

To Fix	Symbol
Spelling error	SP
Punctuation	P
Insert Word	^
Verb error	V
New paragraph needed	¶
Word used inappropriately or incorrectly	W
Capital/lower case letter error	=

Meaning unclear (and underline the unclear section)	??
Separate this into two words	/
The person marking should delete unnecessary words and provide extra advice in the margins as required.	

