

COLEGIO INTERNACIONAL
DE CARABOBO



RIF J-07502558-0

STUDENT-PARENT HANDBOOK

2023
2024



ASOCIACION CULTURAL INTERNACIONAL

DIRECTOR'S MESSAGE

DEAR CIC COMMUNITY,

Welcome to the 2023-2024 school year. As we work together in the interest of students, I highlight key elements to CIC's success.

The March 2022 re-accreditation team concluded that; *The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners. Stakeholders hold a shared commitment to the purpose statements and align actions to support the core values.*

CIC MISSION, PURPOSE AND DIRECTION

Driven by its deep-seated commitment to learning and teaching, Colegio Internacional de Carabobo provides students abundant opportunities to develop individual capacities and interests in the intellectual, social, cultural, and physical spheres. Through engagement in a rigorous college-preparatory academic program, balanced co-curricular activities, and ample leadership and service opportunities, our students develop into young men and women of character capable of thriving as dynamic and successful members of their local and world communities.

CIC VALUES

The school's core values include acceptance, respect, responsibility, commitment, empathy, integrity, cooperation, gratitude, and courtesy.

It is essential that stakeholders are aware of their importance in accomplishing the Mission. This handbook serves as a guide for us all to optimize productivity and efficiency towards that purpose. Please familiarize yourself with the information it includes.

On behalf of the Board of Directors, Faculty and Staff, I welcome you to the 2023-2024 school year at CIC.

Todd Zukewich
Director

2023-2024 SCHOOL YEAR CALENDAR

AUGUST 14, 2023 - JUNE 14, 2024

+++ 188 School Days +++

Quarter 1 = 40 Days

Quarter 2 = 45 Days

Quarter 3 = 52 Days

Quarter 4 = 53 Days

Summer School Program = 19 Days

AUGUST '23

	S	M	T	W	Th	F	S
7-11 Faculty Orientation/Professional Development			1	2	3	4	5
14 First Day of School	6	7	8	9	10	11	12
14 Quarter 1 + Semester 1 Begin	13	14	15	16	17	18	19
30 Elementary Early Dismissal Day	20	21	22	23	24	25	26
	27	28	29	30	31		

SEPTEMBER '23

	S	M	T	W	Th	F	S
						1	2
13 Elementary Early Dismissal Day	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
27 Elementary Early Dismissal Day	17	18	19	20	21	22	23
	24	25	26	27	28	29	30

OCTOBER '23

	S	M	T	W	Th	F	S
6 Quarter 1 Ends	1	2	3	4	5	6	7
9 - 13 October Break - No School	8	9	10	11	12	13	14
16 Quarter 2 Begins	15	16	17	18	19	20	21
25 Elementary Early Dismissal Day	22	23	24	25	26	27	28
26 Parent-Teacher/Student Conferences	29	30	31				

NOVEMBER '23

	S	M	T	W	Th	F	S
				1	2	3	4
8 Elementary Early Dismissal Day	5	6	7	8	9	10	11
22 Elementary Early Dismissal Day	12	13	14	15	16	17	18
24 International Day of Gratitude Banquet	19	20	21	22	23	24	25
	26	27	28	29	30		

DECEMBER '23

	S	M	T	W	Th	F	S
6 Elementary Early Dismissal Day						1	2
15 Quarter 2 + Semester 1 End	3	4	5	6	7	8	9
15 Holiday Break Begins - 1/2 Day of School	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30

JANUARY '24

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

8 Faculty Work Day - No School
9 Classes Resume
9 Quarter 3 + Semester 2 Begin
24 Elementary Early Dismissal Day

FEBRUARY '24

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

12 - 13 Carnival Break - No School
28 Elementary Early Dismissal Day

MARCH '24

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

13 Elementary Early Dismissal Day
22 Quarter 3 Ends
25 - 29 Semana Santa Break - No School

APRIL '24

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1 Quarter 4 Begins
10 Elementary Early Dismissal Day
16 Parent-Teacher/Student Conferences
19 Signing of Vzla.'s Peace Treaty - No School
24 Elementary Early Dismissal Day

MAY '24

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1 Vzla.'s Labor Day - No School
8 Elementary Early Dismissal Day
22 Elementary Early Dismissal Day

JUNE '24

S	M	T	W	Th	F	S
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

1 Graduation Ceremony - Class of 2024
5 Elementary Early Dismissal Day
14 Quarter 4 + Semester 2 End
14 Last Day of School - 1/2 Day of School
18 Summer School Begins

JULY '24

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

12 Summer School Ends

- NO SCHOOL
- SUMMER SCHOOL
- IMPORTANT SEMESTER START / END DATES
- ELEMENTARY STUDENTS' EARLY DISMISSAL DAY
- PROFESSIONAL DEVELOPMENT DAY - NO SCHOOL
- PARENT-TEACHER CONFERENCES
- SPECIAL SCHOOL EVENT
- QUARTER BEGINS
- QUARTER ENDS

SCHOOL CONTACT INFORMATION

CENTRAL OFFICE HOURS: 7:30am - 4:30pm

LUNCH TIME: 11:30am - 12:30pm
12:30pm - 1:30pm

PAYMENT HOURS: 1:30pm - 4:00pm

TELEPHONE: +58 241 842 1807
+58 241 842 6551
+58 241 842 1664
+58 241 843 0577

STREET ADDRESS: Final Av. Alejo Zuloaga
c/c Calle El Colegio
Urb. El Trigal Centro
Valencia, Venezuela

MAILING ADDRESSES:

REGULAR: Apartado 103
Valencia, Venezuela

EXPRESS: VLN 1010
P.O. Box 025685
Miami, FL 33102-568

EMAIL:

ADMINISTRATION: business.manager@cicvalencia.org

ELEMENTARY: elementaryoffice@cicvalencia.org

SECONDARY: secondaryoffice@cicvalencia.org

PAYMENTS: cobranzas@cicvalencia.org

ADMISSIONS: admissions@cicvalencia.org

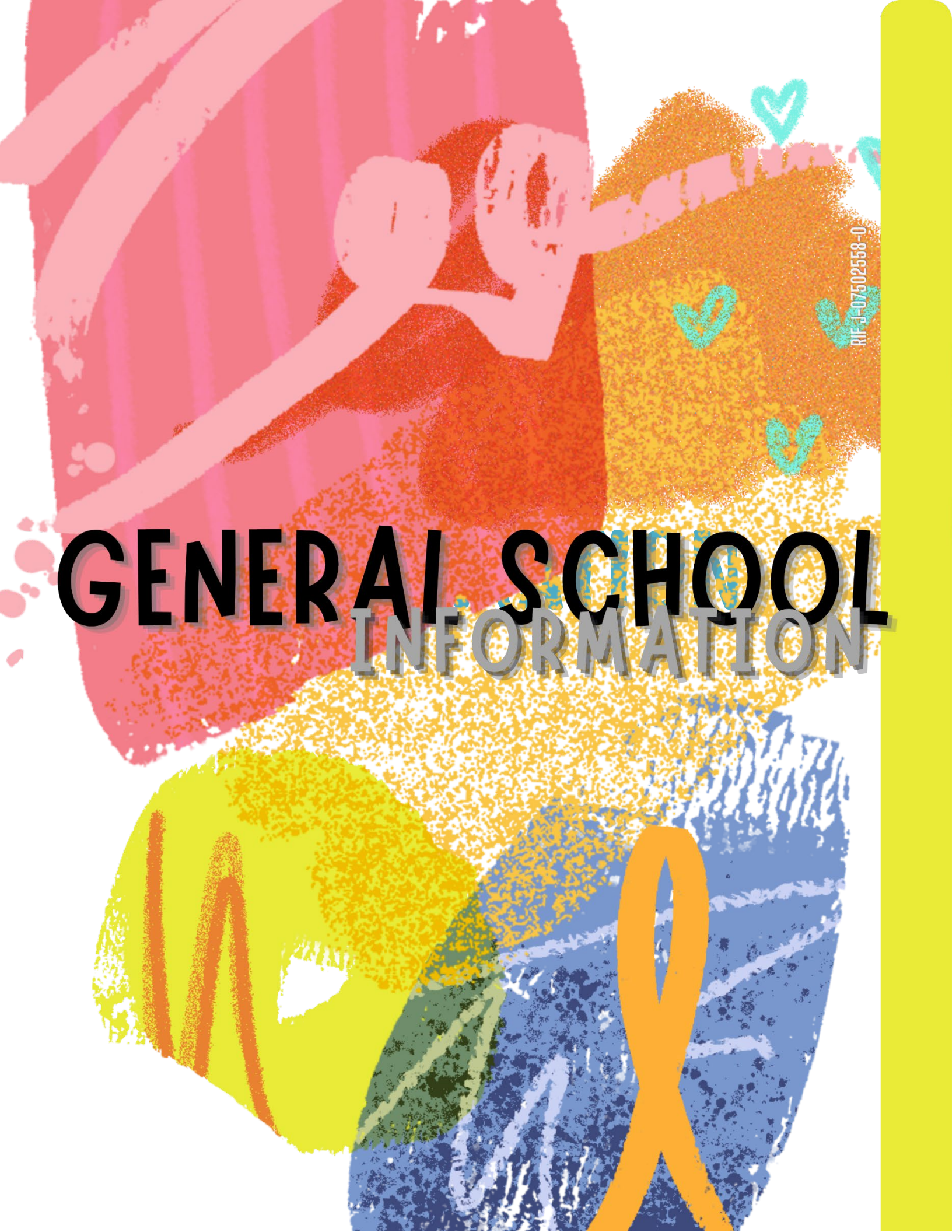
RECEPTIONIST: receptionist@cicvalencia.org

TRANSCRIPTS: transcripts@cicvalencia.org

CIC TECH SUPPORT: cictechsupport@cicvalencia.org

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GENERAL SCHOOL INFORMATION



CIC ACCREDITATION

Colegio Internacional de Carabobo is fully accredited by Cognia, formerly AdvanceED, and the Southern Association of Colleges and Schools - Commission on Accreditation and School Improvement (SACS-CASI). Cognia forms the world's largest education community supporting over 36,000 public and private schools in 85 countries worldwide, which service 25 million students.

Cognia Accreditation requires the institution meets or exceeds the rigorous set of Cognia Standards, complies with a set of International School Assurances, and commits to a process of ongoing School Improvement. *CIC has been accredited since 1959.*

During the scheduled 5-year Cognia Accreditation Engagement Review in April 2022, CIC was awarded accredited status for the five-year period 2022/23 - 2027/28.

CIC VISION

To be a dynamic leader among international schools which cultivates and nurtures character, intellect, cultural diversity, and global citizens of tomorrow.

CIC MISSION

Driven by its deep-seated commitment to learning and teaching, Colegio Internacional de Carabobo provides students abundant opportunities to develop individual capacities and interests in the intellectual, social, cultural, and physical spheres. Through engagement in a rigorous college-preparatory academic program, balanced co-curricular activities, and ample leadership and service opportunities, our students develop into young men and women of character capable of thriving as dynamic and successful members of their local and world communities.

CIC CORE VALUES

All members of the CIC community - students, faculty, staff and families - commit to supporting and modeling the following Core Values:

- **ACCEPTANCE** of human and cultural diversity
- **RESPECT** for the abilities, qualities, and achievements of ourselves and others, as well as respect for the environment
- **RESPONSIBILITY** by taking ownership for our own actions and decisions
- **COMMITMENT** to life-long learning, to service, and to our duties
- **EMPATHY** toward others and their circumstances
- **INTEGRITY** by doing things honestly and fairly, no matter the consequences
- **COOPERATION** when working with others, constructively, to achieve a common goal

- **GRATITUDE** for the experiences that life gives us
- **COURTESY** in our interactions with everyone, every day

BELIEFS ABOUT TEACHING AND LEARNING

WE BELIEVE THAT STUDENTS LEARN BEST WHEN:

- They feel **confident** due to encouragement and support from their classmates, their teacher and their parents.
- The classroom environment is one of **respect** among all participants.
- They are **challenged** and **engaged** in the learning process.
- They are **motivated**.
- They use **inquiry-based** and **problem-solving** strategies.
- They are exposed to relevant **real-world issues**.
- They set **goals** and **take responsibility** for their learning.
- They use **technology** effectively to engage and enhance learning.
- They **collaborate** with each other and the teacher in the classroom.
- They are **resourceful**.
- They receive **purposeful, honest, clear, and timely feedback** about their progress.

WE BELIEVE THAT STUDENTS LEARN BEST WHEN TEACHERS:

- Believe **all students can learn**, regardless of their abilities.
- Demonstrate **empathy** for all students.
- Exhibit **passion** for teaching.
- Provide **differentiated learning opportunities** to all students.
- Provide **purposeful, prompt, clear, and honest feedback** to students and parents about student progress.
- Have, **high, clear, and appropriate expectations** and hold students **accountable**.
- **Reflect** on their own practice.
- Always **model CIC Core Values**
- **Utilize technology** and other resources effectively.
- **Design meaningful, real-life** lessons and experiences.

CHILD PROTECTION POLICY AND PLAN

POLICY STATEMENT

Our primary focus is the well-being and safety of our students. The Colegio Internacional de Carabobo's Child Protection Policy (CPP) is designed to ensure all students are provided a safe learning environment by applying appropriate practices and by maintaining appropriate supervision on campus, while students are participating in CIC supported school activities, and by reporting situations when our students are not under the supervision of school employees. Our policy as well as the aligned procedures are informed by the United Nations (UN) Convention on the Rights of the Child, the International Task Force on Child Protection (ITFCP), and Venezuelan law.

The Child Protection Plan may be accessed by clicking on the "Child Protection Policy and Plan" on the CIC website.

CORE VALUES ASSESSMENT

The Core Values Assessment mark is an indicator of how the student is performing in relation to each Core Value. This assessment is not based on academic performance, nor does it impact academic grades.

Students will receive a final Core Value Assessment grade at the end of each quarter from each teacher they attend classes with:

5 (EXCELLENT) 4 (ABOVE AVERAGE) 3 (AVERAGE) 2 (BELOW AVERAGE) 1 (UNSATISFACTORY)

The **CORE VALUES** mark can have an impact on Honor Roll status, eligibility in student organizations, eligibility for awards, and participation in All-Stars and other after-school activities.

A CIC SECONDARY STUDENT WHO DEMONSTRATES CIC 'S CORE VALUES		
CIC's Core Values	Exemplary Behaviors	Examples of incidents that could impact CVA Score (more examples could apply)
Acceptance of human and cultural diversity	<ul style="list-style-type: none">- Open to the opinions, beliefs, or personal qualities of others- Avoiding culturally insensitive comments- Being open-minded to different ideas and values	<ul style="list-style-type: none">- Discriminating against others due to their opinions, beliefs, or personal qualities- Making culturally insensitive comments- Not being open-minded to different ideas and values
Respect for the abilities, qualities, and achievements of ourselves and others, as well as respect for the environment	<ul style="list-style-type: none">- Valuing the abilities, qualities and/or achievements of others.- Avoiding negative self-talk as an excuse for not doing work.- Throwing away garbage in designated areas.- Avoiding vandalism	<ul style="list-style-type: none">- Making fun of or taunting others for their abilities, qualities and/or achievements.- Negative self-talk as an excuse for not doing work.- Littering the campus- Vandalism

Responsibility by taking ownership for our own actions and decisions	<ul style="list-style-type: none"> - Never blaming your personal actions on others. - Never making excuses for actions or decisions 	<ul style="list-style-type: none"> - Blaming personal actions on others - Making excuses for actions or decisions
Commitment to life-long learning, to service, and to our duties	<ul style="list-style-type: none"> - Completing all work - Paying attention and participating in class - Exemplary classroom attendance - Ability to work independently without direct oversight - Adhering to all duties as outlined in the Student-Parent Handbook 	<ul style="list-style-type: none"> - Not completing work - Not paying attention or participating in class - Skipping class/not arriving on time - Inability to work independently without direct oversight - Not adhering to any of the student duties as outlined in the Student-Parent Handbook
Empathy toward others and their circumstances	<ul style="list-style-type: none"> - Demonstrating understanding towards others and their circumstances 	<ul style="list-style-type: none"> - Demonstrating enmity towards others and their circumstances
Integrity by doing things honestly and fairly, no matter the consequences	<ul style="list-style-type: none"> - Telling the truth 	<ul style="list-style-type: none"> - Engaging in academic dishonesty, being dishonest or showing untruthful behavior
Cooperation when working with others, constructively, to achieve a common goal	<ul style="list-style-type: none"> - Working constructively with groups - Sharing responsibilities with group partners. - Following instructions - Speaking English 	<ul style="list-style-type: none"> - Not working constructively with groups (arguing, bickering, etc.) - Letting work partners complete all the work - Not following instructions - Not speaking the standard language of the classroom (English for most classes)
Gratitude for the experiences that life gives us	<ul style="list-style-type: none"> - Maintaining a positive attitude when faced with difficulty or criticism - Appreciation towards others - Positive attitudes in any given situation 	<ul style="list-style-type: none"> - Giving up when faced with difficulty or criticism - Negativity towards others - Negative attitude in any given situation
Courtesy in our interactions with everyone, every day	<ul style="list-style-type: none"> - Acknowledging salutations and greeting others - Being kind towards others (avoiding rude comments, not interrupting others who are speaking, etc.) 	<ul style="list-style-type: none"> - Ignoring others who give salutations - Being rude to others (rude comments, interrupting others who are speaking, etc.)

At the end of each quarter, Secondary students will receive a **Core Values** mark in each course which is the average of the evaluations done during the quarter. The mark will be a number on the scale indicated in the next section below.

The **Core Values** mark appears as a category within the gradebook. It will also appear on the student's quarterly report card next to the course academic grade. The **Core Values** mark can have an impact on Honor Roll status,

eligibility in student organizations, and participation in All-Stars and other after-school activities. Students must attend school when classes are in session, and a student's CVA may be impacted for not meeting this requirement.

