

**Board Policy Manual
Colegio Internacional de Caracas
2011-12**

Colegio Internacional de Caracas Board of Directors Pledge
(adapted from the NAIS Principles of good Practice for Independent School Trustees)

As a member of the CIC Board of Directors, I shall do my utmost to represent our school by adhering to the following commitments:

1. I shall actively support and promote the school's mission, vision, strategic goals, and policy positions.
2. I shall be knowledgeable about the school's mission and goals, including its commitment to equity and justice, and represent them appropriately and accurately within the community.
3. I shall stay fully informed about current operations and issues by attending meetings regularly, coming to meetings well prepared, and participating fully in all matters.
4. I accept that the board sets policy and focuses on long-range and strategic issues. As an individual trustee I should not become involved directly in specific management, personnel, or curricular issues.
5. I shall take care to separate the interest of the school from the specific needs of a particular child or constituency.
6. I shall accept and support board decisions. Once a decision has been made, the board speaks with one voice.
7. I shall keep all board deliberations confidential.
8. I shall guard against conflict of interest, whether personal or business related.
9. I accept the responsibility to support the school and its head and to demonstrate that support within the community.
10. I accept that authority is vested in the board as a whole. A trustee who learns of an issue of importance to the school has the obligation to bring it to the head of school, or to the board chair, and must refrain from responding to the situation individually.
11. I shall contribute to the development program of the school, including strategic planning for development, financial support, and active involvement in annual and capital giving.
12. I accept that each trustee, not just the treasurer and finance committee, has fiduciary responsibility to the school for sound financial management.

Member, CIC Board of Directors

Date

COLEGIO INTERNACIONAL DE CARACAS

POLICY MANUAL

TABLE OF CONTENTS

SECTIONS ~	1.~	THE SCHOOL
	2.~	THE BOARD
	3.~	ADMINISTRATION
	4~	PERSONNEL
	5~	STUDENTS
	6~	EDUCATIONAL PROGRAM
	7~	SUPPORT SERVICES
	8~	FINANCIAL MANAGEMENT
	9.~	FACILITIES
	10.~	SCHOOL~COMMUNITY RELATIONS

reviewed and updated – June, 2011

SECTION 1- THE SCHOOL

1.1 -Mission & Vision

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 and 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.

1.2 – Language Policy

CIC recognizes that language is fundamental to learning. Language acquisition and proficiency are essential for the academic, social, and personal development of all students. It is through language that students learn about themselves and others and ultimately are able to lead rich, productive lives and become lifelong learners and responsible citizens. This language policy describes our beliefs and values about language learning and language teaching. These beliefs and values guide our practices both in our school community and in our classrooms.

Since language is intimately connected with cultural values and norms, we believe that learning a language is learning a culture. We believe that language acquisition occurs through meaningful use and interaction. We understand that language acquisition is a long-term process with learners moving through this process at variable rates. We recognize that native language proficiency is an asset and contributes to second language acquisition. Finally, as an international school supporting both the International Baccalaureate Diploma Program and the Middle Years Program, we value all languages and recognize multilingualism as a benefit to both the individual and society.

English is the language of instruction at CIC. Teachers and students are expected to use English in all classes except Spanish classes and other modern language classes. Spanish is permitted in class only if it benefits student learning. As such, all students need to be proficient in English in order to be successful in school and accomplish their academic, personal, and social goals. For many CIC students, English is not their mother tongue. For these students, English instruction is provided in all grades in order to develop their social and academic skills and enable them to reach the same level of proficiency as native speakers of English. While learning English, they have access to a full range of curricula at CIC.

Since Spanish is the first language of the majority of our students and Spanish is the language of our host country, Venezuela, we also offer Spanish instruction for native Spanish speakers in all grades. These Spanish classes support our belief in the importance of first language development and its role in second language acquisition. We encourage all our students with first languages other than English or Spanish to maintain and develop their native language literacy skills by arranging their own classes after school or on weekends. CIC facilities are available for this purpose. Our non-native Spanish students have the opportunity to learn Spanish as a modern language in all grades at CIC. French is another modern language option in grades 9 through 12.

At CIC all teachers are language teachers. CIC teachers understand their roles as language models for students and allow their subjects to be used as a vehicle for language learning. CIC teachers strive to create a positive environment in their classes that encourages language development and confidence in all students. Since CIC values bilingualism, it actively encourages and supports all English-speaking faculty and staff to learn Spanish and, likewise, all Spanish-speaking faculty and staff to learn English.

Adopted: 2006-07

1.3- LEGAL STATUS

The school is registered as a not for profit “Sociedad Civil”. All parents, except for faculty members, are share holders. The school is registered with the Venezuelan Education Ministry as a “registered” school. This certifies that we have permission to hold classes, but that we are different from a school registered as an “inscrito” school.

1.4- PARENT INVOLVEMENT IN THE SCHOOL

As a parent owned school, we expend a great effort trying to convince parents that the school and their children need the parents’ active involvement in the life of the school. This involvement can consist of volunteering for groups such as the Board and PSTA, and taking an active interest in their children’s education.

1.5- ANNUAL GENERAL MEETING

The school will have at least two meetings annually for all shareholders. These will be held in April to present the next year’s tuition for approval and in October. During the October meeting the shareholders will elect one half of the School Board and vote upon any other business the Board chooses to place before the shareholders based upon the dictates of the school’s statutes.

1.6- NON DISCRIMINATION POLICY

The school will not discriminate against any employee, student or parent based on their nationality or religion.

1.7- SCOPE/TYPE OF INSTRUCTIONAL PROGRAM

The school serves students in levels Nursery through grade twelve. The school's curricula is designed so that its graduates will be prepared to enter tertiary education. It has a commitment to retain its accreditation with the Southern Association of Colleges and Schools. It will also retain its IB and IGCSE programs. The medium of instruction is English. In the interest of students learning Spanish, the school will have two levels of Spanish instruction. One will be focused on native speakers, the other on non native speakers. These classes will be taught from grades 1-12.

The school has a Resource Department to give students temporary academic assistance. Students who require more than this department can offer will not be registered.

1.8- STATUTES

The school's statutes are attached to these policies. These are the legal framework for CIC's operations in Venezuela.

SECTION 2- THE BOARD

The Board of Directors of Colegio Internacional de Caracas is elected by the shareholders as defined in the Statutes and is responsible for the general management of the school system.

2.1- ELECTION

Board members are elected at the Annual General meeting. Their terms are governed by the Statutes and their terms are staggered.

2.2- LEGAL AUTHORITY AND RESPONSIBILITY

The Board shall exercise full control of the business affairs of the school and Sociedad Civil. It shall have the powers and perform all the acts which the Sociedad Civil and the school may legally exercise and perform, and which are legally required to be exercised and performed.

The Board is responsible for setting the school's policies and ensuring that these are administrated by the school's employees. The school's day to day management is the responsibility of the school's administration, led by the Superintendent. Any item not brought to the Board's attention is the administration's responsibility. The administration and the Board make the commitment to work in a collegial manner.

2.3- TUITION AND FEES

The Board sets the tuition and other fees. These will be presented to the parents in April of each school year for a formal vote approving or not approving these fees.

2.4- SCHOOL EMPLOYEES AND THEIR COMPENSATION

Compensation for employees is based upon the school's budget which is approved by the Board. The administration will provide the Board guidelines for this. The administration is responsible for setting up an evaluation system for each type of employee. The Board has a commitment to hire and retain only excellent quality employees.

The Board's legal powers allow the Board to vote on the termination of employees. In practice, however, this responsibility is delegated to the Superintendent.

2.5- SCHOOL- COMMUNITY COMMUNICATION

The Board encourages the use of publicity in order to communicate with parents and the community. The students will be asked to bring home information pertinent to this communication. The Superintendent is responsible for this publicity and will discuss this with the Board and Board President if there are questions as to the communication's appropriateness.

2.6- LAY CITIZENS ASSISTANCE TO THE BOARD

The Board recognizes that both shareholders and non shareholders can be of great assistance to the school. It encourages the use of these people where appropriate.

2.7 REMUNERATION OF BOARD MEMBERS AND OTHER SCHOOL EMPLOYEES

Board members are not remunerated in any way. They should not derive any financial benefit from their association with the school. School employees may not accept significant gifts from students or parents.

2.8- COMMUNITY CONCERNS

Shareholders with concerns about the academic program and its effect on their children should bring these first to the attention of the teacher involved. If this does not resolve the issue, the shareholders should speak first with the Principal and then the Superintendent. If the concern can still not be resolved, the shareholder should write a letter to the Board.

The Board will not place any complaint on the agenda unless this concern has been sent in writing to the Board, gives specific details as to the concern and is signed by the shareholder. Such complaints will be initially reviewed by the Board President and Superintendent.

2.9- BOARD COMMITTEES

The Board will use a committee system for researching and examining specific areas of the school. The major committees will be Finance, Education, Buildings and Grounds, and Marketing. Other committees may be formed as needed. Each Board member is expected to serve on at least one committee.

Each committee is responsible for reviewing their mission, and presenting goals for the year in October of each school year. They will be responsible for writing a review of the year by the June meeting.

SECTION 3- ADMINISTRATION

3.1 SUPERINTENDENT

The Board shall employ a Superintendent who shall be the administrator of the school. His term of appointment and salary shall be determined by a majority vote of the Board. The Board President, or a Board member designated by the Board, will be responsible for a written, annual evaluation of the Superintendent. The procedures for this will be contained in the minutes of the October Board meeting.

3.2 ADMINISTRATIVE TEAM

The Superintendent is responsible for forming an administrative team. At the minimum this will consist of Secondary and Elementary principals and a Business Manager. A administrative chart showing all the school's personnel and administrative responsibilities will be given to the Board at the September Board meeting.

3.3 SUPERINTENDENT'S RESPONSIBILITIES

The Superintendent shall be responsible for the organization, operation and administration of the total school program. Within limits of established policy, he shall make decisions involving the activities and personnel of the school. He shall organize the school and its employees into an efficient, democratic and cooperative institution of professionally trained workers who are focused on the importance of teaching and learning. His major effort shall be in the field of educational leadership and supervision. While the Superintendent shall be responsible for the safety, welfare and general development of the children within the school, it is of equal importance that he stimulate the teachers to guide and direct the physical, mental, social and emotional growth of the students in their care.