ORAL ENGLISH USAGE

CIC is an English-speaking campus and students are expected to speak English at all times when they are in the classrooms, hallways, libraries, cafeteria, offices, and during all after-school activities. Spanish classes are the only exception. CIC parents are expected to support our effort to have our students speak English fluently and correctly.

COMMUNICATION BETWEEN SCHOOL AND HOME

The school will stay in contact with parents in various ways. You will receive from the school a monthly calendar and bulletin information called, "The Charger", class/grade level emails, and school wide iContact emails. You may also find important information on the school's website.

Please ensure the Elementary Office elementaryoffice@cicvalencia.org and Secondary Office secondaryoffice@cicvalencia.org have your accurate email address and cell phone number so you are informed of changes or school notices.

CIC WEBPAGE

The CIC website is a good source for general information about the school. Students and parents are encouraged to visit it frequently in order to be familiar with what the site has to offer, and may access the webpage via the following link: www.cicvalencia.org. Among important information that can be found on the website are the following items:

- Upcoming events
- School calendar
- MASTERYCONNECT Portal
- Student-Parent Handbook
- Titles of the elementary and secondary library collections
- School Supply Lists
- Teachers' webpages
- Skyward Portal

Parents will need their username and password to access the secure portions of the website. If you do not know your username or password, please contact the Technology Department - cictechsupport@cicvalencia.org.

SCHOOL DAY STARTING AND ENDING TIMES

The following times indicate the starting and ending times for the four primary divisions of the school:

NURSERY AND JUNIOR KINDER	7:45 AM - 1:00 PM
KINDERGARTEN - GRADE 5	7:45 AM - 3:00 PM
GRADES 6 - 12	7:45 AM - 2:30 PM

CANCELATION OF CLASSES

1. When a situation arises that requires CIC to cancel classes, the school will make every effort to inform the parents and students as soon as possible. iContact, e-mail, and the school website will be the main vehicle for contacting the home about school closing that occurs at short notice. The CIC WhatsApp emergency contact system will be activated when necessary. The message will come from the school Director.
2. If students are on campus, they will be kept on campus if this is the safest option.
3. Parents are reminded that they have the ultimate discretionary responsibility of sending their children to school or withdrawing them on days when they feel it necessary. Parents are urged to keep abreast of all civil matters via local news and by remaining vigilant for information from the school.

LOST LEARNING DAYS

The school will use various options to make up Lost Learning Days. These may include extending the school year, Saturday classes, shortening vacations, and Online Student Engagement (OSE).

PARENTS AND VISITORS ON CAMPUS

Parents and other visitors to the CIC campus must identify themselves at the school's front gate and receive the appropriate identification badge. All individuals who are not members of the student body, faculty or support staff must check in with the Central Office or Secondary Office prior to attending to the business that brings them to the school. Visitors will not be allowed to visit classrooms while classes are in session. If a parent needs to meet with a teacher, he/she should arrange an appointment by e-mail or through the Central Office or Secondary Office.

NOTE: Access to CIC is reserved for students, teachers, other employees, and parents, and not private security personnel. Therefore, security personnel who accompany students to and from the school must:

1. Not enter the school with a firearm or any other weapon.
2. Remain in the vehicle at all times, even if unarmed, when physically present on campus.

These measures are necessary to ensure the safety of our students and that of the CIC community and school in general.

PARENT-TEACHER CONFERENCES

We believe close partnership with parents, teachers, and students will result in your child reaching his/her fullest potential. We encourage you to stay in close contact with your child's teacher throughout the year via email, notes in the student agenda, and parent/teacher conferences twice per year. If your child is struggling in school or you have any questions regarding your child's education, you should schedule a conference each quarter (4 times per year) with the teacher.

Parent-Teacher conferences will be scheduled by the Elementary and Secondary Office after Quarter 1 and 3. On these days, school will not be in session for students. In the secondary school, these conferences will be scheduled for all underperforming students (D+ or lower or other teacher concerns). In the elementary school, the conferences will be scheduled for all students.

Secondary students must be present for these conferences. Students in Elementary may be required to attend in some circumstances. All Parent-Teacher-Student conferences should be an in-depth discussion about strategies to assist the student in being more successful, either globally or in academic- specific areas. To do this, teachers must be prepared to share relevant data during these conferences.

In addition, parent-teacher conferences may be arranged at the request of parents, teachers, administrators, or students. Conferences will be scheduled at mutually convenient times either before or after school, or during the daily planning periods of teachers. Depending on the nature of the conferences, students and/or administrators, in addition to parents and teachers, may be included. Conferences are designed to advise parents of problems or potential problems, provide course, career, or college counseling, or to advise parents of noteworthy achievements by their children or positive advances which have been made in various areas of the school program.

Unscheduled conferences should be avoided to eliminate disruption to teacher planning time and supervision.

STUDENT ARRIVAL TIMES TO SCHOOL

The school gate will open at 7:15am for student drop-off. Elementary playground supervision will begin at that time. Parking lot and drop-off supervision and support will commence at 7:20am.

In case of late arrivals, parents of Elementary students are expected to go to the Central Office and sign their children in if the student is not out of their vehicle by 7:45am. Secondary students must report to the Secondary Office before going to class.

BELL SCHEDULES

The following schedules indicate the periods or blocks of time for Elementary, Middle, and High School classes during a normal school day. School days not following these schedules will be announced to parents ahead of time.

ELEMENTARY (GRADES 1-5) SCHEDULE			
		7:40	First Bell
7:45	-	9:45	Period 1
9:45	-	10:00	Recess/ Snack
10:00	-	10:15	Snack/Recess
10:15	-	11:35	Period 2
11:35	-	11:55	Lunch
11:55	-	12:20	Recess
12:30	-	1:15	Period 3
1:20	-	2:05	Period 4
2:10	-	2:55	Period 5
		2:55	Dismissal
2:55	-	3:45	After-School Activities

KINDER: 7:45 AM – 2:55 PM

NURSERY + JR. KINDER: 7:45 AM – 1 PM

SECONDARY (NO ADVISORY) SCHEDULE			
7:45	-	9:07	Block 1
9:07	-	9:27	Break
9:27	-	9:33	Passing Period
9:33	-	10:55	Block 2
10:55	-	11:01	Passing Period
11:01	-	12:23	Block 3
12:23	-	1:03	Lunch
1:03	-	1:09	Passing Period
1:09	-	2:30	Block 4
	-	2:30	Dismissal

SECONDARY (WITH ADVISORY) SCHEDULE			
7:45	-	8:55	Block 1
8:55	-	9:01	Passing Period
9:01	-	9:41	Advisory
9:41	-	10:01	Break
10:01	-	10:07	Passing Period
10:07	-	11:17	Block 2
11:17	-	11:23	Passing Period
11:23	-	12:33	Block 3
12:33	-	1:13	Lunch
1:13	-	1:19	Passing Period
1:19	-	2:30	Block 4
		2:30	Dismissal

CIC ATTENDANCE POLICY

CIC's educational and academic program is based on the expectation that students will attend school every day that classes are in session, and participate fully. Please note that it is the parents' responsibility to see that their children are in school each day.

ABSENCE PROCEDURES:

ANTICIPATED ABSENCES: Parents must fill-out a "Request for Pre-Arranged Absence" form. It should be filled out at least two days prior to the absence(s). The Request for Pre-Arranged Absence must be completed by accessing the request form on the CIC website.

ABSENCES NOT KNOWN IN ADVANCE: Parents must call CIC by 8:15am, to ensure that the student's whereabouts is known. This is a security measure.

PARTIAL DAY ATTENDANCE:

LATE ARRIVAL (TARDY): Students who arrive to school late will be considered to have missed the first class or block. This will be counted towards the accumulated number of absences.

TARDY RECOVERY PROCEDURE FOR SECONDARY STUDENTS

A. STUDENT TARDY TO FIRST PERIOD

1. Students who are late to school but arrive during 1st period will go to the Secondary Office. They will make a note of this and provide a pass for the student to go to class.
2. A student who has a first period test will immediately begin taking the test upon arrival in the class. If the student does not have sufficient time to complete the test, he/she will complete the test in the Tardy Recovery Room after school.
3. A student who has work to submit first period will submit the work upon entering the class.
4. A student who is late, but has no test, will serve Tardy Recovery from 2:45 - 3:45pm.

NOTE: Each day of missed Tardy Recovery will result in two (2) days of Tardy Recovery.

PARTICIPATION IN ACTIVITIES AND EVENTS

Please note that students who serve an atonement or who miss any part of a school day may not participate in any after-school activity or afternoon (usually 4:30pm) event on that day.

MAKE-UP WORK/ PREPARATION WORK

QUIZ/TEST MAKE-UP POLICY: It is a student's responsibility to be prepared for any quizzes and/or tests that were missed during his/her absence. Students will have as many class days as they were absent to turn in work and makeup assessments upon their return to school. It is the student's responsibility to contact their teachers and set up a time to make-up missed assessments.

LATE WORK: Both teachers and students must work together to develop an understanding that academic work must be completed and students may not "just earn a zero." Therefore, if a student does not turn in work on time, the following steps should be taken:

1. For students who are struggling or habitually turn in late work, students must attend after-school support as soon as possible.
2. Students will earn a Core Values Assessment grade that reflects their responsibility for turning in work on time, and will be deducted a half point for every day that an assignment is late.
3. After 5 classes (2 weeks) no assignments will be accepted. Teachers should input a zero for assignments that are not turned in.

STUDENT WITHDRAWAL DURING THE SCHOOL YEAR

When it is necessary to withdraw a student from CIC, the Central Office must be notified in writing as soon as it is known. If transcripts are required, the Transcript Request Form must be completed by accessing the request form on the CIC website. Only then will transcripts be issued.

PRE-ARRANGED ABSENCES – FAMILY TRIPS OR EARLY VACATIONS

No credit will be given to students who leave more than two weeks prior to the conclusion of the school year. Early examinations will not be given. Secondary students who leave early are given final exams upon their return prior to the beginning of the next school year or semester, or arrangements are made for them to be taken at their new school in the fall. They are given an "incomplete" until the exam has been taken. Final report cards will not be issued early to students who leave prior to the last day of School.

LEAVING SCHOOL PRIOR TO DISMISSAL TIME

Parents must contact the CIC Central Office or the Secondary Office directly before a student leaves the school. Students leaving campus during the school day, for any reason, must sign out in the Central Office. Parents are expected to contact the appropriate office to make final arrangements for student departure from campus on that day. Individuals who attempt to take a student from campus will be carefully verified by the teacher and by administrative personnel. A "Permission to Leave" form is given to the students and turned in to the guards as they leave campus.

Students who develop a pattern of leaving the campus while classes are in session, or have a high number of absences (15%), will not be eligible for the following recognitions:

SECONDARY - STUCO, NHS, representing school at any grade level (VANAS for example), Citizenship Award, Service and CIC Awards, School Service and Leadership Awards.

ELEMENTARY - Student of the Month, Juan Cosse Award, Salim Tebet Award, Core Values Award.

PHYSICAL EDUCATION AND DOCTOR ' S NOTES

If a student is to be excused from PE for medical reasons, a doctor's note is required. This note should be given to the Central Office or Secondary Office and the PE and classroom teachers must be notified by the office.

SCHOOL TRIPS ABSENCES

Students are not considered to be absent when participating in CIC trips and excursions. They must make up all work, in compliance with the "Late Work Policy."

MEDICAL INFORMATION

STUDENT ILLNESS POLICY

If you know your child has any communicable disease, do not send him/her to school. These include but are not limited to the following: common cold, sore throat, bronchitis, lice, impetigo, and Covid-19. Sending him/her to school is unfair to other students, the teacher, and to your child who should be getting rest and/or appropriate treatment.

1. Students must be free from a fever for 24 hours before they can return to school. Should a student arrive to school with a fever, the parent will be called to pick the child up.
2. Students who are out sick for 4 days or more must return to school with a medical report ("informe") from a doctor saying that the student is of good health to return to school. Should a student arrive without the doctor's authorization to return to school, the parent will be called to pick up the child.

INJURIES AND HEALTH EMERGENCIES

Parents must provide general health information about their child during the enrollment/registration process by completing the Health Form.

Minor cuts and bruises will be treated by the nurse. More serious accidents will be reported immediately to the appropriate administrator and the family. In case of emergencies, students will be taken to a doctor or to a hospital where only necessary immediate attention will be given. In these emergency cases, students will be taken to “La Viña” Clinic. Parents will make decisions concerning broken bones, surgery, etc.

Action taken by the Nurse/Principal/Director is normally directed by the parental instructions as listed on the “Health Record/Emergency Procedure Form” which is maintained on file in the Central Office. It is the responsibility of the parent to ensure that the student emergency information forms are properly completed and kept up-to-date.

MEDICINES

No medicine of any kind is given to students by CIC employees, except for the CIC nurse. In this case, the parent must bring the medicine, along with a clearly written authorization, including the date of authorization, the parent’s signature, the type of medicine and the dosage to be given. **If the medication is part of a treatment, they must be provided along with the authorization.** In addition, parents possess the sole responsibility for ensuring that their children’s disease inoculations and health records are up-to-date.

We care about your son/daughter’s health; thus, we ask you to, voluntarily, provide any important medical information to the best of your knowledge. The information provided will be confidential.

HEALTH INSURANCE

The school does take all reasonable precautions to prevent accidents and the spread of contagious diseases. The school does not accept responsibility for accidents occurring to students while on school grounds, being transported to or from campus, or participating in school sanctioned activities such as field trips, intramural, clubs, and intramural sports.

Parents are responsible for ensuring that their children have adequate health insurance coverage. The school does provide basic accident coverage for students, but the program is neither extensive nor all-inclusive. Please contact the Central Office for further information.

DRESS CODE POLICY

CIC maintains a very reasonable dress code and expects that all families comply with the following expectations:

BADGES:

A badge, identifying the school, has been adopted and it must be sewn or pinned to the left side of the student’s polo shirts. The badge must be worn so that the CIC emblem is always visible and faces forward; it may not be written on or defaced. Students who arrive to school without the badge affixed in the appropriate place are in violation of the Dress Code Policy. Badges may be purchased in the Central or Secondary Offices.

SHIRTS:

Early Childhood and Elementary Students: (Nursery to Grade 5) - Solid white polo shirts.

Middle School Students: (Grades 6 - 8) - Solid blue polo shirts.

High School Students: (Grades 9 - 12) - Solid beige polo shirts.

Only polo shirts are acceptable. If shirts are not tucked in, they should be long enough so that normal movement does not expose a student's torso. There is to be no writing or insignia of any kind on the shirts.

PANTS:

Solid Blue denim or dress pants. Pants may not be faded or frayed at the bottom and must be without holes, rips or tears. Except on the back pockets, there is to be no writing, embroidery, or insignia of any type. Sport warm-up pants do not meet the dress code standards. Belts are not required but encouraged. When no belt is worn, pants must fit snugly around the waist.

SHORTS:

Early Childhood and Elementary students may wear blue shorts to school. If shorts or skirts are worn, they must be modest and touching the knee cap. As with pants, they must not be frayed at the bottom, must be without holes, rips or tears, and there shall be no writing, embroidery, or insignia of any type. Secondary students may not wear shorts to school.

SWEATSHIRTS:

Students who choose to wear a sweatshirt must wear an official dark blue CIC sweatshirt. No other sweater or sweatshirt may be worn. To purchase the CIC sweater, please email cobranzas@cicvalencia.org.

SHOES: DONE – EC & ELEMENTARY STUDENTS CANNOT WEAR CROCS, BUT SECONDARY CAN.

Enclosed shoes or sneakers of any color are acceptable. Secondary students wearing Croc-style shoes must wear them with long pants and socks and with the straps around the heels. Sandals and flip-flops are not acceptable. Students who have a foot injury requiring the wearing of shoes not in keeping with these requirements must notify the elementary or secondary office at the beginning of the day or will be considered out of dress code.

HATS / HOODS:

Except for appropriate CIC sports activities, hats and hoods on sweatshirts are not to be worn during the school day unless approved by the administration for a special event day.

At various times during the year, students will be able to wear clothing to celebrate a particular event or activity. School leadership representatives will communicate ahead of time about dress code expectations on those days. Students who do not comply with the stated guidelines will be in violation of the dress code policy, and in cases where a lack of modesty is the concern, a change of clothing will be required.

Personal dress and grooming not specifically covered by the dress code and which proves to be a distraction to the learning environment will be brought to the attention of the parents by the administration.

LUNCH SERVICE PROVIDER

Parents/students/teachers have the option to utilize the services of a lunch service provider authorized by the school. Parents can contract this service on a bi-weekly basis and select daily menus for students directly from the link on the CIC website.

YEARBOOK & SPECTRUM-ARCOIRIS

All students who are enrolled and complete the school year at CIC will receive a CIC “El Trigal” yearbook at the conclusion of the school year. Parents and students will also be able to access the digital version of the yearbook and the literary arts magazine “Spectrum-Arcuiris in the Publications tab of the CIC webpage.

CODING PLATFORM

Kodable (K-5): Kodable is the elementary adopted coding platform that provides teachers with the tools they need to teach lessons that are fun, engaging, and easy to. Game levels gradually increase with difficulty as students move through the different worlds. And as students master coding concepts as they play, they can then apply their knowledge with creative projects. Kodable (computer science based) lessons allow them to explore social-emotional learning, communication skills, and creative problem-solving.

CodeHS: CodeHS is the secondary school adopted coding platform that offers courses to teach students applicable computer science skills. With a focus on helping students develop problem solving and computational thinking skills, students come away both with a knowledge of professional programming languages and the conceptual understanding needed to learn new languages.

AFTER-SCHOOL ACTIVITIES PROGRAM

The After-School Activities Program seeks to balance academic, sports, and fine arts opportunities by providing meaningful after-school activities that are aligned with the standards of our school culture and that enable the greatest number of students to participate.

Information about this program is provided at the beginning of each semester. In addition, the specifics and times for the After-School Activity Program at the Elementary and Secondary levels are given in the appropriate section of this handbook.

Please note that students who serve atonement or miss school on a given day may not participate, or attend, any after-school activity on that day.

STUDENTS ON CAMPUS AFTER SCHOOL

Unless properly supervised by a parent or directly involved in an Elementary after-school activity, students in Kinder - Grade 5 must go home at dismissal. Elementary students cannot stay to watch after-school sports or any other after-school activity unless accompanied by a parent or guardian at all times.

As with Elementary students, any Secondary student who is not directly involved in an after-school activity, or who is not supervised by a teacher or staff member, must be off campus following dismissal. Those Secondary students who leave campus after school may not return that day without a parental note and/or the approval of an administrator.

TUTORING POLICY

The school maintains a list of tutors, if any are available. A classroom teacher may refer a CIC student for private tutoring to the appropriate Principal for approval using the Tutoring Referral Form. It is the parents' responsibility to handle any and all financial arrangements. No outside individuals are allowed to tutor CIC students on campus. The school sets the maximum fee tutors may charge parents when it takes place on campus.

WORK COMPLETED OUTSIDE OF CLASS TIME

Work assigned for completion outside of class time is very important as it provides practice, builds routine, and extends many classroom learning activities through the application of ideas and skills learned in school. Homework also builds character and a sense of responsibility, and acts as a means of communication between home and school.

Ultimately, through this type of work, students learn how to pace themselves and manage time. CIC is aware of how important family time and family life are, and that parents wish to be involved in their child's education. Through homework, the means for this are provided. Please contact the elementary or secondary office for specific guidelines.

TECHNOLOGY USE STANDARDS

CIC supports students through technology and expects them to use this technology responsibly, prudently, ethically, and legally in pursuit of educational objectives.

Access to the school's network and Internet is permitted only by the use of a username and password. Sharing accounts is not permitted. *A record of all user activity, including websites visited, is maintained.*

Students must be vigilant and use common sense when using the Internet.

BASIC GUIDELINES

- Food and drink are not allowed in computer labs or near CIC technology.
- Only school-related student work can be stored on the CIC server and must be archived annually.
- Students are forbidden to load software, access the operating system, and/or circumvent any security measures.
- Students may not play games of any type on school computers unless the game is part of an educational activity supervised by a teacher or administrator.
- In the event of misuse, students are required to pay for damaged CIC technology.
- Students are allowed appropriate use of email and digital images. Students who violate this policy will face appropriate consequences.

DIGITAL TECHNOLOGIES INCLUDING PERSONAL DEVICES

Secondary students are required to bring their own laptop to CIC in order to support their learning, and use it only for that purpose. Minimum capabilities for secondary student laptops are listed on secondary supply lists found on the school's website. A signed parent permission form, stating the BYOD policy, must be on file in the appropriate office before the device/laptop can be brought to school. Students may not use any Internet/browser/wireless capability of the device/laptop on campus unless directly supervised by a CIC faculty member. *CIC will assume no responsibility for damaged, lost, or stolen devices/laptops and it is the responsibility of the student to maintain control of his/her device/laptop.*

STUDENT RESPONSIBILITY

1. I AM RESPONSIBLE FOR MY OWN DEVICE AT ALL TIMES:

I will either carry the device on my person at all times or I will lock the device in my locker. The school will not be held responsible for damage or loss of device.

2. I AM RESPONSIBLE FOR MY DIGITAL DEVICE AND MY E-MAIL ACCOUNT:

I understand that passwords are private and that I will not share my password with anyone. I understand that I am responsible for all activities done through my account. I will not allow others to use my account name and/or password, and will not use others. I will log off at the end of every session so another user cannot use my password.

3. I AM RESPONSIBLE FOR MY LANGUAGE:

I will use appropriate language in my e-mail messages, online postings, and other digital communications. I will not use profanity, vulgarities, or any other inappropriate language as determined

by the school administration.

4. I AM RESPONSIBLE FOR HOW I TREAT OTHER PEOPLE:

I will use e-mail and any other type of digital communication responsibly. I will not send nor post hate or harassing mail, make discriminatory or derogatory remarks about others, or engage in bullying, harassment, or other antisocial behaviors while in or out of school.

5. I AM RESPONSIBLE FOR MY USE OF THE CIC NETWORK:

I will use the CIC digital resources responsibly. I will not search, retrieve, save, circulate, or display hate-based, offensive, or sexually explicit material. I will not search, retrieve, save, or circulate images or information about weapons or illegal substances unless critical to a school assignment and authorized by a teacher or administrator.

6. I WILL NOT DOWNLOAD ANY MATERIAL UNLESS DIRECTED TO DO SO BY A TEACHER.

7. I AM RESPONSIBLE FOR BEING HONEST WHILE ONLINE:

I will not masquerade nor pretend to be someone whom I am not when using any type of digital communication.

8. I AM RESPONSIBLE FOR COMPLYING WITH THE CIC DIGITAL SECURITY REQUIREMENTS:

I will not attempt to bypass security settings or internet filters, or interfere with the operation of the network by installing illegal software, including file sharing, shareware, or freeware, on the school digital devices and network. I will connect only to the CIC network while using my digital device on campus. Use of a device's wireless connection for accessing the Internet or creating a wireless tether is not allowed.

9. I AM RESPONSIBLE FOR RESPECTING THE PROPERTY RIGHTS OF OTHERS:

I will comply with copyright laws and will not plagiarize or use other's work without proper citation and permission. I will not illegally download materials protected by copyright, including but not limited to music and movies.

10. I AM RESPONSIBLE FOR FOLLOWING SCHOOL RULES WHEN PUBLISHING ANYTHING ONLINE:

I will follow school rules when publishing anything online. I understand it is unsafe to post any personal information about myself online and I will not post any personal information or images of others online unless directed to do so by a teacher.

RULES AND GUIDELINES

1. School personnel have the right to access any device at any time should the staff member have a reason to believe the student is in violation of this agreement. Additionally, administration reserves the right to randomly select any device at any time to conduct a "spot check" for compliance with contents of this

agreement. The student must surrender the device without question when asked.

2. Each teacher has the authority to grant student use of digital devices in his/her classroom.
3. Students must comply with a teacher's request to shut down their personal digital device.
4. Students may use the devices before and after school.
5. Digital devices may not be used in the cafeteria during break or lunch, the rest room areas, or locker room areas at any time.
6. Students may not play games nor participate in social networking between the start and end of the school day.
7. During class time, personal digital devices may be used only for CIC academic work and students may only access websites to address work assigned by teachers.
8. Students may not record audio, video, or photograph without the express permission from a teacher; and students may not publish any audio recordings, videos, or photographs without approval of those being recorded, videoed, or photographed.

DIGITAL DEVICE NON-COMPLIANCES

The consequences for non-compliances involving digital devices will be treated the same way other type-1, type-2, or type-3 non-compliances.

TYPE 1 NON-COMPLIANCES

- Sharing accounts/passwords
- Using device for non-academic work, gaming, social networking
- Use of a non-CIC network (such as 3G or 4G wireless networks)

TYPE 2 NON-COMPLIANCES

- Profanity, vulgarities, or inappropriate language in e-mail messages, online postings, or other digital communications
- Cyber-bullying, harassment, or other anti-social behaviors
- Violating property rights or downloading material without teacher permission (such as TV shows, games, software, etc.)
- Violation in publishing materials online
- Using device for photography, audio recording, or videography without permission

- Using device in an unapproved area (cafeteria, rest room, locker room)

TYPE 3 NON-COMPLIANCES

- Masquerading or pretending to be someone else
- Hacking, bypassing CIC security settings, or interfering with the operation of CIC's network
- Searching, retrieving, saving, circulating, and/or displaying hate-based, offensive, or sexually explicit material or images, and/or information about weapons and/or illegal substances

LIBRARY MEDIA CENTER FACILITIES

CIC maintains two library media centers, one in the Elementary School and one in the Secondary School, with a total collection of over 22,000 volumes. The primary objective of the collection of materials is to enhance student learning and to support the overall educational program. The selection of materials assists us in fulfilling our philosophy to help students become independent, lifelong learners and young men and women of character. The collection consists of books, reference materials, and teacher resources. Both libraries participate in the electronic network on campus, allowing teachers and students access to the Internet and the EBSCO online subscription databases. On the school's website, the CIC Libraries Google Site serves as an educational tool for accessing these programs and providing tutorials, along with the library catalogs.

The Elementary Library Media Center is maintained by a full-time teacher-librarian and a part-time associate and has an ample selection for beginning readers, along with popular and classic literature as students become more advanced and widen their interests. Weekly library visits are embedded into the Early Childhood and Elementary class schedules. The facility has a reference section, a Spanish section, and large fiction and non-fiction collections. Some computers are available for patron usage. All titles that are part of the Accelerated Reader (AR) Program are color coded for quick student access. The facility is open Monday through Friday from 7:30am to 3:40pm. to students. Parents are welcome to visit the library to choose books for their small children, and special visiting hours for this purpose will be scheduled and posted at the beginning of the school year. During the summer, the Elementary Library opens for a few hours each week for CIC students. The summer schedule is posted on the CIC website.

The Secondary Library Media Center is open Monday through Friday from 7:15am to 4:00pm and it is managed by a teacher-librarian. The library's quiet atmosphere appeals to students throughout the day as there are areas for individual and small-group study sessions. Students and the teaching staff have access to a large collection of fiction, non-fiction, classic literature, and a reference collection. Additionally, special interest collections include career planning a professional collection for educators, and a Spanish collection.

LIBRARY RULES FOR ELEMENTARY SCHOOL

- Students and teachers may visit the library during normal library hours throughout the day, and also before school.

- Acceptable activities of patrons include the selection of books, taking Accelerated Reader quizzes on the computer, researching on the internet, and engaging in quiet reading and learning activities.
- The library is not a venue for socializing.
- Students, Grades 1 - 5, are taught to refer to their reading range (“ZPD” in the Accelerated Reader Program) when selecting books. At least one of their (maximum) two books must be within this range. The other book choice can be a “free” book (one that is not within their ZPD), but only if this is a picture book or a non-fiction book. Chapter books must always be within their reading range as established in the AR Program, or meeting their reading teacher's approval.
- The teacher or Teacher Associate remains with the students for the weekly library class in order to assist students in their selection of books.
- Students may check out books for 1 week (Nursery - 2nd Grade) and 2 weeks (Grades 3 - 5). *There is no fine for overdue books, but damaged or lost books must be paid for.*
- All patrons are requested to use quiet voices at all times and be respectful not to disrupt a library class that is in session.
- No food or drink is permitted in the library.
- English is the language of the school and of the library.

LIBRARY RULES FOR SECONDARY SCHOOL

The library is a learning space, not a social or recreational space. Typical activities are reading, studying, academic collaboration, and searching for information. Students should keep the library clean and orderly.

- Books may be checked out at any time that the library staff is on duty. Teachers are responsible for their students’ use of the library. Teachers should notify the library in advance of bringing their class to the facility and then accompany the class. If the teacher sends an individual student to the library during class, that teacher should provide the individual with a hall pass.
- When a student visits the library independently, it is for the purpose of exchanging books, having quiet study, or looking for information. Inappropriate use of the library space and/or resources including their own devices or computers, merits an SSIR and possibly being removed from the premises.
- Students use their own devices while in the library, but all activities must be course-related. All patrons must be engaged in academically related activities.
- English is the language of the CIC campus, and this applies at all times to the Secondary Library. The only exception is if academic learning is related to the Spanish classes. Small study groups of Spanish sign-in at

the front desk and sit at designated tables.

- Students may check out library books for a period of three weeks. These may be renewed. For each day a book is overdue, a fine will be charged. Damaged or lost books must be paid for.
- No food or drink is permitted.

ELEMENTARY LIBRARY: MONDAY – FRIDAY 7:30AM TO 3:40PM

SECONDARY LIBRARY: MONDAY – FRIDAY 7:15AM TO 4:00PM

EDUCATIONAL SERVICES

STUDENT OFFICIAL TRANSCRIPTS

Requests for transcripts must be made by accessing the [Transcript Request Link](#) on the school’s website. Once the request has been submitted the process will take approximately seven days to complete. At the conclusion of the process a school representative will either call or email the person who made the request. Those documents requiring COGNIA certification will take an additional 4 - 6 weeks.

RECOMMENDATION LETTERS FOR STUDENTS

Non-senior student or parent requests for recommendation letters or applications for academic programs must be made to the secondary or elementary offices. Students are not to request letters of recommendation directly from teachers. Teachers are not to accept any type of application or recommendation form directly from students. Also, recommendation letters or applications of any type should never be given directly to students.

TRANSFER TO VENEZUELAN SCHOOLS AND REVALIDA

CIC is registered but not inscribed with the Venezuelan Ministry of Education. It is the responsibility of parents of Venezuelan students to provide personally for any required Venezuelan curriculum which is not presented by the basic curriculum at CIC. Some parents desire Venezuelan recognition of our diploma so that their children can continue their studies at the university level in Venezuela. The process of “revalida” is the responsibility of those parents and students who desire it.

STUDENT SUPPORT SERVICES

The Support Services Department provides multiple services for students with a variety of learning challenges from Kinder through Grade 12.

The purpose of the program is to identify and support students who are learning-challenged in one or more ways.

SOME OF THE SERVICES THAT WE PROVIDE ARE:

- Academic, cognitive, and developmental support
- Reading and writing intervention
- Study skills, time management, and learning strategies
- Test modifications
- Classroom accommodations
- Individualized Education Plans
- Emotional support
- Character Development and Emotional Intelligence Program
- College Counseling

STANDARDIZED ASSESSMENTS

In support of student learning, which is at the heart of CIC's educational program, parents should take note that students in Kinder - Grades 12 are administered various standardized assessments. See the **SECONDARY SCHOOL** section on **STANDARDIZED TESTING** for information about assessments given to Grades 10 - 12.

It is imperative that students make every attempt to do their best work when they take standardized tests. CIC does use data taken from standardized testing to make decisions about student placement in special programs and advanced courses. We also use this data to make decisions about our overall program.

MAP TESTING

Students in Kinder through Grade 10 take the MAP Test three times per year (September, February, and May) to assess student growth in reading, math, and language usage. Each student's test results, which is called the "Student Progress Report", will be shared with parents by email, after all testing has been completed.

STUDENT BEHAVIOR

In keeping with its vision, mission, and CIC's Core Values, the CIC community strives to be a place where all students, regardless of gender, race, nationality, religion, economic status, or sexual orientation can learn and grow intellectually and emotionally. Therefore, all students are expected to speak and act in ways that show respect and tolerance towards each other at all times.

Specifically, students are expected to solve differences, conflicts, or issues between themselves in positive and constructive ways. If a situation cannot be resolved in such a manner by the students themselves, it is expected that those involved will seek out the counsel of a teacher, an administrator, or a parent.

Students who resort to violence or who fight will be placed into in-school atonement. Also, students who encourage other students to fight will also receive appropriate consequences.

Please note that "bullying" (defined as the act of verbally or physically intimidating another person) is simply not tolerated at CIC. Any student who bullies fellow CIC students, or any student who encourages others to do

so, will be dealt with firmly per the **MANUAL DE CONVIVENCIA** and the school's policy on bullying. All parents are expected to support the school in this crucial area.

Willful disobedience, vulgarity, profanity, gambling, smoking/vaping, use of drugs, persistent violations of school regulations or any gross misconduct may constitute cause for atonement. (See the **MANUAL DE CONVIVENCIA** - reflection or clarification.)

BULLYING

CIC'S EXPANDED DEFINITION OF BULLYING

Bullying is an aggressive behavior that can take many forms (verbal, physical, social, emotional, or cyber - or any combination of these). It involves an imbalance of power and is often repeated over time, but can also be isolated to one incident if it is significantly harmful or likely to be repeated. Bullying can consist of one child bullying another or a group of children against one lone child.

Bullying is when one or more people intimidate, assault, exclude, or harass another person. Bullying can be delivered physically, verbally, and digitally. It can impact the person being bullied physically, mentally, and/or emotionally. It can be an attack on a person's religion, personal identity, race, political views, physical appearance, gender preference, cultural background, or abilities. Bullying can be a one-time event or a repeated behavior.

CARE OF SCHOOL BUILDINGS

Students who deface or destroy any school property or the property of other students shall be required to pay in full for all damage.

Students should walk at all times within the buildings as terrazzo floors can be very dangerous. Students are not to sit on desks and tables. They are not permitted in an unsupervised room at any time. If students remain to work on projects, activities, school event preparations, etc., then the teacher/sponsor must remain with them.

HANDS-OFF POLICY

In the interest of good taste and in order to maintain the type of decorum and atmosphere necessary in an academic setting, students must refrain from inappropriate embracing and kissing while on campus. Non-compliance will result in a parent conference or further action if deemed necessary. In addition, students should refrain from hitting or slapping each other, even when done in a playful and friendly manner. This type of action can be easily misunderstood and can lead to unnecessary conflicts between students.

CELLULAR PHONE USE ON CAMPUS

Secondary students who bring their cellphones to school must not have them on their person and turned off during the school day (7:45am - 2:30pm). Please note that a cellular phone *cannot* be used as the mandatory digital device, which all secondary students are required to bring as part of their supply list.

Elementary students should not bring a cell phone to school. If a student violates this policy, they will have the cell phone taken away. The parent will be called and will have to attend a meeting with the principal and student. The cellphone will be returned to the student's parent/representative at the end of the school day by the Principal.

Using the photography, video, or voice recording capability of a cellular phone without the permission of the individuals involved is unethical, disrespectful, and must never happen. It is also strictly prohibited to use cellular phones for any purpose inside bathrooms, shower rooms, or other areas where individual privacy must be respected. Students may not record audio, video, or photograph without the express permission from a teacher; and students may not publish any audio recordings, videos, or photographs without approval of those being recorded, videoed, or photographed.