The Superintendent may delegate authority and responsibility to assistants and others at his discretion, but in every instance, he is responsible for the proper organization of the school and implementation of its programs and procedures.

The Superintendent shall be responsible to the Board of Directors and act under its direction for the following:

Board Policies.- He shall recommend policies to the Board, providing data which will permit the Board to evaluate the recommendations and shall be responsible for executing Board policies and decisions.

Report to the Board.- He shall report to the Board on the evaluation of the instructional program, progress of the students and the general administration of the school.

The Superintendent will submit his/her goals and objectives for the school year for Board review, modification and approval. This list should be presented not later than the August Board meeting for approval by the September meeting.

Personnel.- He shall supervise all matters relating to the recruitment, appointment, assignment, classification, evaluation, transfer, promotion or dismissal of staff members. He shall recommend to the Board personnel policies and proposed staffing. All matters pertaining to personnel shall be referred to the Superintendent for recommendation, and when needed, to the Board.

Teacher Meetings.- He shall plan and scheduled faculty, grade level or subject meetings essential to both administrative efficiency and the improvement of instruction.

Informing Staff.- He shall be responsible for providing staff members with information regarding Board policies and regulations and administrative procedures which relate to employees.

Substitutes.- He shall have the principals maintain a list of approved substitutes teachers and they will coordinate substitutes as needed. Substitute and part-time teachers shall be paid in accordance with a rate scheduled adopted annually by the administration and entered in the annual budget. They are entitled to proportional increases in case of any general salary adjustments.

Employee Evaluation.- He shall be responsible for the evaluation system used for all employees. The results of the teacher evaluation program shall be reviewed with the Board prior to recruiting for the coming year. These records are to be kept confidential. A written report of any evaluation documents or discussions will be placed in the employee's personnel file.

Termination of Employees Contract.- Termination for cause is the responsibility and duty of the Superintendent. He/she has the authority to suspend immediately any teacher who is not complying with the norms expected. Prior to any termination of a teacher, the Superintendent will discuss this with at least the Board president. The Education Committee and Board will be made aware of these deliberations. Payments of benefits

due to resignations or termination shall be made in compliance with, the Venezuelan Labor Law.

Salaries - He shall recommend and give a rationale to the Board of Directors salaries and related benefits for all employees.

He shall prepare annually an organization chart and salary schedule for all employees as part of the budget.

Student Admission.- He shall issue instructions for admission of students in accordance with the policies of the Board of Directors.

Student Classification.- He shall be responsible for the classification, promotion and graduation of students.

Instruction.- He shall be responsible for all phases of the instructional program, including the development of curriculum guides, adoption of textbooks, selection of instructional media and library books, organizing an In-service program, establishing a testing program and generally maintaining high standards of instruction compatible with the educational philosophy and objectives of CIC

Program Adjustments.- He shall report to the Education Committee regarding the instructional program and recommend such adjustments as are necessary to meet students' needs.

Guidance.- He shall be responsible for developing a staff awareness of the need for student guidance and for instituting effective guidance procedures in the school. This will include both individual and group counseling as needed.

Reporting and Report Cards.- He shall establish a system of reports, records and forms to be used in the school, including reports to parents on the progress of their children.

Student Activities.- He shall provide for the supervision of all student activities, including financial matters.

Student Behavior.- He shall be responsible for enforcing the student behavior policies of the Board. He shall have the power to hold students to a strict accountability for any disorderly conduct while using the school's transport, on school property, or while on a school sponsored trip.

Suspension/Dismissal of Students.- He shall have the authority to suspend/dismiss students. The Superintendent is responsible for contacting the parents or guardians when a student is suspended. For each suspension, a letter must be sent to the home listing the reasons for suspension, period of suspension, instructions to be followed by the student

during the suspension period and a request for the parent or guardian to confer with the Superintendent.

While under suspension, the student shall be in the custody of his parents or guardian and is not to attend or participate in any activity sponsored by the school. A suspended student shall not be readmitted to school unless he is accompanied by a parent or guardian.

An identical process must be followed for a student who is dismissed.

The Superintendent may suspend any student for infractions of school rules as stipulated in the School handbook, this policy manual or for other actions which have a negative effect on the school's program and student body. In all cases, the Superintendent will share information about any suspensions with the Board.

When a student's behavior becomes inimical to the other students' welfare and the school as a whole, the Superintendent may demand that the student be withdrawn from the school immediately. In this case no refunds will be made for any fees paid in advance

Supervision of Students.- He shall be responsible for the proper supervision of students in the school building and on the school yard during intermissions, noon and before and after school.

Disaster Drill.- At least one disaster drill shall be held during each semester. During this drill, all teachers and students shall participate in following the established instructions and the Superintendent shall check the time and efficiency of the drill in order to conform to reasonable safety standards.

3.4- SUPERINTENDENT'S NON-ACADEMIC RESPONSIBILITIES

1) Finance- He is responsible for the efficient organization of the schools financial resources. This includes all personnel, planning and inventorying of the school's resources.

The annual inventory should include an inventory of all the school's resources valued at over \$75.

2) Facilities- He is responsible for the maintenance, short and long term facilities planning and personnel for the school's facilities. This includes all personnel and operations, including the guard service. Where needed he will work with the various Board committees to accomplish these functions.

3) Security- He is responsible for developing a security and safety program which meets the school's needs.

4) **Communication with the community.**- He is responsible for the implementation of an excellent community information program so that all the school's constituencies are knowledgeable about the school's program.

The Board may assign other duties to the Superintendent as agreed to by the Board.

3.5- BUILDING PRINCIPALS

Each principal is responsible for the day to day operations of their areas of the school. This includes, but is not limited to the following:

curriculum development and oversight	Non academic program
personnel training and evaluation	Budget preparation
community relations	Maintenance of their areas
student discipline and morale	

3.6- ADMINISTRATIVE LEAVE - DAILY SCHEDULE

Administrators earn at least 30 days leave annually. In principle, however, this may change based on the school's needs and the level of administrative oversight which the school requires. Their hours will conform to the time needed to accomplish their jobs.

SECTION 4- PERSONNEL

4.1 TEACHING FACULTY

Faculty should be chosen for their academic preparation, teaching skills and ability to work with students, parents and teachers. The school's standards are that each teacher should strive to be excellent. Those who can not meet this standards will not be kept in the school's employ.

Faculty are found both in Venezuela and outside of this country. They should be certified in their country of origin and have the training and experience needed to improve this school's academic and non academic programs. The Superintendent is responsible for all facets of the hiring and termination of all employees. The Education Committee will be kept aware of vacancies and the criteria used to hire new employees. The Superintendent is responsible for the keeping of accurate records for all employees. These must include the teacher's academic record, certification and other pertinent documentation as to their experience and skills.

4.2 LOCALLY AND EXPATRIATE HIRED FACULTY

Wherever possible, the school will hire faculty locally. If faculty are not available locally, then the Superintendent will organize a recruiting process to find expatriate hires. The school will try to retain a balance of age, nationality, and training among the faculty. The school must adhere to a minimum of the AdvancED's (SAC) requirements when hiring teachers.

The school will develop benefits packages which will attract excellent teachers who are both local and expatriate hires.

4.3- FACULTY BENEFITS AND RESPONSIBILITIES

All faculty receive benefits according to benefits schedules which are changed annually. This includes a medical program. Up to two children of the teaching faculty and/or administration will be admitted without cost.

All faculty are responsible for comporting themselves in a professional manner in and out of the school. Each faculty member is to give of their time in supporting after school/nonacademic programs.

All faculty are required to work a minimum of 190 duty days within a 183 teaching day schedule. This work includes all professional responsibilities assigned to them by the school. Days may be added to this minimum if required by the school's curriculum.

4.4- PAYMENTS TO FACULTY

Faculty are paid according to the school's benefits packages and Venezuelan law and practice. These payments will conform to Venezuelan law.

Part time faculty are paid according to their schedule versus a full time teacher's package.

4.5- FACULTY WORKING SCHEDULE

This schedule is the responsibility of the Superintendent. Any changes are reviewed by the Education Committee.

4.6- FACULTY ASSIGNMENTS

The Principals and Superintendent will assign teachers their class schedules. Teachers are expected to make up yearly study guides and learning outcomes for each class and manage the class effectively.

4.7- FACULTY EVALUATION

The Superintendent is responsible for setting up and implementing an evaluation scheme for all faculty. This will be done in an annual basis for all faculty. This process can be reviewed whenever needed by the Board's Education Committee.

Teacher Evaluation Policy (NEW) adopted February 12, 2008 (see policy in Appendix I)

4.8- SCHOOL FUNDED IN-SERVICE PROGRAMS

The school will fund an in-service and professional development program for all teachers. This will be reviewed annually by the Education Committee.

4.9- SAFETY

All faculty and school employees are responsible for the safety of those on the school's property or those attending school sponsored events. Any problems must be immediately reported to the Superintendent and concerned Principal.

4.10- TUTORING

No teacher is permitted to tutor any student in the course the teacher is teaching to the student. Any tutoring of CIC students by any teacher must have the Superintendent's approval. This permission must be noted in the teacher's personnel file.

4.11- USE OF FREE MATERIALS

The school may not distribute free materials without the permission of the Superintendent. The school should not be used to advertise products.

4.12- REEMPLOYMENT

Teachers are notified by December if they will be rehired for the next school year. The evaluation process should make it clear where faculty are excellent and where they need to improve.

Faculty may be terminated according to the dictates of Venezuelan law and the school's evaluation procedures. In every case, the teacher's skill must be measured against the needs of our students and curricular expectations. The Superintendent will keep the Board aware of any termination proceedings and the reasons for this action.

4.13- PROVISIONS FOR LEAVE

The benefits programs will describe the provisions for leave for sickness, death of an immediate family member, a spouse's maternity and suspension for cause.