In the case of a local or national emergency, students still must receive permission to use their cellular phones from an administrator or teacher.

Bringing cellular phones or other personal electronic devices to school (BYOD in secondary is the exception) is not a CIC requirement and is ultimately a parent and student decision. CIC assumes no responsibility for any digital devices brought to school.

PHONE CALLS

Students' requests to use an office phone will be honored in cases of emergency only. However, secretaries will not be making telephone calls to remind parents about after school plans, to bring in homework or other school materials, requests for lunch, or other personal business.

EMERGENCY MESSAGES

As a courtesy to teachers and students, and to maintain a safe and orderly environment, emergency messages from parents to students must be communicated to the appropriate CIC Office. The student will immediately be informed about the emergency message.

BOOKS AND SCHOOL RESOURCES

CIC provides basic texts and workbooks. An amount will be charged to a student's family account for lost or damaged textbooks, school-supplied materials, and CIC equipment/facilities. Individual student supplies are the responsibility of the parent.

SCHOOL PROPERTY

Students and parents are expected to respect the natural surroundings and the physical property of the school at all times. The cost of any intentional damage to school property caused by a student will be paid for by the parent. Damaging school property is considered a Type 2 Non-compliance and will be dealt with per the **MANUAL DE CONVIVENCIA**.

PERSONAL ITEMS BROUGHT TO SCHOOL

Parents/drivers are not permitted to bring items to the school for their children during the school day. Parents and students should plan appropriately so everything required at school each day is brought to the school with the student in the morning.

VALUABLES / LOST AND FOUND

Valuables should be left at home unless needed for school use. All school supplies, CIC sweatshirts, lunch boxes, badges, water bottles, etc. should be properly labeled with the student's name and grade. The school assumes no responsibility for stolen articles.

Lost and Found Boxes are located at the Elementary Office, the Secondary Office, and at the P.E. Office. Items left unclaimed will be donated to the CIC Community Service Program at the end of the school year.

SCHOOL TRIPS

In the event a field trip is approved, the school will make decisions regarding the form of transport to be used, company selected, etc. Costs for these events are shared between the school and parents of children participating. Financial costs will be clearly explained to parents prior to each excursion.

Additionally, during excursions/field trips, students are expected to leave from CIC and return to CIC with their classmates and sponsors. Under extenuating circumstances, parents can request to personally pick-up their child at the conclusion of the excursion/field trip by writing a request to the appropriate Principal 3 days prior to the event. Final approval for this request will be determined by the Director. Also, be advised that the following documentation is required for most CIC excursions and a student will not be allowed to travel if these requirements are not met:

- Two (2) copies of student's cedula
- Two (2) copies of student's birth certificate
- Two (2) copies of each parent's cedula
- Two (2) copies of the cedula of the person(s) responsible for the trip.
- Two (2) original carnet size pictures (student)
- Invoice of public services (phone, electricity, etc.)
- Authorization form signed by **BOTH Parents**, original and a photocopy.

PLEASE NOTE THAT ALL OF THE ABOVE DOCUMENTATION MUST BE:

- ✓ Arranged in sets of two for each student.
- ✓ Turned in at least 15 days before the trip date.
- ✓ Stamped by the LOPNA (CIC will take care of this step if all documentation is turned in on time).

VANAS DEPARTING PROCEDURES

All students are to be in school with the required documents and bags thirty (30) minutes before the bus departure time.

The bus will leave at the time scheduled, and no delay for student lateness will be accepted. If an extenuating circumstance is warranted, the coaches will wait for the student for ten (10) minutes. If the student arrives within this time frame, he/she will not play the first game, and an additional consequence will be stipulated by the coach. If he/she is not able to arrive before the 10-minute time frame, the bus will depart. Students and parents will need to communicate the situation to the school's Director; permission from the Director will be needed to allow the parents to take the student to the tournament on their own.

PARENT PARTICIPATION IN ATHLETIC EVENTS

Parents and guardians are encouraged to attend athletic events, both at CIC, and at other schools where CIC athletes are participating. Parents, teachers, and coaches are role models of excellent sportsmanship. The following guidelines are offered to consolidate the partnership between teachers and parents to reinforce the value of good sportsmanship.

PARENTS, PLEASE DO:

1. Cheer for our teams. Cheering creates a positive atmosphere of support.
2. Encourage student athletes by praising them when they are successful.
3. Encourage student-athletes when they are unsuccessful by reminding them that they will have other opportunities, and will do better next time.
4. When observing students exhibiting frustration or anger, encourage them to be calm. In the case of poor sportsmanship, talk privately to students.
5. Cheer for our teams, and for the success of student-athletes from other teams - this demonstrates our support for all young athletes.
6. Respect your child's coach, and do not undermine their decisions.
7. Speak privately to our coaches or with referees or umpires, if you disagree with them.

PARENTS, PLEASE DO NOT:

1. Publicly complain and protest umpire decisions.
2. Cheer against players from other teams.
3. Say uncomplimentary things about players, coaches or umpires.
4. Place undue pressure on our student athletes by excessive remarks directed to them.
5. Harass or make distracting noises when the other team is playing.
6. Act as a coach - mixed messages confuse your child. Please let our students make their own decisions while following the instructions of their coaches.

INSIGHTS:

- Adults are role models - we all need to model good sportsmanship.

CEDULAS, PASSPORTS AND SCHOOL TRIPS

Students who are above the Venezuelan required minimum age limit of nine (9) and who travel beyond the confines of the CIC campus for school activities must have their original Venezuelan Identification card (cedula) up-to-date and in their possession. Students who are not in possession of a valid cedula will be required to travel with their original passport. Students not possessing original identification documentation prior to departing the school will not be able to attend the scheduled field trip, excursion, or activity.

AWARDS

Elementary and Secondary students are recognized for their academic and co-curricular accomplishments several times throughout the school year.

SECONDARY AWARDS: Recipients are recognized in the following categories: Leadership, Service, Academic Excellence, Academic Achievement, and Citizenship. Honor Roll and sports assemblies are held periodically to recognize academic grades and other achievements of students in the Secondary School.

ELEMENTARY AWARDS: Student of Month, Juan Cosse Award, Salim Tebet Award, Outstanding Math Student Award, English Language Arts Student Award, AR Outstanding Reader, Outstanding Improvement Student Award, Outstanding Core Values Award, and English Speaker Student Award.

PARKING LOT PROCEDURES

The following are the parking locations for the following people: Parent and authorized Senior parking is behind/next to the Maintenance Office, only. Maintenance Personnel parking is on the Maintenance Office side of the island, only. Teachers and Office Personnel parking is on either side of the island in the main school parking area.

DRIVING UP THE HILL

Parents/Visitors are not allowed to drive up the hill during the school day except after 4:30pm. Special events (Example - Open House) would create an exception to this safety procedure.

Parking on the hill is not allowed. Special events (Example - Open House) would create an exception to this safety procedure.

PARKING LOT EXPECTATIONS FOR DROP OFF

PARENTS MUST: Stay as close to the car in front, as is safe, roll windows down for identification, do not use cell phones, and maintain vigilance at all times when behind the wheel, drive slowly and prudently, have the children ready to get in or out of the car as soon as possible. Do not open the trunk of the car, avoid parking and walking your children to the classroom unless you have an appointment. Do not park to wait in the dismissal area.

STUDENTS MUST: Be ready to leave or enter your car as quickly as possible, have all of their belongings at hand, avoid using the trunk of the car, move quickly to the protected sidewalk area, be attentive at dismissal time, and keep their voices down.

TEACHERS MUST: Have your students at the dismissal area on time, maintain control of the class, pick-up or drop-off younger students to their car, and direct students to their car, maintain a vigilant attitude at all times, and report any abnormality to an administrator.

PARENTS AND VISITORS ON MOTORCYCLES

Motorcycles will be allowed on campus if driven by representatives and if all riders have helmets. Safety regulations are the same for motorcycles as they are for other vehicles.

ARRIVAL AND DISMISSAL: For greater safety, students brought by and picked up on a motorcycle will be released between the Elementary and Secondary arrival/dismissal areas.

CELEBRATING STUDENT BIRTHDAYS AT SCHOOL

Birthday parties on campus are not allowed, and the school day is not to be interrupted for this purpose at any time. A special birthday snack to share with the class should be eaten during snack time from 10:00 - 10:15am. The student can arrive at school in the morning with the birthday treat or if the parent brings it after arrival time, 7:40am, the parent should check in with the Central Office. No parent should walk into a classroom without checking in with the Central Office first. Contact the teacher 2 - 3 days in advance so he/she can plan for the visit at snack time and for the accurate number of treats to bring. *Treat bags/party favors (cotillones), beverages, and other food items are not allowed.*

Secondary Students are not allowed to bring birthday cakes or sweets for celebrations during the school day without prior authorization from the Secondary Principal.

HAZARDOUS / INAPPROPRIATE ITEMS NOT ALLOWED

These items should not be brought to school at any time. They include, but are not limited to:

- Bicycles, tricycles, skateboards, rollerblades, and other types of shoes with wheels.
- Weapons (neither toy nor real)
- Pepper spray
- Chemical irritants
- Firecrackers
- Stink bombs
- Balloons
- Slime Containers
- Air-horns
- Whistles
- Matches
- Lighters
- Laser pointers
- Gum/lollipops with gum
- Vaping devices



ELEMENTARY
SCHOOL

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ELEMENTARY CURRICULUM

Each day, students engage in the subjects of English Language Arts, Reading, Math, Science, and Social Studies. Specialists' classes are: Art, Music, Library, Physical Education, ESL, Spanish, and Computer Science. CIC's adopted standards are: Common Core State Standards for English language arts and mathematics, Next Generation Science Standards for science, AERO standards for social studies. Standards are located in detail on grade-level websites.

SYSTEMS THINKING MISSIONS – GRADES 3 – 5

All students in Grades 3 - 12 will participate in multi-curricular experiences in several domains in the Educational Immersion Center (EIC) for 3-4 full school days each semester (except for Grade 12, which only goes in for one semester, and Grade 3, which only goes for three full school days).

This year we will continue VR experiences and a resource management app called PADD. The new app, which works in coordination with Dream Flight Adventures missions, challenges crew members to manage resources for replicating food, mining mineral resources to enhance the performance of the ship, collect and analyze scientific data, coordinate crew tasks, and much more. Additionally, new missions await students including Solar System Defense in which the crew will tour and learn about the planets and moons of the solar system as they fend off an alien race attempting to convert the solar system into a giant nursery to spawn their young. Unseen, a new mission that will have the crew hunting to find a black hole and neutralize its effects. Ryker Station, a mission wherein the crew will face ethical quandaries as they attempt to save a space station from raiding space pirates. And, the Gravitic Minebox Challenge that finds the crew on a rescue mission to save a lost spy ship deep inside the defense net of the Orion Pirates Homeworld that calls for precision teamwork in a nearly no-win situation! Teamwork, strategic thinking, and keeping a cool head for effective communication are essential, bring your A game for these amazing new challenges!"

GRADES AND REPORT CARDS

The school year is divided into 4 Quarters. Please see the school year calendar on the first pages of this handbook or the school webpage. There are approximately 8 - 11 weeks in each quarter. Report cards will be shared via **MASTERYCONNECT** parent portal, a password protected parent portal, at the end of each quarter. However, you have daily access to **MASTERYCONNECT** which has grades and assessments in order for you to understand the progress your child is making at school.

WHAT IS MASTERYCONNECT?

MASTERYCONNECT is an online teacher tool and student assessment platform. It allows teachers to efficiently and effectively determine what your child knows and doesn't know based on the core standards. Students can take a variety of different assessments and receive results instantly. The results are displayed by standard, so while students will still get an overall percentage on any assessment taken, the focus is on the mastery level of

the specific standards. In most cases this is displayed by 3 colors, red (remediation), yellow (near mastery), and green (mastery). These colors help teachers, students, parents, and leaders know exactly where the student is at on the learning continuum and respond to that data.

EARLY CHILDHOOD AND ELEMENTARY REPORT CARD GRADE SCALE

In Nursery, Junior Kinder and Kinder, the quarterly report card reflects three (3) areas of growth: intellectual, social, and emotional. In Nursery - Grade 5, the quarterly report card attempts to individualize the reporting so that it reflects relative position to the expectations for that grade level. Marks include:

ASSESSMENT RUBRIC SCALE	MASTERY LEVEL	DESCRIPTION OF MASTERY LEVEL
80 – 100%	MASTERY (M)	The student demonstrates proficiency of the grade level standard at this time; may require minimal or no support.
60 – 79%	NEAR MASTERY (NM)	The student demonstrates progress towards proficiency of the grade level standard at this time; may require some support.
0 – 59%	REMEDICATION (R)	The student demonstrates limited proficiency of the grade level standard at this time; requires frequent support.

HOMWORK POLICY AND TIME GUIDELINES

Homework is an integral part of the growth of a CIC student because it provides practice, routine, and is an extension of classroom learning assignments and skills learned in the classroom. For the Elementary School the following minutes are approximate times students should be spending on homework each night:

NURSERY AND JUNIOR KINDER	15 MINUTES	GRADE 3	60 MINUTES
KINDER AND GRADE 1	30 MINUTES	GRADE 4	75 MINUTES
GRADE 2	45 MINUTES	GRADE 5	90 MINUTES

WHEN DOING HOMEWORK, ELEMENTARY STUDENTS SHOULD:

- Write down assignments in homework agenda/planner.
- Be sure all assignments are clear: don't be afraid to ask questions if necessary.
- Set aside a regular time for studying.

- Find a quiet, well-lit place to study.

WHEN MONITORING HOMEWORK, ELEMENTARY PARENTS SHOULD:

- Set a regular study time each day that is not to be interrupted by family plans, school activities or screen time, and with a definite beginning and ending time.
- Establish a study area, away from household distractions, with good light and space for studying.
- Make sure students have the materials they need to do assignments (paper, colored pencils, glue stick, scissors, etc.) and a place to store them.
- Have the students organize school materials: study notes, assignments, books, papers, supply box, etc.
- Have the students make a daily list of homework assignments in the homework planner/agenda so parents and students can both monitor progress on work. Parents should sign homework planner/agenda when requested by the teacher.
- Help the students work to find the answer rather than doing the work just to get it done.
- Be supportive and give assistance when students get frustrated or discouraged with particularly difficult assignments.
- Contact the teacher to clear up any misunderstandings, troubleshoot problems, and be better informed about the students' learning progress.
- DO NOT give the correct answer, but guide the student through the process again so understanding is assured.

GRADE 1 – 5 STUDENT HOMEWORK AGENDAS

All students in Grades 1 - 5 are required to use the CIC student agendas where they will keep a record of their daily homework assignments. Parents should become familiar with the agendas and support the teachers by reviewing homework assignments and signing the agenda so the teacher and student know you are viewing the homework assignments each day. This is an ideal place to write your child's after school schedule so they know their schedule. If the homework is not written down in the agenda for any reason, please visit the grade-level websites via the CIC website for the homework assigned each day.

GRADE LEVEL WEBSITES (NURSERY – GRADE 5)

Each grade-level has a website that has important information for parents to read and understand regarding homework, digital curriculum resources and materials, class schedules, standards, teacher's contact information and email, apps to practice skills, current units of study, school calendar, summer enrichment work, etc.

ESL PROGRAM IN ELEMENTARY SCHOOL

INTENSIVE ESL

Intensive ESL (iESL) students, who are beginning language learners, have their English Language Arts classes with the ESL specialist. As they are grouped with others of similar language skills, these students progress confidently due to the slower pace and individualized instruction with which their needs are able to be met. The ESL class supports the grade level “English Language Arts” standards and curriculum. Listening comprehension, oral expression, phonics, vocabulary, reading, and writing are emphasized daily. Once students acquire sufficient language skills to participate and achieve work at an intermediate level (WIDA scale 3), they are able to enter a grade level English language arts class as a Continuing ESL student (CESL).

CONTINUING ESL

With intermediate language skills, Continuing ESL students have all of their English Language Arts classes with their classroom teacher and fellow students to work on speaking, listening, reading, and writing. Students study English grammar and reading strategies in accordance with the standards and curriculum of grade level “Language Arts.” WIDA, STAR, MAP Language, and MAP Reading test scores will be reviewed to determine eligibility for “mainstreamed” status.

ELEMENTARY ARRIVAL TIME

The CIC gate opens at 7:15am. The bell rings at 7:40am, which begins the Early Childhood and Elementary school day. It is recommended that children arrive with enough time to organize their materials before the bell rings each morning. Late arrivals are distracting to the classroom routine and do not get the affected students off to a good start to their day. Students who arrive late also miss important information and instructions, given by the teacher. Please be sure students in Nursery - Grade 5 arrive to school at or before 7:40am. If your child does not arrive by 7:40am you will be asked to park your car and bring your child to the Elementary Office to sign them in.

ELEMENTARY DISMISSAL

Dismissal for Nursery and Junior Kinder students is at 1:00pm. Students in Kinder through Grade 5 get dismissed at 3:00pm. After-School Activities dismissal is at 3:40pm. Elementary Sports Program dismissal on Tuesdays and Thursdays is at 4:15pm. Please be on time, and stay in your car and wait for the teacher to bring your child to the car.

ELEMENTARY AFTER-SCHOOL ACTIVITY SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2:55 - 3:40	2:55 - 3:40	2:55 - 3:40	2:55 - 3:40	2:55 - 3:40

DISMISSAL CHANGES -- EARLY DISMISSAL, NO ACTIVITY, OR DIFFERENT DRIVER

When you are going to pick-up your child early from school, cancel your child's activity for the day (pick them up at 3:00 instead of 3:40pm), or change the driver on the same day, please write your teacher a note in the Homework Agenda or send an email before 12:00 noon and copy the Elementary Office elementaryoffice@cicvalencia.org. This will ensure the classroom teacher reads the information and informs all other teachers that need to know the information. Please avoid calling the school from 12:00 - 3:00pm about these changes, as we cannot guarantee the teacher will read the email on time.