4.14- NON-TEACHING STAFF

The Superintendent is responsible for hiring all needed non teaching staff. He will be assisted in this regard by the other administrators in the school- Business Manager, Registrar, Maintenance Manager.

4.15- BENEFITS FOR NON-TEACHING STAFF

The school will develop a payment scale, benefits package and evaluation system for these employees. These should allow the school to hire and retain excellent employees. The benefits package will include medical and insurance benefits as stipulated by the Superintendent, Finance Committee and Venezuelan Labor Law.

Payments will be made based on a schedule approved by the Finance Committee. In most cases the employees will be paid twice a month.

Children of non teaching staff do not receive free tuition.

4.16-TERMINATION OF EMPLOYMENT

This will be done under direction of the Superintendent and after due process and the evaluation system has been followed. This decision will be made based upon the employee's performance and the school's needs.

4.17- HOLIDAY SCHEDULES

Employees are given holidays according to Venezuelan law. This schedule does not follow the same schedule as given to teachers.

4.18 - REDUCTION IN WORK FORCE

Should it become necessary to reduce faculty and staff within the contracted period because of decreased enrollment, insufficient funds, inability of obtaining work permits or visas, or a reduction in the School program, the Superintendent shall submit to the Board of Directors a proposal for reduction in force. Such a proposal will be based on the School's needs, with due consideration given to staff members' certifications, experience, overall qualifications, performance evaluations, and seniority. The Board's decision on the proposal shall be final.

Any professional or support staff employee who is terminated because of reduction in force shall be given notice in accordance with his/her contract, and shall be entitled to termination benefits as described therein or elsewhere in policy.

ADOPTED: 18 September 2006

4.19 – FORCE MAJEURE CLOSINGS

If the School is to be temporarily or permanently closed by order of the Host Government or the Board of Directors, as a result of an emergency Force Majeure situation, employees shall be entitled to termination benefits in accordance with the terms of their contracts. "Force Majeure" for the purposes of this policy is defined as "an event or effect that cannot reasonably be anticipated or controlled." Two examples of where "Force Majeure" situation could be applied are for emergency security and/or Government actions. For such benefits to apply, temporary closure must extend for four (4) or more weeks. Decisions by embassies and other organizations in the community to reduce personnel during a security emergency, while weighed by the Board, will not necessarily cause the Board to determine "Force Majeure".

Locally contracted faculty, as stated in their contracts, shall be entitled to benefits under the Venezuelan Labor Law. Unless specified in their contracts, no other benefits will be part of their settlement.

If overseas contracted employees (Ex-pat-recruited) and/or their dependents are required to leave the city, region or country by order of the Board of Directors, the following contract procedures shall apply:

A. The School will pay the cost of transportation for the employee and their authorized dependents to Point of Origin; or other designated destination as might be determined by the Board while considering the extent of the Force Majeure emergency situation.

B. The School will pay the cost, up to an amount stated in their contracts, for shipping the employee's personal effects to Point of Origin to the extent of the employee's contract if the School closure is permanent.

C. With permanent closure, the School will pay the Employee three (3) months salary or salary until the end of the Employee's current school year, whichever is less.

D. If the School is unable to ship the employee's personal effects to the employee's Point of Origin, after a permanent Force Majeure closing, or if the employee's personal effects are damaged or destroyed, the School may, if finances are available, reimburse the employee compensation equal to the cash equivalent of terminal allowances as stipulated in either policy or the employee's contract terms.

E. The School will not assume the financial responsibilities, as outlined in this policy, if the employee and or his/her authorized dependents leave the city, region or country prior to an official order to do so by the Board of Directors.

G. In the case of a temporary Force Majeure closing, if an employee refuses to return to the School after the emergency prompting the closure is no longer in effect, the employee's refusal to return will be considered a breach of contract and the School's responsibilities as outlined in this policy will cease, unless the expire date of the employee's contract has been exceeded. In such cases, the contract terms for non-renewal shall apply.

These Force Majeure procedures are subject to the terms of each employee's contract with the Board of Directors.

ADOPTED: 14 November 2006

4.20 - Limitation on Ex-pat Recruited Status

The school hires some teachers as recruited ex-pat teachers with special benefits in order to attract them in a competitive market and to enhance the educational programs and prestige at the school.

These benefits are designed to make the position attractive and to ease the ex-pat teacher into living in Venezuela and working at the school. After some period of time the reason for these benefits ceases to exist if the teacher makes Venezuela home.

Ex-pat benefits will be limited to teachers for either six (6) years or two (2) contracts whichever is less. This means that a teacher can have a maximum of one (1) contract prolongation beyond the original contract before losing ex-pat recruited benefits. At the conclusion of either the two contracts or six years, the ex-pat recruited teacher can continue to work at CIC but must then be placed on Local Salary scales and with Local Benefits package. Otherwise, the teacher will have to leave the employment of CIC.

ADOPTED: 14 November 2006

SECTION 5- STUDENTS

5.1- ENROLLMENT

Students may be enrolled who: a) meet our academic standards, b) have completed all needed registration paperwork, c) have taken any required placement exams and d) have paid the appropriate fees. Priority for admission will be given to those who have been previously enrolled in CIC. Students who have completed one grade will be admitted into the next higher grade even if their age does not correspond to the ages listed in 5.2. The school may ask for proof of age. A passport or national identification card are accepted for this.

5.2- ENTRANCE AGE

Students must be the following ages by 30 September in order to be admitted into the classes listed below. Exceptions can be made by the Superintendent and Principal only in extraordinary circumstances.

Pre-Kg	4 years old
Kg	5 years old
1st grade	6 years old

5.3- REQUIRED REGISTRATION INFORMATION

The school requires that all those wishing to enroll have copies of prior school records. If these are not available the child will be placed in a grade appropriate to his/her age and placement tests. The parents have 30 days to send this information to the school. Until this time the registration is considered to be on a temporary basis.

Students should have the academic skills needed to do well at this school. Students whose records show weak academic results may be admitted on a provisional basis. If the student's academic results do not improve within this contract period, the student will not be allowed to remain at CIC. No refund will be made for the academic term in which the child has studied.

5.4- LEAVING SCHOOL

No student may leave the school grounds during the day without the written permission of their parents/guardian and final approval by a Principal or the Superintendent. Students who do leave during the school day must sign out at the Registrar's Office. Students wishing to visit another student after the school day must bring written permission from the parent/guardian if the student is to take alternative transportation after school.

5.5- TRANSPORTATION OF STUDENTS

Students may be brought to school in any way deemed appropriate by their parents. Students who use the school's bus service must obey the school's policies. Those who do not will not be permitted to use this service.

Seniors who have a valid Venezuelan drivers license and written permission from their parents or guardians may park their vehicles on the school's property, space permitting.

In some cases students who are involved with after school activities may be allowed to park their vehicles on school property after the school's academic day. The Secondary Principal is responsible for administrating this.

5.6- ILLNESS

Parents may be asked to keep their children home if the child has a communicable disease. If appropriate the Superintendent and School nurse will notify other parents of any communicable disease.

5.7- PENALTIES INFRACTIONS OF SCHOOL RULES

The administration is responsible for writing a set of rules/regulations. These are discussed with and then approved by the Education Committee. The Board will then give their final approval to this document. A copy of this document is attached.

5.8- SCHOOL BEHAVIOR AND DISCIPLINE

The school expects students to treat others in the same way the students would like to be treated themselves. The school will extend every effort to train students in self discipline and respect for others. Students are expected to adhere to the school's rules. In addition, students are required to adhere to any local laws or standards applying to the conduct of juveniles.

Parents are seen to be the primary people responsible for guiding their children's behavior. Parents are required to cooperate with the school as behavioral standards are implemented. This will include attendance at any needed meetings with the school's personnel.

5.9- DAMAGE OR LOSS OF SCHOOL PROPERTY

Students must make restitution for any damages to school property. This cost will be decided upon by the Superintendent and will include replacement of anything damaged. This restitution does not impinge upon any other disciplinary action deemed necessary by the school administration.

5.10- STUDENT ORGANIZATIONS/ACTIVITIES

The formation of and support for student organizations is an ongoing responsibility of the school's administration. Each organization must have at least one adult sponsor and be approved by the Superintendent.

5.11- SOLICITATION OF FUNDS FROM STUDENTS

No funds will be solicited from students without the Superintendent's permission. These funds must be allocated for class or community service activities.

5.12- SCHOOL SPONSORED EVENTS

School sponsored events are all those organized by the school whether they be on or off the school campus. Funds collected for these activities must be deposited into the activity's account in the Business Office. All school regulations are in force during any of these activities. No alcohol will be served at any school sponsored event which includes students. Tobacco use is not permitted on school property as per Venezuelan law. In some

specific cases such as the senior prom, smoking may be allowed after approval by the Board.

5.13- SCHOLARSHIPS

As of February, 1998 the Board voted to discontinue any scholarship assistance to parents other than allowing children of faculty members to attend CIC free of charge.

5.14- FIELD TRIPS

Field trips are governed by the rules in the student/teacher handbook. All trips must have a significant educational component.

SECTION 6.- EDUCATIONAL PROGRAM

6.1- CURRICULUM DESIGN

The school's administration is responsible for the design and implementation of a curriculum which will meet the needs of students. The school focuses its program on those capable of completing tertiary education. This demands that the academic program be of excellent quality and equal to the best international or private schools.

The administration can choose to change some of the individual programs, but must review these changes with the Education Committee.

Students will be accepted into the school based upon their ability to meet the demands of this curriculum. Those who can not meet these demands will not be retained in the school.

6.2- ADVANCEMENT TO THE NEXT GRADE/LEVEL GRADUATION CREDITS

Students must meet the requirement of each grade prior to being advanced to the next grade. Seniors will not graduate unless they fulfill the academic requirements as stipulated by the school. These can be adjusted as needed, but will demand at least 24 credits for graduation. These credits are described in the school's handbooks.

6.3-SCHOOL CALENDAR

The Superintendent is responsible for presenting the next year's calendar to the Board of Directors in December of each school year. This must include a minimum of 182 school days. School days are defined as days where students attend class at least until 12 noon.