Parents are expected to contact the [Elementary Office](#) and teacher, in writing, to coordinate arrangements for early dismissal on that day in order to have students ready in the Central Office. All students who are released from school during the day must be signed out through the Central Office by the parent. A "Permission to Leave" form is given to the parent and should be turned in to the guards as the parent/representative leaves campus. All special requests to leave school early on a routine basis must be approved by the Principal.

BIRTHDAY SNACK

Birthday parties on campus are not allowed, and the school day is not to be interrupted for this purpose at any time. A special birthday snack to share with the class should be eaten during snack time from 10:00 - 10:15am. The student can arrive to school in the morning with the birthday treat or if the parent brings it after arrival time 7:40am, the parent should check in with the Central Office. No parent should walk into a classroom without checking in with the Central Office first. Contact the teacher 2 - 3 days in advance so he/she can plan for the visit at snack time and for the accurate number of treats to bring. *Treat bags/party favors (cotillones), beverages, and other food items are not allowed.*

LUNCH TIME

Kinder - Grade 5 students have lunch daily from 12:00 - 12:20pm. All students must bring a lunch and drink from home. Students in Grades 3 - 5 may use microwaves to heat their lunches. For safety purposes, the teacher associates will heat up lunches for the students in Kinder - Grade 2.



SECONDARY SCHOOL

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The Secondary School is that part of CIC that includes Grades 6 - 12. Grades 6 - 8 together are known as the **MIDDLE SCHOOL** and Grades 9 - 12 comprise the **HIGH SCHOOL**. The Secondary School follows an alternating “A-Day to B-Day” schedule where students take four, 82-minute classes (called **BLOCKS**) each school day.

SECONDARY CURRICULUM

CIC offers a **Cognia**-accredited curriculum that includes the following core areas:

- **ENGLISH:** Language Arts and Literature, ESL, Library & Media
- **SOCIAL STUDIES:** Government, Geography, Latin American & World History, Human Geography, Economics
- **MATHEMATICS:** Integrated Math 1, Integrated Math 2, Integrated Math 3, Precalculus, Statistics, Calculus
- **SCIENCE:** General Science, Physical Science, Biology, Physics, Chemistry, Environmental Science
- **MODERN LANGUAGES:** Spanish
- **TECHNOLOGY:** Technology, Coding, Yearbook, Digital Yearbook, Digital Video & Audio, Graphic & Webpage Design, Systems Thinking (Education Immersion Center)
- **PHYSICAL EDUCATION & HEALTH**
- **FINE ARTS:** Studio Art, Music, Choir, Ensemble.

SYSTEMS THINKING MISSIONS – GRADES 6 – 12

All students in Grades 6 - 12 participate in multi-curricular experiences in several domains in the Educational Immersion Center (EIC) for four full school days each semester (except for Grade 12, which only goes in for one semester.)

During their missions, students also engage in VR experiences and a resource management app called PADD. The app, which works in coordination with Dream Flight Adventures missions, challenges crew members to manage resources for replicating food, mining mineral resources to enhance the performance of the ship, collect and analyze scientific data, coordinate crew tasks, and much more. Additionally, new missions await students including Solar System Defense in which the crew will tour and learn about the planets and moons of the solar system as they fend off an alien race attempting to convert the solar system into a giant nursery to spawn their

young. Unseen, a new mission that will have the crew hunting to find a black hole and neutralize its effects. Ryker Station, a mission wherein the crew will face ethical quandaries as they attempt to save a space station from raiding space pirates. And, the Gravitic Minebox Challenge that finds the crew on a rescue mission to save a lost spy ship deep inside the defense net of the Orion Pirates Homeworld that calls for precision teamwork in a nearly no-win situation! Teamwork, strategic thinking, and keeping a cool head for effective communication are essential, bring your A game for these amazing new challenges!

A student's assessment scores for EIC activities will be recorded in **MASTERYCONNECT** and impact a student's overall GPA and honor roll eligibility. Each EIC mission will appear in MasteryConnect and on a student's transcript as a class separate from regular content area classes. Work assigned by content-area teachers (including work assigned by content-area teachers in collaboration with other teachers) for the EIC will also be graded in the teacher's content-area gradebook in **MASTERYCONNECT**.

SECONDARY HOMEWORK POLICY

As indicated in the **GENERAL SCHOOL INFORMATION** section, homework is an important factor in each CIC student's academic growth and intellectual maturity. It is crucial that parents carefully monitor the completion of homework and projects that are assigned throughout the year.

The approximate time spent by Secondary students on homework each week is:

MIDDLE SCHOOL	-	9 To 15 HOURS
HIGH SCHOOL	-	12 To 18 HOURS

Please note that students enrolled in AP courses can expect additional time spent on homework than what is stated above. Because AP courses are college-level courses, they do require extra demands on a student's time.

Please note that being prepared for school by bringing a laptop, textbooks, projects and other required materials prior to the start of classes is a fundamental expectation of all Secondary students. Therefore, in order to help students develop good organizational skills and assume their responsibility in this important area, the Secondary Office will not receive late school work or materials left at home.

WHEN DOING HOMEWORK, SECONDARY STUDENTS SHOULD:

- Treat homework with the seriousness it deserves and complete it to the best of their ability.
- Avoid procrastination by using an agenda to help organize and plan accordingly.
- Collaborate with other students when appropriate, but not copy another student's work.
- Avoid dividing the work assigned, as this is not the same as collaborating.

- Understand that the amount of homework varies based on the difficulty of the course and unit being studied.
- Ask questions when they do not understand an assignment (including meeting with the teacher when necessary).
- Expect a reasonable amount of work on a daily basis and that time spent on weekends to do homework is a normal occurrence.
- Follow the **MAKE-UP WORK** expectations as explained under the **CIC ATTENDANCE POLICY** in the **GENERAL SCHOOL INFORMATION** section of this handbook.

WHEN STUDENTS DO HOMEWORK, SECONDARY PARENTS SHOULD:

- Provide an appropriate study area for their child that is quiet and free from distractions.
- Encourage routines by establishing a set time for doing homework.
- Monitor the completion of homework so that deadlines are met on time.
- Provide assistance to their children when appropriate, being careful not to do the work for them.
- Monitor tutors to ensure that work done with a tutor is that of the student and not that of the tutor.
- Engage in reflective conversations with their children about what is being learned.

LATE WORK POLICY

It is expected all work is submitted on time and be of the highest quality. Therefore, students' work will be accepted and graded using the following guidelines:

LATE WORK

Both teachers and students must work together to develop an understanding that academic work must be completed and students may not "just earn a zero." Therefore, if a student does not turn in work on time, the following steps should be taken:

1. For students who are struggling or habitually turn in late work, students must attend after-school support as soon as possible.
2. Students will earn a Core Values Assessment grade that reflects their responsibility for turning in work on time, and will be deducted a half point for every day that an assignment is late.
3. After 5 classes (2 weeks) no assignments will be accepted. Teachers should input a zero for assignments that are not turned in.

QUIZ / TEST MAKE-UP POLICY

It is a student's responsibility to be prepared for any quizzes and/or tests that were missed during his/her absence. Students will have as many class days as they were absent to turn in work and makeup assessments upon their return to school. It is the student's responsibility to contact their teachers and set up a time to make-up missed assessments.

SECONDARY GRADING

Academic grades follow a traditional A - F grading scale throughout the Secondary School as indicated below under **ACADEMIC & CORE VALUES GRADING SCALES**.

All Secondary teachers post grades using an electronic grade book that is accessible to both parents and students through the **MASTERYCONNECT** parent portal icon found on the school's website. Formal report cards will be posted on Skyward's portfolio at the end of each quarter.

TEST / EXAM POLICY

Students will be assigned no more than two class-length tests or exams per day. Students will have access to a testing calendar to check when tests/exams are scheduled. This policy does not apply to quizzes, projects due dates, or assessments that are designed to take only a portion of the class period. Students may elect to take more than two exams per day under special circumstances.

HIGH SCHOOL SEMESTER / FINAL EXAM POLICY

High School students (Grades 9 - 12) will take final exams in the majority of their classes at the end of each semester. Semester and final exams dates will be posted at the beginning of the school year. Final exams are a very important part of the high school semester grade (20%), and parents are expected to ensure that their children do not miss school during the scheduled final exam dates. *No early semester and final exams will be administered.* If, for any reason, a student misses a final exam, he or she must make it up during the first week of school in January or the first week of school in August of the next school year. Any questions regarding this policy should be directed to the Secondary Office.

PROJECTS

During a project, students participate as part of a group of 2 - 3 students who work collaboratively on a common outcome for an extended period of time (at least one week). The assessment of the project is based on clear grading criteria established by the teacher. Not all students in the group should receive the same grade if not all students in the group are making equal contributions to the group effort.

ACADEMIC AND CORE VALUES GRADING SCALES

ACADEMIC GRADES			
A+	97-100%	C	73-76%
A	93-96%	C-	70-72%
A -	90-92%	D+	67-69%
B+	87-89%	D	63-66%
B	83-86%	D -	60-62%
B -	80-82%	F	Below 60%
C+	77-79%		

CORE VALUES MARKS	
Excellent	5
Above Average	4
Average	3
Below Average	2
Unsatisfactory	1

HONOR ROLL

Students with classroom **CORE VALUES** marks of 4 or 5, and no academic grade lower than a B- in any course, and no **TYPE 2 OR TYPE 3 NON-COMPLIANCES** for the quarterly award period will be included on the **HONOR ROLL**.

Students with a classroom **CORE VALUES** mark of 5, and no academic grade lower than an A- in any course, and no **TYPE 2 OR TYPE 3 NON-COMPLIANCES** for the quarterly award period will be included on the **EXCELLENCE HONOR ROLL**.

Students with classroom **CORE VALUES** marks of 5, a cumulative GPA of 3.5 or higher, and no **TYPE 1, 2 OR 3 NON-COMPLIANCES** for the semester award period will be included on the **PRINCIPAL'S LIST**.

All students who are awarded for these recognitions will receive an appropriate certificate.

ACADEMIC DISHONESTY

Academic dishonesty is a behavior related to homework, projects, quizzes, tests, or examinations where one or more of the following has occurred: plagiarism, copying, using un-cited sources of information, prohibited materials, or turning in work done by a "ghostwriter." School work that falls into one of these categories receives no credit. **Secondary students who have an act of academic dishonesty are excluded from the Honor Roll for the quarter in which the incident occurred.**

The first incident of academic dishonesty is considered a **TYPE 2 NON-COMPLIANCE** and is documented by the Principal in the student's file. Please see the consequences for a Type 2 Non-Compliance under the **MANUAL DE CONVIVENCIA** section of this handbook.

PLAGIARISM

WHAT IS PLAGIARISM? As we have become increasingly dependent on computers and the Internet, the issue of “intellectual property” has become a global issue. You may not take another person’s words or ideas and represent them as your own in your school work. You may not use an artificial intelligence (AI) assistant to write your work for you. To do so is to be guilty of plagiarism. You may borrow someone else’s words and ideas, but you must acknowledge in print that you have done so. This is called “attribution.”

In the reports, projects, and essays you prepare at CIC, you must use Modern Language Association (MLA) documentation guidelines to attribute borrowed information. If you cut-and-paste words, graphics, or photos from the Internet, you must use MLA documentation to acknowledge that you are using someone else’s work.

FOR RESEARCH PAPERS, ESSAYS, POWERPOINT PRESENTATIONS, REPORTS AND OTHER TYPES OF ACADEMIC WRITING

PLAGIARISM CAN BE ANY ONE OR ALL OF THE FOLLOWING:

- Using unattributed sources for your ideas.
- Using an artificial intelligence (AI) assistant to write your work for you, or to do any task assigned by a teacher that you are required to do yourself.
- Using someone else’s exact words without identifying them in quotation marks.
- Rearranging someone else’s words but maintaining the original information or ideas.
- Re-wording an entire paragraph but maintaining the ideas and organization of that paragraph.
- Re-wording an entire section of writing (or webpage) but maintaining the ideas and organization of the original in your work.
- Copying graphics, ideas, and words from websites.

WAYS TO AVOID PLAGIARISM

- Trust your own ideas and insights. You will not develop your critical-thinking skills by borrowing from others. Do not rely on the Internet to do your thinking for you.
- Establish a clear sense of what it is you want to write about before you begin to write. If you do that, it is less likely that you will find yourself looking on the Internet for someone else’s ideas.
- Don’t cut-and-paste from any source without adding quotation marks and an MLA citation. Graphics and photos must be attributed as “figures.”
- Use phrases like: “According to the New York Times website...” or “In his book about the origin of the universe, Carl Sagan wrote....” to show that you are borrowing ideas.

- When taking notes, use direct quotations rather than paraphrase (putting the material in your own words). Remember, paraphrasing also needs to be attributed using an MLA citation.
- Read and digest materials or take limited notes. Do not write an essay or a report with the source material open in front of you. You might find yourself committing unintentional plagiarism.
- Realize that your teachers can distinguish between your ideas and writing style and those of college-educated writers.

THERE ARE HANDBOOKS IN THE SECONDARY LIBRARY WHEN YOU NEED TO CONSULT THEM. ALSO, PLEASE SPEAK DIRECTLY TO THE LIBRARIANS OR YOUR ENGLISH TEACHER FOR QUESTIONS OR CONCERNS ABOUT PLAGIARISM.

GRADE POINT AVERAGE (GPA)

The grades for all courses at CIC are recorded in the **MASTERYCONNECT** parent portal and will impact a student's overall GPA.

All High School students should be aware of the numerical equivalent of the grades which they earn and how to calculate their individual **GRADE POINT AVERAGE (GPA)**. The GPA is a very important score to the high school student, and it is a score which is reported to colleges and universities and which is also individually calculated by many colleges and universities.

Following is the list of grades received by students at CIC from Grades 6 - 12 and its equivalent in numbers in the **GPA Scale**:

GRADE	GPA VALUE	LEVEL
A+ A A-	4.0 4.0 3.75	Excellent
B+ B B-	3.25 3.0 2.75	Above Average
C+ C C-	2.25 2.0 1.75	Average
D+ D D-	1.25 1.0 0.75	Below Average
F	0.0	Fail

Note that students who hope to attain membership in the National Junior Honor Society and/or the National Honor Society should be aware that the first item which determines eligibility (although it is not a guarantee of final selection) is the individual GPA of the student, which must be at least a 3.25.

VALEDICTORIAN AND SALUTATORIAN

The **CIC VALEDICTORIAN AND SALUTATORIAN** are the two senior students of a given graduating class with the highest GPAs respectively at the end of the first semester of the senior year. The criteria for selection are:

- The student will have completed at least five semesters of High School (Grades 9 - 12) at CIC by the end of the first semester of the senior year (Grade 12).
- Only semesters completed at CIC will be used in the GPA calculation.
- The GPA calculation will use the GPA scale above.

STANDARDIZED TESTING

In addition to the standardized testing taken by Grades 1 - 10, students in Grades 10 - 12 can take the PSAT and SAT at various times throughout the school year. Advanced Placement (AP[®]) is also available for qualified students in Grades 10, 11 and 12. Information is available for the ACT, which must be taken in Caracas. It is important to plan early to take these tests. Please see the Secondary Principal or Secondary Counselor for schedules and general information.

It is imperative that students make every attempt to do their best work when they take standardized tests. CIC does use data taken from standardized testing to make decisions about student placement in special programs and advanced courses. We also use this data to make decisions about our overall program.

ADVANCED PLACEMENT (AP[®]) COURSES

CIC offers a wide variety of AP[®] courses during the 10th, 11th and 12th Grade years to students who excel in a specific subject area and meet our eligibility guidelines. Students who successfully complete these courses can potentially receive university credit and improve their college acceptance possibilities.

Students taking AP[®] courses are required to pay a registration fee by October for each exam taken (payable in dollars to the Central Office). This fee includes the registration amount for the AP[®] Final Exam taken in May and also guarantees that each course completed receives the AP[®] designation on the **Official Student Transcript**. The fee is non-refundable.

Also note that students taking AP[®] courses will receive a 1.0 increase in their final grade point for that course. Students who do not pay the fee or take the AP exam will not receive this GPA increase.

Students enrolled in AP courses can expect additional time spent on homework than what is stated in CIC’s homework policy. Because AP courses are college-level courses, they do require extra demands on a student’s time.

Please note that each AP® course has a summer homework component and evaluation at the beginning of the school year. Student progress will be reviewed, and students demonstrating inadequate progress may be removed from an AP® course by the end of the 1st Quarter. Subsequent changes in a student’s AP® enrollment after Quarter 1 will not be made without the approval of the administration.

CREDITS AND GRADUATION REQUIREMENTS

During High School (Grades 9 - 12), credits are earned at the rate of .5 credits per course per semester of work. No credits are earned for courses failed. Credits are granted only upon the successful completion of each course, and at least 80% of credits earned from CIC must be from passing courses delivered on-site by CIC educators. A student enrolled at CIC must take a full load of courses.

At the present time students must earn a total of 30 credits to graduate from Colegio Internacional de Carabobo as well as earn 125 Community Service hours (see “Community Service Participation” for details). Students who follow the basic program of studies and successfully complete their courses on schedule have sufficient time to accumulate the required credits during the four years of High School.

ACADEMIC DISCIPLINE	CREDITS	COMMENTS
ENGLISH	4	English is required in all four years of High School
MATHEMATICS	4	Integrated Math 1, Integrated Math 2, Integrated Math 3, Pre-calculus, Statistics, and AP Calculus
SOCIAL STUDIES	4	World History, History of the Americas, Human Geography/AP Human Geography, Government & Economics
SCIENCE	4	Biology, Chemistry, Physics, Environmental Science, AP Environmental Science, and AP Biology
SPANISH LANGUAGE	4	Spanish is required in all four years of High School
HEALTH & PHYSICAL EDUCATION	2	Usually taken in Grades 9 and 10
TECHNOLOGY	2	Publications Technology, Digital Video & Audio, Digital Yearbook, Coding. At least 1 of these credits must be met with a full-year of coding.
FINE ARTS	1	Can be taken during any year in high school (9-12)

GENERAL ELECTIVES	5	This requirement can be made up by taking courses beyond the requirements in core academic disciplines.
TOTAL CREDITS FOR GRADUATION	30	

COMMENTS ON HIGH SCHOOL CREDITS

STUDENTS WHO TRANSFER TO CIC DURING THEIR HIGH SCHOOL YEARS:

Admission into CIC’s high school program involves a series of assessments that must be followed by all students applying for Grades 9 - 12. The most important of these steps is the evaluation of the student’s transcript and credits to ensure that CIC’s 30 graduation credit requirements will be met in time for graduation. Other factors in the admission decision include:

- Availability of space in the grade level
- Results of the student’s entrance exam, including reading, writing, and mathematics proficiency

An incoming high school applicant’s official transcript will be carefully evaluated by the Secondary Principal in order to determine admissibility, grade placement, continuation/recommendation into honors (AP®) tracks, and credit requirements.

Students who wish to transfer from a Venezuelan or other foreign non-US accredited school may have courses listed on their transcripts, which might not necessarily be accepted as meeting CIC graduation requirements. Said courses might not be accepted at all or might instead meet electives requirements only. These could include (but are not limited to):

- Language-based language arts courses at a non-accredited school (i.e. “English, Spanish, Venezuelan Geography, History”)
- Religion courses
- Any courses which met for a lesser number of total class hours than those required of CIC courses.
- Any subject area courses that are not taught in English. Note - only those courses from non-accredited schools that are approved by CIC as acceptable in terms of High School credits will apply towards graduation from CIC.

Students who transfer to CIC during their High School years will only need to accumulate the equivalent of 25 hours of Community Service hours per year they attend CIC in order to meet the Community Service graduation requirement. For example, if a student enrolls in CIC his/her 10th Grade year, this student will need a total of 75 Community Service hours in order to graduate.

SENIOR THESIS

The Senior Thesis is an independent research paper on a focused topic/research question of your choice. The final product will result in a 10-page minimum paper (excluding title page and works cited), and its successful completion is a graduation requirement at CIC. It will not be graded as part of any class; rather, it will be graded by a committee of school leaders and teachers and count as its own course on your transcript. The score students receive on their thesis will also impact their GPA.

PARTICIPATION IN GRADUATION CEREMONY

All students who complete the graduation requirements will receive a diploma no earlier than the date of their graduation ceremony. Students who do not complete CIC's graduation requirements will be allowed to walk in the graduation ceremony in their cap and gown and participate in graduation-related events, but they will not receive a diploma during the graduation ceremony, nor walk to receive a "fake diploma". Instead, they will be awarded a diploma upon successful completion of the graduation requirements.

Although students will be counseled regarding their overall academic program, it is a responsibility of both students and parents to be aware of, and be sure that satisfactory progress is being made toward graduation requirements. Counseling on this topic will be provided at any time to either parents or students upon request of a meeting with the Secondary Counselor or Secondary Principal.

GRADES 6 – 8 REQUIRED REMEDIATION

Students in the Grades 6 - 8 who fail two semesters of the same course must receive remediation by taking the same course through an online provider, and will work on the online coursework during CIC's summer school. The online provider will be identified by the school. The cost of taking a remediation course is the responsibility of the parents. Students must show evidence of course completion to be promoted to the next grade level.

Grades earned through required remediation **will NOT** be calculated as part of the student's GPA. If a student, for example, received the grade of "F" in a course and then received an "A" with a remedial course, the "F" would not be removed from the student's transcript and the "F" would still be calculated as part of the student's overall GPA.

HIGH SCHOOL CREDIT RECOVERY

Students in the Grades 9 - 12 who fail a **first-semester course** must earn that credit by taking the same course through an online provider, and will complete the online coursework as an after-school activity during the second semester of the same school year. Both the online provider and the after-school schedule will be identified by the school. The cost of taking the credit recovery course is the responsibility of the parents.

Students in the Grades 9 - 12 who fail a **second-semester course** must earn that credit by taking the same course through an online provider, and will complete the online coursework during CIC's credit-recovery summer school. This program will begin on the Monday following the last day of school, and will run for approximately four weeks. Both the online provider and the summer school schedule will be identified by the school. The cost of taking the credit recovery course is the responsibility of the parents.

Grades earned through credit recovery **will NOT** be calculated as part of the student's GPA. If a student, for example, received an "F" in a course and then received an "A" in a credit recovery course, both grades would appear on the transcript. The "F" would not be removed and would be calculated as part of the overall GPA, and the "A" would be entered with a notation that the grade was earned through a non-CIC program and NOT be calculated as part of the overall GPA.

In order to graduate from CIC and earn a CIC diploma, at least 80% of credits from CIC must be earned by passing courses delivered on-site by CIC educators. This means that students can earn a maximum of 6 credits from online credit recovery.

HONORS / ADVANCED PLACEMENT / INTERNATIONAL BACCALAUREATE COURSES:

Incoming high school students whose transcript designates any courses as "Honors", "Advanced Placement - AP®" or "International Baccalaureate (IB)" level will have these credits evaluated by the Secondary Principal, using a profile and teacher recommendation from their previous school, in order to determine placement and/or continuation in an Honors track.

ENGLISH AS A SECOND LANGUAGE (ESL) COURSES:

No academic credit toward graduation is granted for ESL courses; neither can credit for these courses be transferred from other schools and applied toward graduation credits at CIC.

ESL PROGRAM IN MIDDLE SCHOOL (GRADES 6 – 8):

INTENSIVE ESL

Intensive ESL students, whose language skills in English are below 3.0 (WIDA), have their English Language Arts classes with the ESL specialist (pull-out). The ESL class supports the grade level "Reading/Language Arts" expectations and curriculum. Listening comprehension, oral expression, phonics, vocabulary, reading, and writing are emphasized daily.

CONTINUING ESL

Students whose English language skills are between 3.0 and 5.0 (WIDA) attend regular English Language Arts, but they directly receive push-in language support from the ESL teacher during this time. Continuing ESL students are also required to attend pull-out ESL classes twice weekly for practice, review, and pre-teaching of

English and reading classes. Much emphasis is given to improvement in the four language areas (listening, speaking, reading, and writing) during these pull-out sessions. When students achieve an average WIDA score of 5.0 in the four language skills areas, they reach “mainstreamed” status, whereupon they no longer require ESL language support.

INDEPENDENT/ONLINE COURSES:

Students may take independent/online courses to add to the scope of their learning for courses that CIC does not have as part of its course offerings. However, students who take courses of this type must take note of the following:

- The full cost of the independent/online courses must be paid for by the student.
- A student will not be allowed to take an independent/online course to replace a course that CIC already has in its course offerings, but students can take an independent/online course as an elective.
- Any independent/online course exams requiring a proctor must be proctored by a CIC employee. Students should contact the Secondary Office to arrange for said proctoring.
- Independent/online courses are completely *independent*. The student is responsible for anything related to the class, including enrolling, having a digital device, and completing it in a timely fashion. CIC will not provide a teacher, a mentor, or a study hall/free period for these courses.
- Transcripts from independent/online courses will be attached to a student’s CIC transcript. It is the student’s responsibility to ensure transcripts from independent/online courses are delivered to the Secondary Office. Courses taken independently from an independent/online course will not appear on a student’s CIC transcript. Credits from an accredited, independent/online course taken as an elective under the supervision of a CIC teacher will appear on the student’s transcript.
- Grades earned for independent/online courses taken as an elective under the supervision of a CIC teacher will be calculated as part of a student’s GPA. Grades from courses taken independently, outside of the independent/online elective will not be calculated as part of a student’s GPA.
- Students will not be able to erase credits earned at CIC and replace them with credits earned independently/online in an attempt to improve their GPA or for any other reason.
- Students who take an independent online course for an AP course, outside of the independent online elective offered by CIC, may take the AP exam, but the course will not be recognized on the student’s transcript, and the student cannot earn credit for the course.

For independent/online courses taken during an elective period, all of the above apply, along with the following:

- Online courses taken for elective credit require approval by the Secondary Counselor and Principal.
- Students are responsible for enrolling in the course, having an appropriate digital device to use during the elective class block, and completing the course in a timely manner.
- Students taking online courses during an elective block will be scheduled to work during the school day in a classroom under the supervision of a teacher.
- The independent/online course elective will receive a quarterly CVA mark from the teacher supervising the class. A student will lose the privilege of taking the independent/online course elective in the future, if any of their quarterly CVA marks during their first year taking the class are below three (3) points.
- Students have two semesters to complete the course. If a student completes the course before the end of the school year, they must enroll in another elective class offered by CIC. Alternatively, the student may enroll in an additional online/independent course to continue in the online elective group.

Questions regarding independent/online courses should be directed to the Secondary Counselor or Secondary Principal.

ADVISORY

Scheduled weekly, a 40-minute Advisory takes place between the Block 1 and Block 2 classes. The secondary bell schedule is adjusted accordingly. During advisory, students meet in grade-level groups or as an entire secondary where they participate in activities ranging from assemblies, class meetings, college-prep activities, and team-building exercises. Advisory groups are led by faculty members who serve as guides, mentors and advocates. Advisory is an integral part of the Secondary School program and students are expected to participate fully and enthusiastically.

SECONDARY SCHOOL ORGANIZATIONS

Secondary students can participate in a number of important school groups:

- **NATIONAL HONOR SOCIETY (NHS) :**

Students in Grades 11 and 12 with at least a 3.25 GPA, Core Values marks of no less than 4, and who have been elected by the secondary faculty based on their scholarship, service, leadership, and character.

- **NATIONAL JUNIOR HONOR SOCIETY (NJHS) :** Same as above but for students in Grades 7 - 10.

- **STUDENT COUNCIL (STUCO) AND CLASS REPRESENTATIVES:**

Students in Grades 6 - 12 who are elected to the Secondary School's student government organization. Students running to be elected to STUCO must have no Fs or more than 2 Ds from the previous quarter, and no more than one 1s or 2s in Core Values Assessment marks from the previous quarter.

- **INTRAMURALS AND ALL-STARS:**

Part of the school's After-School Activity Program and is provided for both boys and girls. Competition with other schools is held in volleyball, basketball, soccer, and softball.

- **MUN (MODEL UNITED NATIONS) :**

MUN gives Secondary students an opportunity to learn firsthand about the United Nations and its role in world affairs. Participants research countries, explore international issues, and develop solutions to world problems.

- **COMMUNITY SERVICE:**

Students actively involved in helping local orphanages and other charitable groups.

Students who hold leadership positions in one of the groups mentioned above must maintain average to above-average academic grades and **CORE VALUES** marks, and must maintain the highest standard of behavior and conduct as they are role models for other students in following the policies and rules of CIC. Students who fall short in this expectation may be placed on probation, or based on severity of the incident, from the group itself.

Students in NHS and STUCO will frequently be asked to serve as greeters, guides, and translators during various CIC functions throughout the school year.

MUN/JMUN CONFERENCES PARTICIPATION

In order for students to participate in a MUN/JMUN conference/trip, they must receive parental consent. Students will be deemed academically ineligible to sign up for a MUN trip if their cumulative GPA is less than 1.75, have any Fs for the eligibility period, or have any 1s in Core Values Assessment marks for the eligibility period. Eligibility will be reviewed at the end of each quarter to determine eligibility for the following quarter. Additionally, students in the MUN elective class must be receiving a "C" or higher in order to be eligible to sign up for a MUN trip.

COMMUNITY SERVICE PARTICIPATION

Charity drives, fundraising events, and service to the less fortunate are an essential part of any CIC student's experience. All Secondary students at CIC are required to earn 125 Community Service hours during their time at the school. Students can begin accumulating Community Service hours for graduation starting in Grade 7. Students exceeding the graduation requirement will have this noteworthy accomplishment recorded as part of their official CIC transcript.

Students can earn community service hours in two broad categories: In-School or External community service. Students can choose to earn all 125 of their required community service hours through in-school service, but there is a 60-hour limit to how many required hours they can earn through external community service. A list of examples and the limits for both categories are summarized below. All in-school and external community service hour submissions will be verified for accuracy by the Community Service sponsors.

Students who transfer to CIC from other secondary schools after Grade 7 who do not have any community service hours on their official documents and who wish to graduate from CIC will be required to complete Community Service equal to 20 hours per school year at CIC, and the maximum allowance for external hours will be prorated.

Grade 12 students are required to complete their required community service hours by the last Friday in April before graduation. Upon completion of their hours, seniors sign a certification of completion. Community Service sponsors and the Secondary Principal also sign the certification once the submitted hours are verified.

<p style="text-align: center;">CATEGORY: IN-SCHOOL SERVICE</p>	<p style="text-align: center;">MAXIMUM HOURS THAT CAN BE EARNED TOWARDS GRADUATION</p>
<p>Examples of In-School Service:</p> <ul style="list-style-type: none"> • Assist during faculty prep week • School organizational work • Recycling • New student buddies • Translation at parent meetings • Tutoring for free • Community service school assistance • Community Service Outings • Holiday Bazaar event support • International Day event support • Performing supplies drives • Art show support • VANAS support • Drama production support • Halloween support 	<p style="text-align: center;">Unlimited</p>
<p style="text-align: center;">CATEGORY: EXTERNAL / INTERNATIONAL COMMUNITY SERVICE</p>	

Examples of external CS can vary greatly. This service can take place in Venezuela or abroad. Students must provide valid, verifiable and official documentation of community service completed independently.

Maximum of 60 hours*

* If a student completes more than 60 hours of external service, a maximum of 60 hours will be applied to the CIC graduation requirement. However, the total number of hours will be noted on the student's transcript.

SENIOR EVENTS

There are a number of important events, which mark the culmination of a senior's accomplishments as a student at CIC. These events are: Secondary Class Awards, Video & Album Ceremony, Secondary School Awards, Graduation Ceremony, and Yearbook Assembly. Only parents are allowed to join the Video & Album Ceremony; no other member of the family should be in attendance.

SECONDARY PHYSICAL EDUCATION & SPORTS PROGRAM

The Physical Education Program teaches the basic fundamentals in a variety of sports. In physical education classes, skills are developed to enhance the performance of students in their after-school activities. Every student must meet the requirements for the physical education graduation credit. Students are also encouraged to take part in the Intramural and All-Stars sports programs which are part of CIC's After-School Activity Program.

Intramurals provide opportunities where the student can use previously acquired skills from PE and participate in a recreational sporting atmosphere. Intramurals occur after school and are designed for students who have an interest in a certain sport and who want to compete in team situations.

The All-Star Program is a continuation of the Intramural program. Students who have advanced skills in certain sports can demonstrate them on a competitive level against local schools, clubs, and other sports organizations. Potential All-Star athletes must participate in the corresponding intramural season.

When part of an All-Star team at CIC, the athlete is considered to be part of the student leadership team. Students will be deemed academically ineligible to play All-Stars if –

1. their cumulative GPA is less than 1.75 during a school year during the eligibility period
2. have any Fs for the eligibility period
3. or have any 1s in Core Values Assessment marks for the eligibility period.

For most sports seasons, eligibility will be reviewed at the end of each quarter to determine eligibility for the following quarter. Eligibility for the first sports season in Quarter 1 will be determined by progress report (PR1) grades and Core Values mark. If two sport seasons occur in the same quarter, eligibility for the second season will be determined by the end-of-quarter grades/Core Values mark. Students who become ineligible will not be

allowed to play in the All-Stars tournament, but will be allowed to continue practicing with the All-Stars team on the condition that they show proof of receiving academic help after school. For each class failed, students must secure extra help from their teacher after school at least once a week in order to be allowed to practice with the All-Stars team. Students must also demonstrate the highest standard of behavior and conduct. All-Star participants who do not meet these expectations will be removed from the team.

For additional details about the PE and Sports Program, PE uniform requirements, participation expectations for classes, Intramurals, and All-Stars, as well as sports schedules and dates, please see the school's website or contact the PE Department directly for more information.

RULES AND REGULATIONS:

- Students have ten minutes to report to class. This includes walking to class, dressing, and arriving for roll-call. Late students will be marked tardy.
- Students have fifteen minutes at the close of the period to shower and appear for their next class. Students are encouraged to shower.
- Students must dress in the outfit prescribed by the PE Department. Cut-offs or jeans will be unacceptable for PE. Each student will be required to change each PE period from school clothes to PE clothes. Students out of uniform will forfeit the right to participate that day and be subject to appropriate consequences.
- Clothing and shoes must be kept in lockers. Lockers must be locked with a combination lock or a regular lock with a key provided to the instructor. Students are to use only the locker assigned to them. Clothes in incorrectly assigned lockers will be removed and sent to the office.
- Students are not excused from PE without a written excuse from parents. Students who feel sick should be sent to the nurse's office with a written request from the teacher and parents should be contacted if the nurse deems it necessary.
- No rowdiness is allowed in the locker rooms.
- Students with failing grades in PE class will not be allowed to participate in intramural sports activities.

VANAS TOURNAMENTS AND SPORTS EXCHANGES

Parents are strongly encouraged to attend athletic competitions and tournaments held at CIC and other VANAS schools.

The school requests that parents understand that VANAS evening activities, carried out at CIC, such as a barbecue/dance party, are for the students-athletes only. Parents, as well as other family members, should not attend these events. Careful supervision by our coaches and faculty is always present and CIC accepts

responsibility for the security and appropriateness of these evening activities. Also, it is expected that parents will be prompt when dropping off and picking up their young people during these times.