6.4- OVERVIEW BY EDUCATION COMMITTEE

The Education Committee is comprised of at least two Board members, the administrators, two teachers and two parents appointed by the Committee. It is responsible for oversight of the school's educational and non educational programs. Any significant changes to these programs must be reviewed by the Committee.

6.5- SCHOOL ACCREDITATION BY SACS (AdvancED)

The school is accredited by the Southern Association of Colleges and Schools (SACS) now referred to as AdvancED. The school has a commitment to continue this accreditation.

6.6- ESL PROGRAM

The school offers ESL instruction for students in grades 1-12. Students who need to have this extra instruction will be given placement testing prior to their beginning classes. Students will not be accepted in the Secondary school unless they can improve their English to the point where they can meet the academic demands of the 11 or 12th grades.

6.7-INSTRUCTIONAL MATERIALS

The school has a commitment to have excellent instructional materials. These will be purchased as needed or according to the curriculum review cycle set by the administration. Such materials are provided free of charge to all students.

6.8- ACADEMIC MEASUREMENT

The school will use at least one externally developed and evaluated exam annually. The grades to be given this exam will be stipulated by the Education Committee. As of the 1997-1998 school year, externally written and graded exams were given to students in grades 2,4,6,8, and 10. These results will be examined by teachers and administrators. A

written report as to their results will be given to the Education Committee for review and then the Board. Parents will be sent their children's scores. These scores will be used as ways to better the educational program. All other external exam results will be shared with the parents.

The school also gives the PSAT, SAT, ACT exams. As of the 1997-1998 school year, 10th graders could take the IGCSE exams. Seniors also have the opportunity to take the IB and some selected AP exams.

6.9- RESOURCE CENTERS

The school will support and staff a Resource Center at all levels of the school. Although this center may assist students with Learning Disabilities, it is not designed to serve those students who need full time assistance from this department in order to meet the school's academic demands. Placement tests will be given all students who may need to be screened for this Center. Any extraordinary testing will be the responsibility of the parents.. In addition there will be a program for talented Elementary students.

The school's Resource Centers are focused on the following.

- 1) Providing a program of remedial work for those students who are behind in a specific subject.
- 2) Providing a Talented Program for students in grades 2-6 who could benefit from a small class which focuses on talented students. The Elementary Principal is responsible for this program.

6.10- NONACADEMIC PROGRAM

The school has a commitment to sponsor an excellent extracurricular program for all students. This will include a range of Fine Arts and Sports activities. Teachers will be asked to sponsor these. When this is not possible, the school will contract outside employees. The Superintendent is responsible for the implementation of these programs. In some cases these programs will include a community service element. In addition, the Secondary school will develop and support a Wellness Program focused on assisting students with current concerns such as peer pressure, healthy living and child-parent relations.

6.11- FIELD TRIPS

All field trips should have a strong academic component and will be governed by rules written up by the Principals and the Superintendent. These rules will correspond to the school's policies and mission.

6.12- LIBRARY/MEDIA CENTER

The school has the commitment to have an excellent library/media center which gives any needed support to the school's program. This area will include all technological materials needed for the students to meet the school's academic goals/mission.

6.13- SCHOOL PUBLICATIONS

These are the responsibility of the Superintendent and the individual faculty advisor. We will try to have a balance between publications produced by the school and by the students.

6.14 – CLASS SIZE

The Superintendent shall advise the Board of Directors should any reach capacity.

Secondary School – Grades 6- 12

When a class in the Secondary School reaches 23 students, the Superintendent will notify the Board of Directors that a class size is approaching capacity. Should the class size reach 25, the class will be closed, or split into two sections, unless otherwise approved by the Board of Directors.

Early Childhood – Pre-Nursery, Nursery, Pre-Kindergarten, and Kindergarten

When a class in the Early Childhood program reaches 15 students, the Superintendent will notify the Board of Directors that a class is approaching capacity. Should the class size reach 17, the class will be closed or split into two sections unless otherwise approved by the Board of Directors. Upon the closing of a class, a waiting list will be created.

Elementary School – Grades 1-2

When a class in the Elementary School, grades 1 and 2 reaches 18 students, the Superintendent will notify the Board of Directors that a class size is approaching capacity. Should the class size reach 20, the class will be closed or split into two sections unless otherwise approved by the Board of Directors. Upon the closing of a class, a waiting list will be created.

Elementary School – Grades 3-5

When a class in the Elementary School reaches 23 students, grades 3, 4, and 5, the Superintendent will notify the Board of Directors that a class size is approaching capacity. Should the class size reach 25, the class will be closed unless otherwise approved by the Board of Directors. Upon the closing of a class, a waiting list will be created.

Another section of an individual class may be opened if an Elementary School or Secondary School class size reaches capacity. The opening of another class will be at the discretion of the Director of Academics and Superintendent with consultation from the divisional principals.

Adopted by the Board April 2008

SECTION 7- SUPPORT SERVICES

7.1- TRANSPORTATION

The school will provide safe and efficient transportation services for the students. The Superintendent is responsible for this program, and will delegate specific people to administer the program on a day to day basis. A maintenance and driver safety program will be part of this administration. The fees will be set based upon deliberations of the administration and Finance Committee.

7.2- FOOD SERVICES

The school will provide canteen which will serve affordable and healthy food for students and employees. The canteen will be rented or subcontracted to a provider who will do the needed food preparation. The school will provide the needed equipment for this and meet the cost of repairs.

7.3- HEALTH CARE

The school will provide excellent care which meets or exceeds the standards set by Venezuelan law. The school will have at least one nurse on duty during the school hours. She will be responsible for developing an efficient program for students.

All parents will be asked to send an annual form to the school specifying: a) the medicines which can be given by the nurse to their children. and b) any of their child's medical concerns which the school must know about. In addition, the health professional will be responsible for working with the Superintendent to provide needed testing for the school's water and food supply.

The school's counselor, principals and nurse will also have a list of medical professionals who may be referred to parents who need these specific services. In addition, the school will subscribe to an ambulance service for emergency use during the school day

SECTION 8- FINANCIAL MANAGEMENT

8.1- FEES

All fees are established annually by the Board of Directors. Parents are asked to attend a meeting to discuss the next year's fee schedule in mid April of each school year. The Board can decide to modify this schedule based upon the Statutes.

Fees consist of shares, tuition, registration, and capital fees. Tuition and registration fees are paid annually. The share cost can be adjusted by the Board in compliance with the statutes. Capital fees are paid once by students as they enter in grades Kindergarten -12th grades.

Fees are based upon payment in trimesters or whatever other schedule is decided upon by the Board. No student will be allowed to pay less than one trimester of tuition plus the registration and capital fees to cover any time spent at the school during the academic year.

Parents are responsible for all fees even if a third party is paying the fees. Any late charges are the ultimate responsibility of the parents.

Payments can be made in any hard currency at the rate of exchange on the date of payment.

No transcripts will be released unless all fees have been paid in full.

Nonpayment of fees can result in suspension from the school.

8.2- REFUNDS

Refunds are paid as per the information on the tuition schedule provided to all parents. In principle the Board does not refund any fees for students who have been withdrawn from the school at the school's request. If a student is withdrawn during the year by his parent's request, no refund will be made for the fees associated with the trimester in which the student is studying. Prepaid tuition fees covering the money owed for trimesters past that in which the student is studying will be refunded. Registration and capital fees will not be refunded under any circumstance.

8.3-ANNUAL OPERATING BUDGET

This will be prepared by the Superintendent and Finance Committee. The basic parameters of this budget will be discussed and agreed upon by the Board during December-February. Teachers should then be told of the salary scale by December of each year. An initial draft will be given to the Board by February of each year.

The Finance Committee and the Superintendent are responsible for giving the Board adequate drafts of this budget so that the Board can make a final decision by mid April of each year. This draft will be presented to the parents in April of each year.

In addition, the Superintendent and Finance Committee will also prepare Capital and Transportation Budgets.

8.4- SCHOOL FUNDS/SIGNING AUTHORITY

Expenditures of funds for the operating budget are the responsibility of the Superintendent. The Finance Committee will authorize a choice of banks for the school's accounts. Cash at the school should be kept at an absolute minimum. The funds in the school's various accounts will be administrated by the Superintendent and Business Manager under the direction and compliance of the Finance Committee. The Finance Committee is responsible for setting up an investment strategy for funds over and above those which are needed for operating expenses. These funds will be invested and administrated by a company chosen by the Finance Committee. The guidelines for this investments will be minuted at the October Board meeting.

Petty cash funds- these can be maintained by the Business office and Superintendent as authorized by the Finance Committee.

Signatories- The Board will appoint members of the Finance Committee and the board President to be signatories. The Superintendent will also be a signatory. Each check must be signed by at least two of the signatories.

8.5- STUDENT ACTIVITY FUNDS

Accounts for student activities are kept by the Business Office and are the responsibility of the faculty advisor and concerned Principal. The Business Office must give an accounting for these funds whenever needed, but at a minimum of every three months. All expenditures must be authorized by the building Principal and activity advisor.

8.6- BIDS RECEIVED BY THE SCHOOL

All bids will be reviewed and finalized based on the Board Committee's and Superintendent's judgment as to their value for the school. The school is not bound to accept the lowest bids. In most cases the Board Committee or school department will ask for two bids for any significant purchase.

8.7- CONFLICT OF INTEREST

Board members and all school employees must avoid any conflict between their personal interests and those of the school when having any business to do with the school. Board members should not earn money from the sale of goods and services to the school.

8.8- ANNUAL AUDIT

The Finance Committee will arrange to have an annual audit of the school's finances and administrative functions. An independent company will be chosen to do this audit. This will be done as soon as possible after the close of the financial year, examined by the Finance Committee and presented at the annual meeting in October. As of 3/98, the financial year was 1 July-30 June.

As part of this procedure, the Finance Committee will oversee the writing of needed procedural manuals to ensure the proper management/accounting of the schools funds.