SECONDARY AFTER-SCHOOL ACTIVITY SCHEDULE

All Secondary students are strongly encouraged to take part in the multiple activities offered to them through the After-School Activity Program. These opportunities to participate with fellow students and teachers are educational, relaxing, and fun.

PARENTS: The role these additional activities play in the emotional and social growth of CIC students cannot be overestimated, so please encourage your child to participate regularly throughout the school year.

AT THE SECONDARY LEVEL:

- Intramural games will take place on Mondays and Wednesdays from 3:00 - 4:00pm for six weeks approximately in each quarter.
- All-Stars practices will be on Mondays and Wednesdays from 4:00 - 5:00pm and on Fridays from 3:00 - 4:30pm.
- When an intramural season ends, All Star practices will take place from 3:00 - 4:30pm Monday, Wednesday, and Friday.
- Games against other Valencia teams will be scheduled periodically at times when normal All-Star practices occur.
- Non-sport activities and organization meetings take place on Tuesdays and Thursdays from 2:40 - 3:40pm.
- Students serving Community Service, STUCO and N(J)HS have mandatory meetings per the schedule below.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3:00 - 4:00 Intramurals	2:40 - 3:40 Non-Sport Activities & organization meetings	3:00 - 4:00 Intramurals	2:40 - 3:40 Non-Sport Activities & organization meetings	3:00 - 4:30 All-Star Practice
4:00 - 5:00 All-Star Practice		4:00 - 5:00 All-Star Practice		

STUDENTS DRIVING TO SCHOOL

Only Grade 12 students who possess a valid Venezuelan license, medical certificate, and parent permission may petition to drive to school. Copies of these documents must be on file in the Secondary School Office prior to driving onto the CIC campus. Driving on campus is a privilege and it will be denied to any student who does not demonstrate safe and orderly driving practices. Also, Grade 12 students who arrive late will lose their driving privileges.

The only designated student parking area is in the parking lot behind the Mothers Club Office and carpentry shop; if this lot is full when a student arrives to school, he/she must park outside the campus. **UNDER NO CIRCUMSTANCES ARE GRADE 12 STUDENTS TO DRIVE UP THE HILL TO THE SECONDARY CAMPUS WITHOUT PRIOR PERMISSION FROM AN ADMINISTRATOR.**

If any CIC student who is not currently a Senior, drives onto the campus at any time without administrative permission, he/she will lose the privilege to drive onto the CIC campus in the future.

P.E LOCKER ROOMS

Parents cannot use locker rooms and shower facilities at any time. Students cannot be in the locker room or use the showering facilities after school unless they are involved in after-school sports.

LOCKERS AND BOOK BAGS

Lockers and locks are provided for students in Grades 6 - 12. Lost locks must be paid for. Periodic locker checks and cleanups are required by the Secondary Principal. Students are responsible for any damage done to the locker assigned to them. Problems with locks or lockers should be brought to the attention of the Secondary Office right away.

SECONDARY SNACK/ BREAK TIME

Secondary students are always expected to eat a plentiful and nutritious breakfast before arriving to school. It is also expected that students will need to eat one snack during the morning hours prior to lunch time. A morning break has been established for that purpose. Therefore, students may bring a snack or purchase one from Community Service that may be consumed at the allotted time. Except for water, it is not permitted that students eat or drink during class or advisory time.

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MANUAL DE CONVIVENCIA



At CIC, we believe that teachers and parents work as a team for the benefit of young people. Collectively, we develop young men and women of character and together we work to provide an upbringing that is beneficial for children and adolescents.

LEGAL FRAMEWORK FOR THE FUNDAMENTAL ROLE OF THE FAMILY

THE INTERNATIONAL CONVENTION ON THE RIGHTS OF THE CHILD states that “the child, for the full and harmonious development of his personality, should grow up within the family, in an atmosphere of happiness, love and understanding,” and sets the co-responsibility of the state, family and the community to secure the exercise, respect and observance of the rights, guarantees and duties of the child.

CIC’S GUIDING PRINCIPLE FOR TEACHERS

A CIC teacher is a guide, a mentor, a counselor, and an instructor in the comprehensive growth of the child or adolescent.

CIC TEACHER PROFILE

A CIC TEACHER IS:

- An example of character and moral life.
- Knowledgeable in his/her subject and how to teach it.
- Responsible in planning and supervising student learning.
- Active within the school community and contributes to a positive moral climate.
- Able to work as part of a multidisciplinary team for the benefit of students.
- Engaging and motivates students to learn.

CIC TEACHERS HAVE THE RIGHT TO:

- Exercise their professional responsibilities within an atmosphere of academic freedom.
- Have their dignity and their humanity respected by students, parents/guardians, as well as by other CIC school personnel.
- Participate in professional development that is aligned with organizational and student achievement goals.
- Use the existing teacher training resources available at school in order to optimize their effectiveness as educators.
- Correct student behavior by applying the consequences in accordance to what constitutes a Non-compliance Type 1, Type 2, and/or Type 3.

- A working environment that allows them to carry out their work efficiently.
- Receive recognition of their titles and professional experience.
- Receive feedback and recognition through notes, conferences, and the Teacher Support Program.
- Participate in the management of the school as determined by the norms and rules of CIC and those guaranteed by the Venezuelan law.
- Participate in elections and be duly elected to existing positions as required by Venezuelan law.
- Receive a fair and equitable salary according to their degrees, educational background, and professional profile.
- Receive the social benefits granted by law.
- Be heard by the Administration of the school in reference to any academic or personal issues by following the channels of communication as indicated in their contract, this handbook and the CIC Faculty Handbook.
- Be heard and listened to if they consider that they have been unjustly treated.

CIC TEACHERS HAVE THE DUTY TO:

- Know and respect the Mission, Values and norms of the school.
- Understand and abide by the policies and directives stated in the **Student-Parent Handbook, the CIC Faculty Handbooks, and the Manual de Convivencia.**
- Comply and overachieve the standards established for the CIC Teachers, the Professional Ethical Norms and the Professional Code of Conduct.
- Comply with all their contractual clauses as established in the work contract.
- Act responsibly and efficiently towards all aspects, features, and processes inherent to their position.
- Treat all members of the school with respect and to contribute to a positive and healthy working atmosphere.
- Demonstrate public and private behaviors consistent with good citizenship and which promote the social and emotional well-being of all members of the community.
- Respect the physical and emotional integrity of all CIC students.
- Perform all duties pertaining to the teaching position in a worthy and fair manner, thus contributing to the intellectual, moral, social, and physical growth of the student.
- Listen to and deal with student academic issues fairly and compassionately.

- Be discreet in reference to personal information they know or discover in reference to students, parents, representatives and colleagues.
- Ensure the proper use and maintenance of school materials and equipment used in the performance of their duties as a teacher.
- Participate fully in all professional development and faculty work days for their benefit and the benefit of the school.
- Comply with school efforts for the development of the instructional and curricular program.
- Support actions and campaigns for the conservation of natural resources and of the environment.
- Attend all classes and maintain a high level of academic instruction and class management.
- Treat students with respect and without discrimination by being fair, courteous, understanding, tolerant and harmonious through the adequate management of disciplinary rules in the classroom.
- Provide information about their courses, classroom management procedures, and assessment tools.
- Grade schoolwork in a timely manner and keep track of academic records and class attendance information.
- Communicate student concerns to parents in an effective and timely fashion.
- Maintain a continuous review and self-evaluation of their educational and professional work.
- Respect and comply with the established school working hours.
- Support all academic and school events that are relevant to your school division or that are scheduled.
- Address, in a timely manner, the suggestions and directives given to them by their supervisors.

TEACHER NON-COMPLIANCE AND CONSEQUENCES

NON-COMPLIANCE TYPE 1

- Repeated tardy arrivals to school.
- Two (2) or more absences from school.
- Breaking the rules of cordiality to members of the educational community.
- Failure to provide quality educational activities by weak planning or poor implementation of lesson plans.
- Poor use and maintenance of CIC educational resources in the classroom.

- Unjustified delay in the delivery of information/documents related to the administration of the school.

NON-COMPLIANCE TYPE 2

- Application of corporal or humiliating punishment to students.
- Negligence towards his or her work.
- Abandonment of the position without having obtained permission or having delivered the necessary absence request form whereby allowing for a timely replacement, unless the abandonment is caused by an act of God or beyond the teachers control.
- Repeated non-compliance with obligations in evaluating student performance.
- Conduct contrary to CIC's Mission and Values, and those ethics and morals incumbent on a teacher's position.
- Violence of fact or words against another co-worker, hierarchical superiors or subordinates.
- Contribution to Non-compliance Type 2 committed by other members of the educational community.
- Repeated breaches of regulations or administrative legal obligations.
- Three (3) or more absences from school.

The members of the educational community (parents, students, teachers, administrative and maintenance personnel) have the duty to inform through the regular information channels (Student/Teacher /Principal/Director) when a non-compliance has been committed. It is only through this process that the implementation of the guidelines for the corresponding consequences and corrective measures in each individual case can take place.

TEACHER CONSEQUENCES

At CIC, we strive to assist every teacher to become an even more productive employee and professional educator. We utilize the Teacher Performance and Evaluation model as a process for self-realization and professional improvement. School Leadership will apply consequences, as necessary and appropriate to ensure an educational program that is cooperative and fosters caring relationships with students and parents, and collegial relations with fellow educators, administrators, and staff at CIC.

During the course of the school year, personal conferences will be held with each teacher in order to reinforce excellent performance and address concerns. As areas for improvement are identified, teachers assess their own progress periodically in these areas, as they are assessed by their supervisors. Any and all disciplinary measures and consequences will be carried out with the discretion and respect due a CIC teacher.

CIC'S GUIDING PRINCIPLE FOR PARENTS/GUARDIANS

CIC parents are supportive of their child's education. They strive to form a partnership with teachers and educate their children, and support them fully in their education and development.

CIC PARENT PROFILE

A CIC PARENT/GUARDIAN:

- Is an example of integrity and virtue.
- Forms a team with teachers for the efficient education and social development of children and adolescents.
- Applies appropriate consequences, when necessary, to guide the child's formation and development.
- Provides appropriate supervision for his/her child after school and on weekends.
- Abides by all Venezuelan laws respecting the care and education of children.
- Attends parent/teacher/student conferences and key school events in order to support his/her child and CIC.
- Is part of a responsible community of CIC parents whose actions and behaviors meet established standards of civility and decorum.

CIC PARENTS/GUARDIANS HAVE THE RIGHT TO:

- Receive accurate and timely information about their child's academic and social progress.
- Receive periodic and general information about the school's major events and activities.
- Give or deny permission for their children to participate in field trips and excursions.
- Receive complete and accurate information about the policies and regulations of the school.
- Register their children for the next school year unless academic or disciplinary concerns prevent this.
- Receive timely information about all school fees.
- Meet with teachers and school administrators, by appointment, as needed during the school day.
- Inform the school of any irregular behavior they may observe among the members of the educational community that may affect the development of any school activity.
- Be informed of disciplinary consequences of a major or severe nature.
- Receive notification that a Disciplinary Committee is being formed regarding their child's behavior.

CIC PARENTS / GUARDIANS HAVE THE DUTY TO:

- Model CIC's Core Values at all times.
- Understand and accept the Mission and Values of the school.
- Know that they are examples of character and moral life for their own children, as well as all others they come in contact with.
- Develop their children's moral character and accept this as their responsibility and priority.
- Help their children understand, as well as empathize and sympathize with, the moral values of others.
- Fully comply with their contractual agreement with the school.
- Support all school policies and rules as addressed within this handbook.
- Embrace the school's commitment to recycling, "CIC Stands Up!", and its campaign on alcohol, tobacco and other drugs prevention.
- Model the **CIC PARENT PROFILE** described in this handbook.
- Treat all members of the CIC community with respect and contribute to a positive and healthy school atmosphere.
- Engage their children in discussions on a variety of ethical and value issues.
- Provide their children with community service opportunities beyond CIC, in order to instill in them ethical and altruistic behaviors.
- Drop-off/pick-up their children to school on a timely manner.
- While on campus, to employ the prudent driving and drop-off/pick-up measures stipulated in the **STUDENT-PARENT HANDBOOK**.
- Ensure that their children carry out the prudent drop-off and pick-up measures stipulated in the **STUDENT-PARENT HANDBOOK**.
- Not get out of the vehicle or open the trunk of the car.
- Not use cell phones during arrival and dismissal.
- Ensure that their children are in school consistently. Parents whose children miss school are not fulfilling their responsibilities. Depending on the number of absences, this could be seen as a Non-compliance Type 1, Type 2 or Type 3.

PARENTS / GUARDIANS NON-COMPLIANCES

- Show discourtesy at the arrival or dismissal times.

- Drop-off/pick-up their children frequently late.
- Shout and/or threaten teachers or any other member of the CIC staff/personnel.
- Undermine their children while meeting with teachers.
- Extend vacation periods for days/weeks.
- Miss any pre-arranged appointments with the Administration.
- Drop-off/pick-up their child recurrently during a school day.
- Violation of car and traffic safety.

PARENTS / GUARDIANS CONSEQUENCES

- Parents/guardians will receive a verbal warning.
- Parents/guardians will receive a written warning.
- Parents/guardians will be summoned for a conference with the corresponding Principal or the Director.
- The school will open an administrative procedure to those parents/guardians who do not meet the duties expressed above. This will be done if the mediation and conciliation process does not lead to a satisfactory conclusion.

CIC'S GUIDING PRINCIPLE FOR STUDENTS

A CIC student strives every day to fulfill the school Mission which is “to develop young men and women of character through an international college-preparatory program, in English, based on high intellectual and moral standards.”

CIC STUDENT PROFILE

A CIC STUDENT IS:

- Committed to the Mission and Values of the School.
- An individual who is committed to his own learning and the learning of those around him.
- Open to innovations and change.
- A respectful human being of integrity, tolerant and inclusive.
- Supportive of school rules and expresses himself or herself positively and appropriately.
- Works to find the best solutions for our community and its evolution.
- Has excellent command over both English and Spanish and shows interest in other languages.

- Involved in community service as a way to strengthen altruistic, ethical, and moral values.

CIC STUDENTS HAVE THE RIGHT TO:

- Have their physical, moral integrity, and personal dignity respected.
- Be respected in reference to their freedom of conscience, religious, ideological or moral beliefs, as well as privacy in regards to such beliefs or convictions.
- Not be discriminated against on grounds of birth, race, sex, economic, social, political, moral, or religious belief, or any other personal/social circumstance.
- Receive attention and care according to their biological, psychological, social development and their vocational skills, needs and aspirations.
- Freedom of speech which does not violate the rights, or respect due of other members of the CIC community.
- Study in a healthy, safe and organized environment.
- Information concerning school operations, school life, and the educational program of the school.
- Participate in the operation and the life of the school through the established board-approved framework.
- Receive an education that ensures the full development of their personality.
- Receive education with equal opportunities, in accordance with school plans and the existing program of studies.
- Have their learning evaluated objectively and to know the evaluation criteria being used.
- Know the outcome of their learning through written communication (such as report cards).
- Elect their representatives in the Student Council.
- Speak to and be heard through the appropriate communication channels.
- Serve as student representatives who can exercise their duties and responsibilities to the CIC student body without fear of censure.

CIC STUDENTS HAVE THE DUTY TO:

- Study, as this is the definition of a student.
- Respect their fellow classmates in their studies and their pursuit of learning.
- Respect the faculty, staff and administration of the school at all times.

- Attend class in a timely manner and participate in the activities that are aimed at: 1) the development of the academic curriculum, and 2) their personal and social growth.
- Hand in their homework on time and meet all other classroom assessment deadlines.
- Follow the guidelines given by their teachers in regards to learning and show due respect and consideration to these guidelines and the teachers charged with carrying them out.
- Participate in the life and operation of the school.
- Respect the academic program and the spirit of the school's stated Vision and Mission.
- Care for and respectfully use all school facilities, resources, and other CIC property.
- Respect and comply with stated school policy.
- Come to school in an appropriate manner that complies with CIC's stated Dress Code, thus demonstrating respect for CIC's history and tradition.
- Demonstrate care and respect for their personal possessions and those of their classmates.
- Not discriminate against any member of the CIC community on grounds of birth, race, sex, or any other personal or social circumstance.
- Maintain personal relationships with other members of the CIC community that are characterized by the values of honesty, solidarity, tolerance, empathy, cooperation, kindness, and equity.
- Respect the freedom of conscience, religious, ideological or moral beliefs, as well as privacy in regards to such beliefs or convictions, of all other members of the CIC community.

The school implements measures to solve conflicts, a product of mediation and conciliation adopted by the members of the school, always safeguarding the right to education and the law of protection to children and adolescents (LOPNA and LOE).

The Centro de Enseñanza Internacional Carabobo/Colegio Internacional de Carabobo has taken into consideration the following guidelines that will reflect the basic aspects of this Chapter, and considered necessary to be highlighted for the knowledge of all the school community members.

ARTICLE 57 – PAGE 32

- **School discipline is consistent with the rights and guarantees for children and adolescents.**

All facts or acts susceptible to sanction, applicable sanctions, and procedures to impose them are to be clearly established in the disciplinary guidelines of the school. The commitments and agreements derived from non-compliance are addressed to help the students to reflect, to amend and to learn from their mistakes. We believe in adjusting the strategy to the behavior in order to correct consistently and coherently, while preserving the student's integrity and his/her right to education.

STUDENT NON-COMPLIANCES AND CONSEQUENCES

At CIC, we direct disciplinary consequences so that they help students to reflect and learn from their mistakes. We believe in matching the strategy to the misbehavior, consistently and coherently, while preserving the student's dignity and right to an education.

Disciplinary non-compliances will be classified as one of three types: **TYPE 1, TYPE 2 and TYPE 3**. Repeated non-compliances are accrued within the school year for Type 1 Non-Compliances and throughout the student's time at CIC for Type 2 and Type 3 Non-Compliances. Any non-compliances committed by a CIC student will be handled with absolute discretion on the part of those who have the responsibility to investigate and take appropriate action.