8.9- OFFICIAL BOOKS OF THE SCHOOL

The official books kept by the school shall be those prescribed by the Venezuela Commercial Code, which at present are: *Actas de Asambleas, Actas de Junta Directiva, Libro Mayor, Diario and Libro de Inventarios y Balances.*

The Superintendent is responsible for their custody and they shall be kept in a safe place file of the school's other important papers shall be kept by the Registrar.

8.10- INSURANCE

The Superintendent is responsible for ensuring that the school has adequate insurance coverage in all areas- liability, vehicle and property. This will be reviewed on an annual, basis by the Finance Committee.

8.11- FIANZAS

In general, Fianzas will be signed only to cover faculty housing.

8.12- LOANS, SALARY ADVANCES

These will not be given to any employee unless approved by the Board upon recommendation by the Finance Committee.

8.13 - FINANCE COMMITTEE DUTIES

The Finance Committee shall write a description of the investment and accounting strategies and present this for Board discussion in October of each school year. The Committee will also ask the Superintendent be responsible for having an operations/procedures manual for the Business office.

8.14 – RESERVES

The Finance Committee shall insure that the liquid reserves of the school are sufficient to guarantee a swift transition from "active" to "closed". Thus a minimum of 3 (three) years of normal maintenance expenses plus, the total cost of closing including all employees severance payment, must be readily available at all times in reserves.

ADOPTED: 14 November 2010

8.15 - SCHOOL INVESTMENTS PROGRAM

The Board of Directors considers an investment program a critical ingredient of sound fiscal management. The Board authorizes an investment program where the primary objective is to provide safety and liquidity of capital and thereafter to obtain appropriate yield to supplement other revenues for the support of the School's educational program. The investment program will be administered in a way that will ensure:

- A. The continuous process of temporary investing of fund balances and moneys available for investment purposes, through the use of quotations, to obtain a reasonable yield commensurate with safety and liquidity of capital on all investments.
- B. The maintenance of a cash flow analysis that will provide data to assist proper planning and decision-making regarding amount, duration, and type of investments.
- C. The assurance that all School investments will be in compliance with the regulations and laws of the country in which the investments are made.

Policy Intent

To provide for the safe and secure investment of the schools cash assets, and to insure that they are both readily available in the case of emergency and invested wisely to maximize earnings on those funds not currently required for operations.

Broader Interpretation

This policy delegates the wise and prudent investment of the schools cash assets with the School's administration to insure that the funds are safe, readily available for an emergency, yet earning interest when not needed for current transactions. The process and guidelines are given, as well as some of the steps required to insure that the policy intent can be met.

Implementing Procedures

1. The Chief Accountant shall be responsible for the maintenance of a cash need analysis to insure that adequate cash is maintained in local and overseas checking accounts to cover immediate and short-term payments of obligations. The Board of Directors and Finance Committee are responsible for insuring cash is maintained only in the currency required for normal operations and payrolls.
2. This analysis shall be reviewed at regular and frequent intervals at the Finance Committee meetings to insure accuracy, and validity of assumption.

3. The balance of funds not immediately required for operations shall be invested in financial instruments which are safe, yet permit rapid access in case of emergency. These instruments shall be determined to be appropriate by the Finance Committee, in conjunction with the Superintendent and with the approval of the School Board of Directors.

4. A division of invested funds shall be maintained between the host country and the US, weighing off any loss in interest income against the safety and security required and the need for funds of various types to meet school obligations.

5. The Business Office Coordinator jointly with the Superintendent may execute any and all documents relating to the School's investment program, only after they have been duly approved by the Finance Committee. Any binding documentation must be signed by the authorized signatories from the Board of Directors. The Business Office Coordinator may confer with reputable consultants regarding investment decisions when necessary. A monthly report of investments shall be made to the Finance Committee and its Chair will report to the School Board of Directors.

6. The method of investment shall be established and reviewed from time to time, but in general shall be in CDs carried by the School's principal depository, to insure smooth conversion of funds and immediate placement into appropriate operating accounts. No investment shall be made by the school in which there is any risk whatsoever to capital, whether it be hedging or in any other manner placing capital at risk, directly or through a premium.

SECTION 9- FACILITIES

9.1- FACILITIES PLANNING

The Superintendent and Buildings and Grounds Committee will develop a facilities improvement plan. This will be updated annually and discussed with the school community. The school makes the commitment to provide facilities capable of supporting excellent school programs.

9.2- MAINTENANCE STAFF

The Maintenance Supervisor will report to the Superintendent. The school will have the number of quality of needed personnel for this department so that the school is a model of institutional maintenance.

9.3- SAFETY

The school will have safety programs and ensure that the facilities are safe for its students and employees. This program will include emergency drills for earthquakes, fire and other emergencies on a regular basis. The Superintendent will have a radio to contact the US embassy. The Superintendent will also liaise as needed with any applicable local authorities.

9.4- CAPITAL AND OPERATING BUDGETS

The school will develop three types of annual budgets: operating, capital and transportation. The school will have an operating budget which covers the school's annual operating costs. The tuition and registration fees charged to students will be sufficient to cover these costs. The capital budget will support the financing of capital assets and extraordinary expenses. The transportation budget will delineate the expenditures/income needed to support the school's transportation program. The Finance and Buildings and Grounds Committees will meet to discuss any needed clarification in these expenditures. The Finance Committee will ensure that it gathers information from other committees as to the allocation of capital funds.

9.5- USE OF SCHOOL EQUIPMENT

In most cases the school's equipment/property will not be lent, unless specifically authorized by the Superintendent.

9.6- USE OF SCHOOL FACILITIES

Community groups may apply to use the school's facilities when these are not needed for school events. The Superintendent will set up a procedure for use applications and a master calendar will be kept in the Superintendent's office.

Organizations eligible for the use of the facility shall be youth orientated activities or those activities which will assist the school's marketing or relationships with the surrounding community. Groups using the facilities should sign a liability waiver and are liable for any damages while using the facilities. Permission to use the facilities may be withdrawn at any time based on a decision by the Superintendent.

Smoking can be approved by the Board for special events held on the school's premises.

9.7- FEES

The Superintendent may decide to levy a fee for the use of the facilities. In some cases this fee will be used to ensure that proper maintenance is followed before and after the event. All fees will be deposited in an account designated by the Business Office.

In most cases there will be a fee equal to 10% of gross revenues charged to all organizations using the facilities for profit.

9.8- SECURITY

The group using the facilities can be required to hire a private guard service if this is deemed necessary by the Superintendent.

9.9- USE OF SCHOOL CLASSROOMS

The use of classrooms shall be more restricted than the non classroom areas of the school. The Superintendent must ensure that these and property inside the rooms will not be damaged by the organizations wishing to use the classrooms.

9.10- BUILDING PROJECTS

Once authorized by the Board, the Superintendent is responsible for implementation of any facilities improvements. In most cases he will hire a civil engineer to oversee these projects. In most cases, the Buildings and grounds committee will hire an outside party/company to oversee any construction projects. This will help ensure that contracts are well written and adhered to by both the school and the contractor.

SECTION 10- SCHOOL-COMMUNITY RELATIONS

10.1- GENERAL OBJECTIVES

The school has a commitment to maintaining excellent relations within the school community and in the municipality. This can best be done by providing excellent academic and nonacademic programs which project a positive image among these constituencies. It is the responsibility of the administration to initiate such programs and these programs will be implemented with the teamwork of the various constituencies.

An activities calendar will be developed and all events listed on this for the CIC community's benefit. This calendar will be sent to the parents on a regular basis.

Every effort will be made to maintain excellent relations with the official education authorities and the metropolitan community.

10.2- SPECIFIC SCHOOL ORGANIZATIONS

The school will give its support to the PSTA(parent, student, teacher organization). The administration will work to enhance the working relationship between the school and this group. The PSTA may nominate a member to sit on the Education and Buildings and Grounds Committees.

The Student Government is an integral part of the student life at the school and will be given leadership by the administration and faculty.

The school will support a biweekly newsletter which will be sent to all parents. Each section of the school will also send out a weekly newsletter on those weeks when there is no all-school newsletter

10.3- MARKETING SCHOOL EVENTS

The school Marketing Committee, the person in charge of Parent Liaison and the administration will do all it their power to ensure that any of the school's activities receive coverage in the local media. This includes both the Spanish and English newspapers.

10.4- DISTRIBUTION OF ADVERTISING MATERIALS

This will not be done without specific and written permission of the Superintendent.

Appendices

I. Teacher Evaluation Policy:

Evaluation at CIC

Philosophy

We at CIC believe that a preeminent school documents the strengths and contributions of its teaching staff and actively promotes their professional development. Effective evaluation is an essential component in achieving both goals. The evaluation process is distinct from professional development, although the two

do overlap and interact. A good evaluation process will identify deficiencies that need to be addressed and ameliorated through mentoring, as well as strengths that should be developed and shared.

Purpose

The faculty and administration of CIC support an evaluation procedure that will:

Assure Competence: New teachers need to be initially evaluated and veteran teachers periodically evaluated on the four key components of teaching:

1. knowledge of subject matter
2. communication skills
3. a positive rapport with the students
4. lesson preparation and assessment.

Maximize Teacher Retention: Teachers who have demonstrated competency in these critical areas will subsequently be evaluated on professional growth activities that will motivate teachers to make a greater commitment to the learning community.

Bring School Improvement: The professional growth activities, or Tier 2 projects, will contribute to school-wide improvement while allowing teachers latitude in choosing an area of focus that is of interest to them. Teachers should keep in mind when deciding on their Tier 2 projects, that individual choices that support school wide goals will result in the greatest student learning. It is also essential that time is allocated by administration to veteran teachers to work on their Tier 2 projects.

PROFESSIONAL APPRAISAL AND PROFESSIONAL DEVELOPMENT PROCESSES

At CIC, we have a two tiered system for evaluation and professional development.

Tier 1

Teachers in their first year of employment at CIC (hereafter known as first-year teachers, even if the teacher has many years of experience) must comply with the Tier 1 requirements, which include the following:

- 1) Professional Appraisal. The professional appraisal looks at four main components of a teacher's performance:
 - a) How well the teacher knows the content;
 - b) How well the teacher communicates the content to the students;
 - c) The rapport the teacher has with the students and how well s/he controls the class;
 - d) Other general comments and observations about, but not limited to, lesson preparation and assessment.

The Professional Appraisal is a formal observation, which takes place once or twice a year, ideally during the first and second semester, respectively (the second observation should not take place at the very end of the year.). The observation process includes pre- and post-observation conferences to discuss and assess content, instructional strategies and student involvement. The Lesson Reflection, written by the teacher, should be submitted during the post-observation meeting and the observer should share his/her observations and suggestions with the teacher at this meeting, a meeting which should take place within five days of the observation.

2) Student Feedback. A first-year teacher is required to have his/her classes fill out a student evaluation form. A summary of students' opinions is compiled by the teacher and added to the Professional Appraisal Folder. Sample student feedback forms are available from Administrators.

3) Review with regard to adherence to faculty expectations. This review examines a first-year teacher's performance in regard to the many expectations CIC holds for its faculty. These faculty expectations should be added as an addendum to their contract, and new faculty should sign this addendum as proof that they have read and understand the school's expectations. The school should look for avenues whereby teachers, especially local hires, would not incur costs when fulfilling the school's expectations (e.g., perhaps the PSTA could provide local teachers with food coupons at the Welcome Back BBQ since it is obligatory that they attend).

It is felt that because first-year teachers have so much to learn about CIC and its expectations, it is unrealistic to expect them to complete additional professional growth plans.

Tier 1 appraisals occur only in the first year of a person's employment at CIC, unless:

1) The teacher's professional appraisal or faculty expectation appraisal was felt to be lacking in some way, in which case the teacher and administrator must come up with an improvement plan, which must specify professional development supports, performance criteria, and timelines for improvement.

or

2) An administrator decides that s/he would like to conduct a professional appraisal in a year other than the teacher's first.

or

- 3) A teacher changes teaching areas, for example, from one subject area to another, from one school division to another.

Timeline for Tier 1

First Professional Appraisal and follow-up meeting to occur before December 1.

Second Professional Appraisal and follow-up meeting to occur before April 15.

Student Feedback should be submitted by December 15 for those classes that are semester-unit or quarter-unit, meaning they take place completely in the first semester (i.e., they do not continue into the second semester).

Student Feedback should be submitted by April 15 for those classes that are year-long or take place completely in the second semester.

Faculty Expectations Form to be completed by May 15.

COLEGIO INTERNACIONAL DE CARACAS
FACULTY EXPECTATIONS FORM
TO BE COMPLETED BY MAY 15

In addition to the Professional Appraisal and Professional Development process, there are certain expectations Administration has for CIC faculty within the aims of the I.B. Learner Profile. These expectations are listed on this form with space for comment. This form is filled out by Administration in the first year of a teacher's employment and again after the first year of employment, if deemed necessary by the Administration or for other reasons explained in the Tier 1 description. It is not expected that faculty members will achieve all of the expectations listed here but that, overall, will be in compliance within each Area.

Name of Teacher: _____

This review of School Expectations was shared with the teacher on _____.

(Teacher's signature)

(Administrator's Signature)

SCHOOL EXPECTATIONS	
AREA	
PASTORAL CARE	<ul style="list-style-type: none"> ➤ Provides a nurturing and supportive classroom environment. ➤ Is approachable and relates well to students.
Striving to be Caring, Open-Minded, Communicators	<ul style="list-style-type: none"> ➤ Liaises with the school counselors and administration so they remain informed about student concerns. ➤ Builds effective communication with students' parents. ➤ For high school faculty, works to be an excellent advisor by following the advisor's job description as described in the Teachers' Handbook.
Comments	
PROFESSIONAL CONDUCT	<ul style="list-style-type: none"> ➤ Contributes positively to the social climate of the school. ➤ Works to build faculty teamwork/cohesiveness. ➤ Contributes and participates actively in departmental, committee and faculty meetings. ➤ Models the behaviors expected of responsible citizens both in and out of school. ➤ Is responsible for researching and applying information contained in the teacher and curriculum (IB, MYP, PYP) handbooks and online IBO curriculum centers. ➤ Is punctual for all meetings and responsibilities, and provides effective coverage while on any duties/responsibilities. ➤ Dresses professionally (No blue denim, spaghetti straps or flip flops). ➤ Demonstrates cultural awareness. ➤ Attends and supports school events which occur during school hours. ➤ Supports and is respectful of CIC in the wider community. ➤ Is approachable and strives to be diplomatic in difficult situations. ➤ Shares knowledge with other faculty. ➤ Secondary teachers should provide, with others in their department, after-school assistance to students on a
Striving to be Principled, Communicators, Reflective	

	weekly basis, if needed.
Comments	
CLASSROOM PRACTICE	<ul style="list-style-type: none"> ➤ Works to forge positive bonds with the students. ➤ Imparts to each student essential knowledge and skills. ➤ Adjusts teaching strategies in an effort to reach all students.
Striving to be Inquirers, Communicators, Open-Minded, Caring	<ul style="list-style-type: none"> ➤ Provides differentiated instruction where necessary to ESOL students or those with different needs. ➤ Applies proven educational practices and educational research to their day to day class teaching, lesson plans/assessments. ➤ Guides students to develop and practice higher-level thinking skills as evidenced in lesson plans and assessments. ➤ Follows the curriculum specified for particular subject – is familiar with the specific demands of the curriculum/syllabi/programs they are teaching (IB, MYP, PYP). ➤ Uses ongoing and varied assessments to drive teaching practices. ➤ Provides appropriate lesson plans for substitute teachers.
Comments	
CURRICULUM	<ul style="list-style-type: none"> ➤ Writes and updates, as required, clear unit plans for each class or subject area which include learning outcomes, teaching methodologies, assessment strategies and resources. ➤ Submits unit plans to the Department Head and Administration punctually. ➤ Maintains daily lesson plans. ➤ Delivers stimulating and creative lessons as evidenced by classroom visitation and student critique forms. ➤ Gives suggestions and makes recommendations that will enhance the teaching of the curriculum. ➤ Maintains student portfolios as required by each division. ➤ Evaluates and develops assessments which support the curriculum in adherence with guidelines set by the administration and department (MYP rubrics, Teacher Notebooks). ➤ Appropriately monitors and supports students with their Extended Essays and/or Personal Projects.
Striving to be Knowledgeable, Thinkers	
Comments	
REPORTING	<ul style="list-style-type: none"> ➤ Explains the curriculum and expectations of each class to the students and their parents.

Striving to be Principled, Communicators	➤ Submits Progress Reports and Report Cards by the designated deadlines.
	➤ Maintains grades in Power School and updates grades on a regular basis (for secondary school teachers).
	➤ Maintains elementary grades in a transparent manner.
	➤ Familiarizes themselves with and complies with the specific demands of the IB/MYP/PYP reporting system.
	➤ Addresses student concerns using appropriate documentation and actively participates in student concerns meetings (SS) or Child Study Team Meetings (ES).
	➤ Keeps an accurate record of attendance.
Comments	
PROFESSIONAL DEVELOPMENT Striving to be Balanced, Reflective, Open-Minded, Risk-Takers	➤ Makes a significant and ongoing effort to better himself/herself professionally.
	➤ Submits and completes a Tier 2 Professional Development Plan.
	➤ Participates and contributes actively during professional development time.
	➤ Keeps up to date with recent educational initiatives and practices pertaining to their specialized area.
	➤ Reads professional articles and shares knowledge with other members of their department and the wider school community through email, personal conversations or staff meetings.
	➤ Maintains and updates the school professional development log.
	➤ Seeks professional assistance when needed with ESOL, Resource students or with other issues of concern.
	Comments
EXTRA CURRICULA ACTIVITIES Striving to be Balanced, Caring	➤ Attends/supports after-school/extra curricular activities/presentations. Teachers are required to attend the Welcome Back BBQ and it is suggested that teachers also attend the Halloween Carnival as well as other weekend/evening events put on within their school division.
	➤ Expatriate hires are expected to lead one after-school activity per year, for which they will receive compensation.
	➤ Local faculty hires are encouraged, but not required, to lead after-school activities.
	➤ Is available for and provides remedial help to students as needed.
	➤ Supports the school's community service group – AYA through attendance at AYA events for high school faculty, and through the supply, food and toy drives within elementary.
	➤ Follows the guidelines written in the Teacher handbook.
	Comments

HOME-SCHOOL LIAISON	<ul style="list-style-type: none"> ➤ Communicates effectively and respectfully with parents. ➤ Encourages parents to become actively involved in the school. ➤ Supports the school's PSTA wherever possible.
Striving to be Communicators, Caring	<ul style="list-style-type: none"> ➤ Works with the CIC webmaster to keep the faculty member's department website current.
Comments	
DEVELOPING INTERNATIONALLY-MINDED PEOPLE WHO, RECOGNIZING THEIR COMMON HUMANITY AND SHARED GUARDIANSHIP OF THE PLANET, HELP TO CREATE A BETTER AND MORE PEACEFUL WORLD.	

Tier 2

Teachers who receive a satisfactory appraisal, move on to Tier 2, which is an annual cycle of professional growth plans. These plans will replace the annual Professional Development Goals currently asked of teachers. Each teacher will submit his/her proposal using the Professional Growth Plan Form and will meet with an administrator to discuss any changes to the proposal deemed necessary. Each professional growth plan should describe how the plan will impact student learning and how it relates to the school-wide goals. Teachers will submit a mid-year reflective piece to the administrator, providing an update on progress made thus far. Each plan should have a reflective component and at the end of the year, the teacher meets again with the administrator to present the written self-evaluation (see Professional Growth Plan Final Report/Self-Evaluation), where there is room for administrator comments. The Final Report/Self-Evaluation is signed by both the teacher and administrator.

Timeline for Tier 2 Professional Growth Plans

Proposals should be submitted by September 15.

Proposals should be approved by October 15.

Mid-year progress report/reflective piece should be submitted by January 15.

Final reports should be submitted by April 15.

Options

The options for professional growth plans are as follows:

1. Participation on school improvement teams.
2. Creation of a professional portfolio.
3. Individual projects
4. Collaborative projects with other teachers at CIC or at other schools in Caracas
5. Workshops/conferences to attend or offer or University courses for credit
6. Action-based research
7. Peer observation/coaching
8. Lesson study
9. Videotaping self
10. Discussion/study groups
11. Workshops within staff
12. Surveying of/feedback from students

Fuller description of these options follows (with thanks to the Professional Development Plan at the International School of Kenya).

1) Participation on school improvement teams

This type of project is collaborative. Teachers join with others in their division who are interested in working on a school improvement team. They meet and select a target for improvement in student learning. Examples of targets include, but are not limited to:

- A. Analysis of test scores such as DIBELS, MAT-*, DRAs, IBs, MS and HS quarterly and final exams, elementary school writing and reading assessments.
- B. Survey of teachers and students to learn of academic areas deemed most in need of improvement
- C. Other standardized tests given for internal use only, in order to identify general weaknesses in student achievement.

The team then develops a plan for improved teaching of the target skill or concept. The plan is put into action. The team assesses the outcome and then reports the outcome and accomplishments to the division principal and staff.

2) Creation of a professional portfolio

Teacher portfolios can be used to:

- A. Show progress on any Professional Growth Project. These can take any format (binder, clear folder, scrap book, electronic) and may include:
 - 1) professional growth plan
 - 2) reflections
 - 3) student work, projects, digital pictures, etc. related to the plan.

- B. Show an “individualized portrait of the teacher as a professional” which would reflect on their philosophy and practice and may contain:
 - 1) Their philosophy of teaching as related to the accepted standards for teachers.
 - 2) Artifacts that show how they are meeting /have met these standards. These could include lesson plans, units, reflections, professional development activities, etc., that show how the teacher has grown in relation to these standards over the course of the year.

The portfolios can be divided according to the Faculty Expectations as set forth in the CIC Teacher Handbook.

3) Individual projects

The educator as researcher may elect to do an individual project or research in a specific area of interest relevant to education or to his/her field of competency. The teacher may use a variety of approaches to conduct the project/research. Approaches include but are not limited to: literature reviews, action research projects, and formal research projects. Please note that research using students as participants requires parental approval.

4) Collaborative projects with other teachers at CIC or at other schools in Caracas

This work involves combining the talents, experience, and energy of two or more faculty members in creating a new approach to a unit of study or an aspect of the curriculum. It may target a class or a combined group of students. There will be a shared goal and shared responsibility. For example, a music and PE teacher might work together on a dance unit; an art teacher and librarian might create complementary lessons on book illustration; a high school drama class might get involved in second grade puppet shows of Aesop’s fables; language teachers might work with colleagues on a history or geography unit. The planning should be shared but the actual instruction could take place together or separately. The result should be a more effective learning process for students and an exchange of ideas for the teachers. A collaborative project could also encompass collaboration with teachers from other schools in Caracas, or Venezuela. Such collaboration might involve visiting one another’s school, sharing teaching ideas and resources, and possibly a collaborative project. The establishment of a productive relationship with a teacher from another school can provide a long-term source of assistance. Identifying a person who might fit this role and then setting up a series of meetings would be the first stage. For example, an ESOL teacher might want to develop a relationship with faculty at bilingual schools in Caracas to see how they approach teaching English.

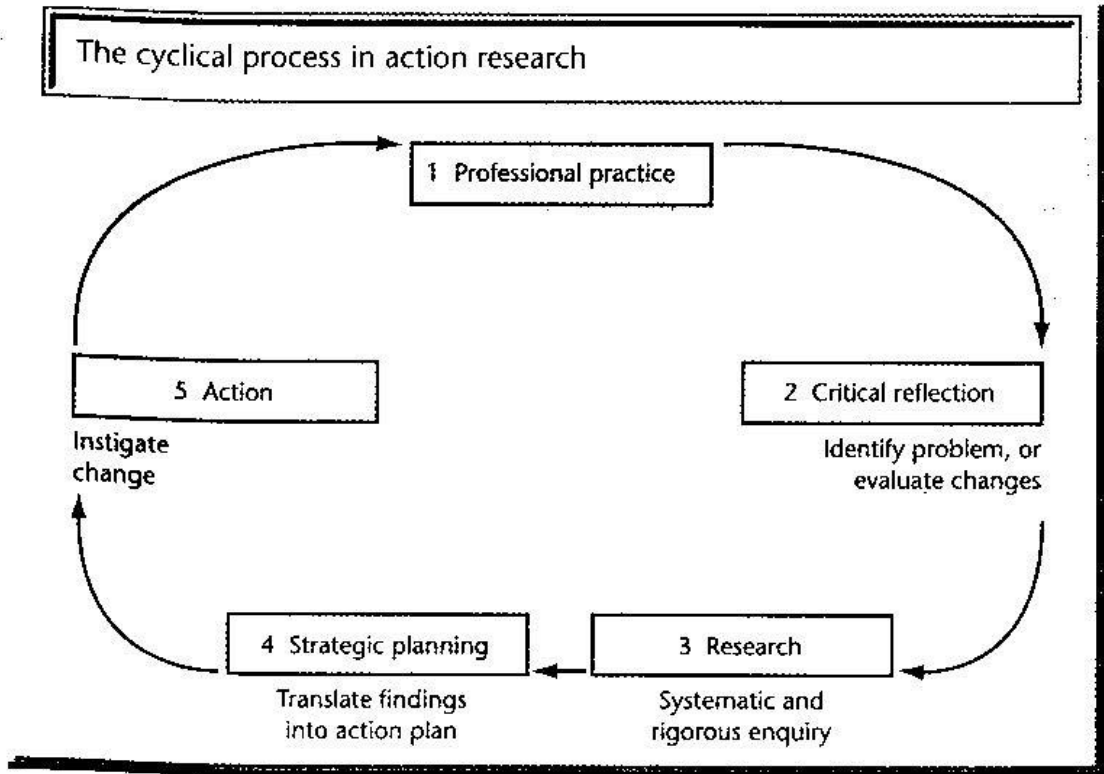
5) Workshops/conferences attended or University courses for credit

When possible, a professional development project can be a university course, workshop, institute or conference attended by the teacher. Subsequent to the course, the teacher would develop a means of sharing the content with CIC colleagues.

6) Action-based research

Action research or action-based research is not a technique but an approach to research that is directed at problem solving. When the research project is over, the task is not complete because by definition, a new

hypothesis will be put forth and tested to further improve practice. The diagram below demonstrates the action research cycle.



Action
research

has been defined as a procedure used to deal with concrete problems in a real situation. It works in any context where "specific knowledge is required for a specific problem in a specific situation or when a new approach is to be grafted on to an existing system" (Cohen and Manion, 1989). The process uses a variety of methods including questionnaires, interviews, and case studies to monitor the situation and to provide feedback to facilitate problem-solving. Action research is often used in, but not limited to, educational settings. There is a "teacher as researcher" model. The teacher identifies a problem, formulates a hypothesis, tests the hypothesis, acquires feedback, and, if possible, improves practice.

Checklist for action research

When undertaking action research you should feel confident about answering 'yes' to the following questions:



- 1 Does the research project address a concrete issue or practical problem?
- 2 Is there participation by the practitioner in all stages of the research project?
- 3 Have the grounds for the partnership between practitioner and any outside expert been explicitly negotiated and agreed?
- 4 Is the research part of a continuous cycle of development (rather than a one-off project)?
- 5 Is there a clear view of how the research findings will feed back directly into practice?
- 6 Is it clear which kind of action research is being used – 'technical', 'practical' or 'emancipatory'?
- 7 Has insider knowledge been acknowledged as having disadvantages as well as advantages for the research?
- 8 Is the research sufficiently small-scale to be combined with a routine workload?
- 9 Have ethical matters been taken into consideration?

© M. Denscombe, *The Good Research Guide*. Open University Press.

The checklist above is provided to guide any action research plans developed. Faculty can also see http://www.alliance.brown.edu/pubs/themes_ed/act_research.pdf for more information on Action Research.

7) Peer observation/coaching

Peer observation/coaching is a partnership formed between two teachers to observe lessons and give/receive feedback that supports the practice of new strategies, methods, or procedures. Research shows that most teachers retain and transfer new skills only if coaching and practice follow training. Peer observation/coaching supports and facilitates professional growth through the following benefits: companionship, shared ideas, focused feedback, fine-tuning and transfer of skills, structure for continuous follow-up, collaborative problem solving, self-analysis, and trusting atmosphere for continuous growth. Peer observation/coaching is feedback, not evaluation; descriptive, not judgmental; specific, not general; solicited, not imposed; constructive, not threatening.

Procedure

- A. The procedure begins with choosing a partner/coach from any section or grade level who has a strength in the teacher's area of interest.

- B. Next is goal-setting. The teacher chooses a goal (or goals) which is specific and observable. For example, a goal of “a more rigorous reading program” is not specific or observable. A more appropriate goal is “I will implement a more rigorous reading program through the use of a Reader’s Notebook to record student reflections.” These goals are shared with the peer coach.
- C. Four observations/coaching sessions a year may be planned together.
 - 1) Before the observation, the teacher being observed needs to share some information with the coach: deal with the issue of confidentiality, discuss the personality of the class to be observed, establish the time and place for the observation, share the goal and lesson plan of the observation. In turn, the coach shares information with the teacher being observed: summarize the key points of the goals and lesson plan, discuss any questions, and go over the observation/feedback system.
 - 2) During the observation, the coach uses the established observation/feedback system to record those components that are present or not present.
 - 3) After the observation, the coach gives feedback to the teacher: discuss the teacher’s reaction to the lesson observed, sharing of the observation information starting with those components which were effective and using specific examples, sharing of the observation information of components that were not effective and using specific examples, sharing ideas to correct any problem/s. The teacher summarizes the key points of the feedback system.
- D. The teacher reflects on the progress of the Peer Observation/Coaching project and the goal/s included on the Professional Growth project reflection form. The completed project and year’s reflections are shared with the principal at the year-end evaluation conference. For more information on the evolution of peer coaching, see articles written by Bruce Joyce and Barbara Showers.

8. Lesson study

Lesson studies have been used recently and have been successful because they are student-based, collaborative, and teacher-led.

Lesson study teams or partners get together and

- A. discuss long-term goals and choose a topic to study,
- B. look at different strategies, materials, as well as how students learn,
- C. plan a “research lesson” or lessons, related to the above,
- D. observe student behavior and learning during the lesson(s),
- E. discuss, revise, and adjust teaching practice based on these lessons.

9. Videotaping self

This is best done over several sessions to eliminate artificial behavior caused by being on camera. It is an opportunity to call on a teaching partner to help with the taping and to assist in analyzing the video. Usually a project begins by targeting a particular behavior or two to observe. For example, teachers can learn if they call on all students equally or if they favor calling on particular students. They can observe the amount of wait time they allow after asking questions. They can listen and watch for clarity of instruction, for the quality of questions, for encouraging remarks, for habits of speech that may be distracting to students. Follow-up to the videotaping should include watching the video with the teaching partner, discussing the target behavior together, and then making an action plan for implementation. The subsequent videotaping sessions can then include assessing how well the action plan was implemented and its effect on the students. This can be an ongoing project. Culmination of this project would include a description back to an administrator with reflection.

10. Discussion/study groups

A discussion/study group is a small group of teachers who are interested in collaborating on a project to advance their knowledge of new strategies, methods, theories, or procedures of teaching. They are a community of learners with a common goal. Since all teachers involved are of equal standing and all are

engaged in activities to advance their understanding of the concepts under study, the environment is safe for risk-taking, with an atmosphere of mutual support.

Procedure

- A. Teachers get together a small study group of peers from any section or grade level in the school.
- B. The group decides what issue to study and writes a goal (or goals) to meet by the end of the year through the discussion/study group project. The goal(s) must be specific and measurable and should be related to improving personal practice and/or school practice. All research should have a logical action.
- C. The group makes a schedule of meetings for the year. Time needs to be set aside at least four times per year for the Discussion/study group to meet.
- D. The method of the study and materials for the study must be decided by the group. Teachers can gather journal articles, read a common book on a selected topic (like a Book Club), go to web sites, watch instructional videos, consult with experts or decide on a variety of materials. Usually teachers read the selected information independently before the group meets, then the discussion centers around that reading. Sharing of teachers' attempts to implement any new knowledge, with supportive feedback from the group, can also be a part of the discussion.
- E. A new assignment for the next meeting is decided by the group, as well as confirmation of the date, time and place.
- F. Each individual teacher writes an end-of-year reflection on the Discussion/Study group project and progress towards the goals. At the end of the year, the reflections on the success of the project and the selected goals are shared in an evaluative conference with an administrator.

11. Workshops

If a teacher has particular knowledge of an effective teaching strategy or technique which can be delivered to others in a workshop, the teacher may opt to prepare and offer sessions to demonstrate the strategy to other teachers and classroom assistants. A possible approach is outlined below:

- A. Select a fresh teaching technique you have used which made a significant contribution to student learning.
- B. Canvas the teaching staff to ascertain whether there is sufficient interest in the technique to warrant preparing a workshop for presentation.
- C. If interest is evident, prepare, schedule and present the workshop.
- D. Assess the outcome. Elicit participant response.
- E. Report to the division principal and/or division faculty.

Another approach is if someone wants to become the resident expert in a particular technology and can promote that technology within the school. For example, if someone wanted to learn how to use the Smartboard and investigate how a Smartboard can enhance teaching, then that person would become the resident expert and could conduct workshops for other faculty. The same could be done for podcasts, blogs, etc.

COLEGIO INTERNACIONAL DE CARACAS
PROFESSIONAL GROWTH PLAN
TO BE SUBMITTED BY SEPTEMBER 15
TO BE APPROVED BY OCTOBER 15

Name: _____ School Year: _____

1. Under which option (Lesson study, Professional Portfolio, etc.) does your professional growth plan fall?

2. How will you structure the project?

3. How does your proposed project relate to student learning?

4. How does your proposed project tie in with the school-wide goals for the year?

COLEGIO INTERNACIONAL DE CARACAS
PROFESSIONAL GROWTH PLAN: MID-YEAR PROGRESS REPORT/REFLECTIVE PIECE
TO BE SUBMITTED BY JANUARY 15

Name: _____ School Year: _____

1. What changes have you made, if any, to the original proposal plan?

2. What progress have you made thus far?

3. In your estimation, how is your project progressing?

Signed:

Teacher

Date

COLEGIO INTERNACIONAL DE CARACAS
PROFESSIONAL GROWTH PLAN: FINAL REPORT/SELF-EVALUATION
TO BE SUBMITTED BY APRIL 15

Name: _____ School Year: _____

1. What changes did you make, if any, to the original proposal plan or to the plan since January?

2. State how you think your final project related to student learning.

3. Reflect on the overall Professional Growth Plan. Would you have done anything differently? Can you measure your achievement? Would you like to continue this project next year or have you other ideas for professional growth for next year?

Administrator Comments:

Signed:

Teacher
Date

Administrator
Date

Summary of Process

WHO HAS RESPONSIBILITY	WHAT	WHEN
First Year Faculty or faculty for other reasons at Tier 1 level & Administration	<ul style="list-style-type: none"> ▪ First Professional Appraisal (Admin) ▪ Second Professional Appraisal (Admin) ▪ Student Feedback Summary (Faculty) ▪ Faculty Expectations Form (Admin) 	<ul style="list-style-type: none"> ▪ Completed by December 1 ▪ Completed by April 15 ▪ Completed by December 15 or April 15 ▪ Completed by May 15
Tier 2 Faculty & Administration	<ul style="list-style-type: none"> ▪ Professional Growth Plan Proposal (Faculty) ▪ Approval of Professional Growth Plan Proposal (Admin) ▪ Mid-year Progress report/reflective piece (Faculty) ▪ Final Report of Professional Growth Plan (Faculty) 	<ul style="list-style-type: none"> ▪ Submitted by September 15 ▪ Approved by October 15 ▪ Submitted by January 15 ▪ Submitted by April 15
Tier 1 Faculty needing Remediation	<ul style="list-style-type: none"> ▪ Improvement Plan (Admin with input from Faculty) ▪ Other measures deemed necessary such as professional mentoring, performance criteria, and timelines for improvement. 	<ul style="list-style-type: none"> ▪ Completed by December 15 for First Semester Professional Appraisal ▪ Completed by May 1 for Second Semester Professional Appraisal ▪ Deadlines to be determined by Administration and Faculty

Limitation on Expat Recruited Status

The school hires some teachers as recruited expat teachers with special benefits in order to attract them in a competitive market and to enhance the educational programs and prestige at the school.

These benefits are designed to make the position attractive and to ease the expat teacher into living in Venezuela and working at the school. After some period of time the reason for these benefits ceases to exist if the teacher makes Venezuela home.

Expat benefits will be limited to teachers for either six (6) years or two (2) contracts whichever is less. This means that a teacher can have a maximum of one (1) contract prolongation beyond the original contract before losing expat recruited benefits. At the conclusion of either the two contracts or six years, the expat recruited teacher can continue to work at CIC but must then be placed on Local Salary scales and with Local Benefits package. Otherwise, the teacher will have to leave the employment of CIC.

ADOPTED: 14 November 2006

REVISED:

ART./BYLAWS REF.:

CROSS REFERENCES:

Staff Compensation and Contracts

FORCE MAJEURE CLOSINGS

If the School is to be temporarily or permanently closed by order of the Host Government or the Board of Directors, as a result of an emergency Force Majeure situation, employees shall be entitled to termination benefits in accordance with the terms of their contracts. "Force Majeure" for the purposes of this policy is defined as "an event or effect that cannot reasonably be anticipated or controlled." Two examples of where "Force Majeure" situation could be applied are for emergency security and/or Government actions. For such benefits to apply, temporary closure must extend for four (4) or more weeks. Decisions by embassies and other organizations in the community to reduce personnel during a security emergency, while weighed by the Board, will not necessarily cause the Board to determine "Force Majeure".

Locally contracted faculty, as stated in their contracts, shall be entitled to benefits under the Venezuelan Labor Law. Unless specified in their contracts, no other benefits will be part of their settlement.

If overseas contracted employees (Expat-recruited) and/or their dependents are required to leave the city, region or country by order of the Board of Directors, the following contract procedures shall apply:

A. The School will pay the cost of transportation for the employee and their authorized dependents to Point of Origin; or other designated destination
as
might be determined by the Board while considering the extent of the Force Majeure emergency situation.

B. The School will pay the cost, up to an amount stated in their contracts,
for
shipping the employee's personal effects to Point of Origin to the extent of
the
employee's contract if the School closure is permanent.

C. With permanent closure, the School will pay the Employee three (3)
months
salary or salary until the end of the Employee's current school year,
whichever

is less.

D. If the School is unable to ship the employee's personal effects to the employee's Point of Origin, after a permanent Force Majeure closing, or if the employee's personal effects are damaged or destroyed, the School may, if finances are available, reimburse the employee compensation equal to the cash equivalent of terminal allowances as stipulated in either policy or the employee's contract terms.

E. The School will not assume the financial responsibilities, as outlined in this policy, if the employee and or his/her authorized dependents leave the city, region or country prior to an official order to do so by the Board of Directors.

G. In the case of a temporary Force Majeure closing, if an employee refuses to return to the School after the emergency prompting the closure is no longer in effect, the employee's refusal to return will be considered a breach of contract and the School's responsibilities as outlined in this policy will cease, unless the expire date of the employee's contract has been exceeded. In such cases, the contract terms for non-renewal shall apply.

These Force Majeure procedures are subject to the terms of each employee's contract with the Board of Directors.

ADOPTED: 14 November 2006

REVISED:

ART./BYLAWS REF.:

CROSS REFERENCES:

BOARD POLICY