It is important to note that CIC will not tolerate verbal abuse and physical aggression. CIC will not tolerate one individual insulting another in reference to a person's race, religion, political views, physical appearance, gender preference, cultural background or abilities. The act of insulting another can take place verbally or in writing (including digital). Insulting another is a one-time event. Ongoing verbal abuse would be considered bullying. Insulting another will be cause for an automatic one-day atonement, and possibly more than one day. Physical aggression will earn a one-day atonement.

DEFINITION – TYPE 1 NON-COMPLIANCE

Those behaviors or actions that alter the normal development of school activities. Such non-compliances may be determined as such by a teacher who has noticed such non-compliance, or by any other teaching or administrative staff member, who shall inform the appropriate parties as soon as possible, determined by the gravity of the non-compliance.

TYPE 1 NON-COMPLIANCE

- Chewing gum
- Snacking during class
- Cellular phone/personal electronic device issues
- Dress code issues
- Tardiness
- Book bag issues
- Irresponsible behavior towards personal and school resources
- Bad language
- Late work / not turning in work
- Inappropriate behavior that is distracting or attention-seeking
- Minor classroom behavioral incidents
- Inappropriate physical contact, as defined in the "Hands-Off" Policy

- Unapproved use of personal electronic devices during the school day
- Violation of accepted use of technology standards
- Violation of driving privileges while on the CIC campus
- Digital devices: Sharing accounts/passwords
- Digital devices: Device not charged
- Digital devices: Using device for non-academic work, gaming, social networking
- Digital devices: Use of a non-CIC network (such as 3G or 4G wireless networks)

TYPE 1 NON-COMPLIANCE CONSEQUENCES:

1ST TYPE 1 NON-COMPLIANCE – POSSIBLE CONSEQUENCES:

- Warning and conversation with teacher
- Warning and conversation with Counselor, Dean of Students, or Principal
- Removal from group
- After-School Reflection
- For dress code violation, parents will be contacted to bring appropriate clothing

2ND TYPE 1 NON-COMPLIANCE – POSSIBLE CONSEQUENCES:

- Removal from group
- After-School Reflection and written assignment related to behavior
- In the case of non-compliances with digital devices: two weeks no device
- Meeting with Counselor, Dean of Students, or Principal

3RD TYPE 1 NON-COMPLIANCE – POSSIBLE CONSEQUENCES:

- Removal from group
- Parents contacted
- After-School Reflection or In-School Atonement with follow-up writing assignment
- In the case of non-compliances with digital devices: four weeks no device
- Second meeting with Counselor/Dean of Students/Principal

4TH TYPE 1 NON-COMPLIANCE – POSSIBLE CONSEQUENCES:

- In-School Atonement
- Parent conference with the Principal

DEFINITION – TYPE 2 NON-COMPLIANCE

Those behaviors or actions against any member of the educational community that affect the discipline, peaceful coexistence, and/or the normal development of school activities. Authorized to qualify a Non-Compliance as Type 2 are: Classroom Teacher, Coordinator, Dean of Students, Principals, or the Director.

TYPE 2 NON-COMPLIANCE:

- Classroom behavior that alters or disrupts the teaching/learning environment within the classroom
- Disobeying and/or defying adults
- Bullying (intimidation, physical assault, verbal assault, exclusion, or harassment)
- Academic Dishonesty
- Theft
- Vandalism
- Truancy (Skipping Class)
- Bringing hazardous materials to school
- Fighting with a student
- Violating another member of the community's physical or emotional integrity, including through verbal/written attacks on a person's religion, personal identity, political views, physical appearance, gender preference, cultural background or abilities.
- Committing repeated Type 1 Non-Compliances
- Digital devices: Profanity, vulgarities, or inappropriate language in e-mail messages, online postings, or other digital communications
- Digital devices: Cyber-bullying, harassment, or other anti-social behaviors
- Digital devices: Violating property rights or downloading material without teacher permission (such as TV shows, games, software, etc.)
- Digital devices: Violation in publishing materials online
- Digital devices: Using device for photography, audio recording, or videography without permission
- Digital devices: Using device in an unapproved area (cafeteria, rest room, locker room)

TYPE 2 NON-COMPLIANCE CONSEQUENCES

1ST TYPE 2 NON-COMPLIANCE – POSSIBLE CONSEQUENCES:

- Removal from group for the remainder of the day
- After-School Reflection for students in Grades 1 - 12
- Parent notification by phone from the appropriate Principal
- Parent-Student-Principal/Counselor Conference
- One day or more in-school atonement for Grades 1 - 12 (required for violating the physical or emotional integrity of others).
- Probation from leadership positions
- For cases involving academic dishonesty, no credit for the work submitted (in addition to any of the other possible consequences listed above).
- For case involving truancy, students will not receive a day to make-up work
- For cases involving digital devices: four weeks no device

2ND TYPE 2 NON-COMPLIANCE

- Student's case is referred to and reviewed by the administration.

DEFINITION – TYPE 3 NON-COMPLIANCE

Those incidents that involve aggressive behavior or violent action against any member of the educational community that violate their physical, mental, and emotional dignity, significantly altering the normal development of school activities. They cause physical damage and/or emotional stress and are detrimental to the good name of the institution, and some are expressly prohibited by Venezuelan Law.

TYPE 3 NON-COMPLIANCE:

- Severe cases of bullying
- Fighting with a teacher or assaulting a teacher
- Committing 3 or more Type 2 Non-Compliances of like kind
- Actions that significantly alter or disrupt the normal development of school activities
- Use, distribution, sale, or possession of alcohol, tobacco, smoking/vaping products, other drugs, or psychotropic substances

- Use, distribution, sale, or possession of weapons or other hazardous items
- Coming to campus impaired or “hung over” from the use of alcohol or other drugs
- Digital devices: Masquerading or pretending to be someone else
- Digital devices: Hacking, bypassing CIC security settings, or interfering with the operation of CIC’s network
- Digital devices: Searching, retrieving, saving, circulating, and/or displaying hate-based, offensive, or sexually explicit material or images, and/or information about weapons and/or illegal substances

TYPE 3 NON-COMPLIANCE CONSEQUENCES:

1ST TYPE 3 NON-COMPLIANCE:

- Student is removed from his/her group of peers for in-school atonement for the remainder of the day and will arrive the following day in the company of his or her parents for a conference with the Principal.
- A behavior contract or referral for external support will be decided upon and possibly the Disciplinary Committee will be formed.
- If the student is in All-Stars, he/she will be removed from the team and not be able to participate in practices nor attend tournaments without administrative approval.
- Students holding leadership positions in student organizations will be removed from the group.
- For cases involving digital devices: six weeks no device (minimum). A student will lose device privileges for the entire year for cases involving searching, retrieving, saving, circulating, and/or displaying hate-based, offensive, or sexually explicit material or images, and/or information about weapons and/or illegal substances.

2ND TYPE 3 NON-COMPLIANCE:

- Student is removed from his/her group of peers for an indefinite time until the Disciplinary Committee is convened to determine the appropriate course of action.

REFLECTION AND ATONEMENT GUIDELINES

Reflections and atonements are activities intended to give a student an opportunity to learn from a situation at school that falls into one of the non-compliance categories described previously. Reflections are after school whereas atonements are done during the school day. The goal when any student serves a reflection or atonement is to bring about a change in behavior that is in line with the school’s mission, values and the well-being of the CIC community as a whole.

POSSIBLE ACTIVITIES SHOULD FOLLOW THESE FOUR GUIDELINES:

1. They should be consistent (consequence applied soon after the misbehavior).
2. They should be proportional to the misbehavior (don't overdo it, don't minimize it).
3. The reflection should be linked to the non-compliance (if it was a lie, write an essay about truth, if they were chewing gum, they can write about healthy teeth, or good manners).
4. The reflection should promote growth in the student (have them write not about what not to do, but what TO do, and not just writing a sentence over and over).

POSSIBLE ACTIVITIES FOR REFLECTIONS:

- Read an article and write a reaction to it.
- Read an article and take a test on it.
- Write an essay on a relevant issue. Prepare a second draft.
- Prepare a 2 - 5 minute speech on the issue, and present it to a teacher.

ATONEMENT GUIDELINES:

Aside from the four basic guidelines of reflection, described above, atonement activities should include a fifth one:

- The opportunity to repair the damage. This makes atonements more active.

POSSIBLE ACTIVITIES FOR ATONEMENT INCLUDE THE FOLLOWING:

- Apology letters can be written and personally delivered.
- Research and present a visual 2 - 5 minute power point-like presentation shown to peers and/or staff members.
- Community Service may be in order if this is linked to the non-compliance.
- Clean up the school if linked to the non-compliance.
- Skill practice (the student may need practice opportunities to experience the skill he or she is not demonstrating).
- Prepare an oral presentation on the identified issue. Do research using the Internet, take notes, and prepare a visual presentation (2 - 5 minute PowerPoint). This will be presented to a class.
- Write a research project with references on the issue, making a second or third draft if necessary. Present it orally to a group.

- Prepare an art project dealing with the issue involved and share this art project with a class.

GUIDING PRINCIPLE TOWARDS DISCIPLINE

CIC's school discipline is oriented towards the comprehensive training of students to strengthen their respect for the rights of all persons, as well as the fulfillment of their duties.

DISCIPLINARY COMMITTEE

The Disciplinary Committee is formed by a group of members from the Administration and Faculty: The Director, the Principal of the division involved, a Classroom Teacher, and the Psychologist or Counselor. The Disciplinary Committee is in charge of initiating the disciplinary process when a non-compliance or incident, significantly affecting the cooperative coexistence of the school, has been committed.

The Disciplinary Committee initiates disciplinary proceedings to analyze and evaluate the situation, implementing the procedures to address the non-compliance. The Director may incorporate other faculty members into the Disciplinary Committee, as deemed necessary. All Disciplinary Committees will be convened at the discretion of the Director.

- **INVENTORY PROCEDURES:**

The Disciplinary Committee is charged with identifying and implementing a series of procedures to identify the facts of the situation.

- **REGULAR COMMUNICATION CHANNELS:**

Management of conflicts at CIC will be oriented by the channels of communication following an ascending order:

STUDENT – TEACHER – ADVISOR – PRINCIPAL – DIRECTOR

- **DISCIPLINARY ADMINISTRATIVE PROCEDURE:**

In the event of a serious non-compliance by a student, a disciplinary administrative procedure will be initiated before determining responsibilities or disciplinary consequences. These administrative proceedings are intended to establish the circumstances, mode, time, and place where the occurrence took place in order to guarantee the right of defense for the student (to be heard, interviewed and to provide evidence), the presumption of innocence, and the right to due process which aims to find the truth. It is structured in the following way:

1. OPENING OF THE PROCEDURE (DAY 1)

The teacher, the Administrator and/or Director that observed the non-compliance writes a report describing the occurrence, indicating the alleged perpetrator, the date, time and type of non-

compliance, (factual actions) and sets out the reasons why the Disciplinary Committee must initiate an investigation. The Committee begins with the write-up whereby it accords to practice all those measures that are necessary to clarify the truth.

2. NOTIFICATION TO INTERESTED PARTIES (DAY 2)

The report with the facts is presented to the alleged responsible person, time when he/she is notified that the procedure has begun. Referring to the disciplinary non-compliances which such conduct has caused, showing the Student-Parent Handbook where they are categorized and the provisional qualification of the type of non-compliance. At the same time a written notification is sent to the parents or guardians whereby they are informed of the disciplinary procedure in which their child or youth is involved, and that they are to come to the school premises on the following school day.

3. INVESTIGATION PERIOD (DAYS 3 – 5)

The Disciplinary Committee asks the student to submit in writing his/her version of the events (must be signed by the student), and any other form of evidence deemed appropriate; the probationary period is thus opened for a duration of three working days, for all involved parties to formulate their facts, deliver written or testimonial evidence, thus initiating due process to protect and defend the student. Should there be any witnesses of the incident, they must also submit a written document explaining what was observed.

4. TIME TO DECIDE (DAYS 6 & 7)

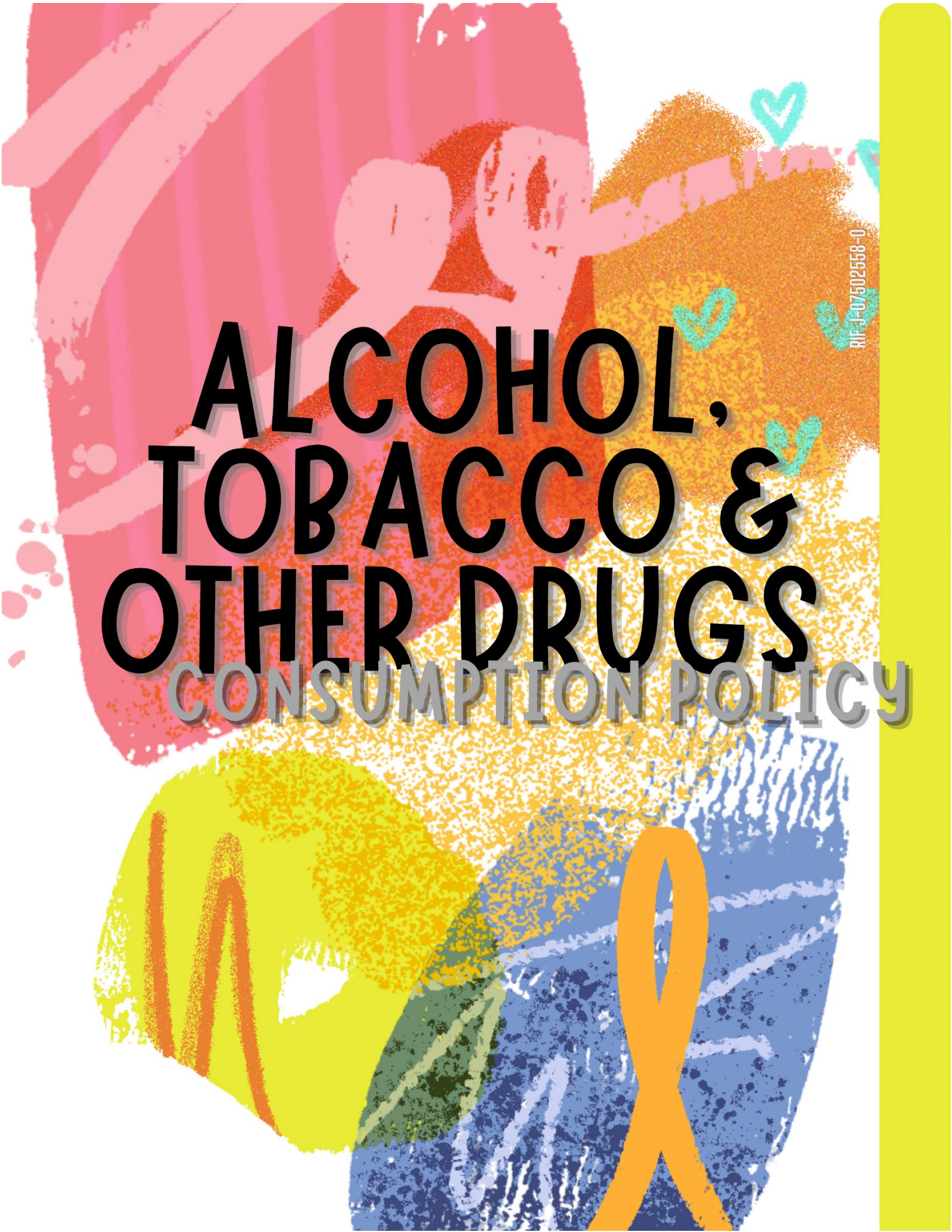
The Disciplinary Committee must analyze the information received, determine the type of non-compliance committed, the responsibility of the student, and the disciplinary consequence resulting from the occurrence. The decision taken will be given in writing to all interested parties by means of an administrative act and will proceed with the application of the alternate means of conflict resolution and the application of the consequence.

5. CHALLENGE PERIOD (DAYS 8 & 9)

In case of disagreement with the decision, a letter written to the Disciplinary Committee may request a reconsideration of the decision. The appeal does not remove the consequences of the non-compliance, but begins a review process.

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ALCOHOL, TOBACCO & OTHER DRUGS CONSUMPTION POLICY



GENERAL PRINCIPLES

To be aligned with our Mission and Vision, Colegio Internacional de Carabobo developed, for its implementation, a policy called “Colegio Internacional de Carabobo Alcohol, Tobacco and Other Drugs Consumption Policy.” This policy statement was created by a broad selection of representatives that formed the CIC Alcohol/Tobacco/Drug Prevention Committee.

THE FOLLOWING POLICY APPLIES TO ALL STUDENTS, STAFF, ADMINISTRATORS, FACULTY, OTHER EMPLOYEES, AND GUESTS:

- 1.** The School is aware of the risks associated with alcohol, tobacco, and other drug abuse, affecting not only individuals, but also their families and friends. Alcohol, tobacco, and other drug consumption can lead to serious health and social problems, including short and long-term effects on the body and mind. Additionally, these substances can affect academic, athletic, work performance, and can lead to violent or destructive behaviors.
- 2.** The School acknowledges that the consumption of alcohol, tobacco, and other drugs represents a threat for the creation of a productive and efficient educational environment where all students should have the opportunity to develop their maximum potential.
- 3.** The School is committed to creating and maintaining a safe and healthy environment, free from alcohol, tobacco and other drugs, for all members of the CIC community. Consequently, all students, faculty, staff, and guests of the CIC community are required to abide by this policy’s specific regulations. Those who violate such regulations regarding the use of alcohol, tobacco, and other drugs will be held accountable for their actions and subject to sanctions.

CIC is committed to establish and promote a comprehensive alcohol, tobacco, and other drugs prevention plan.

THE SPECIFIC OBJECTIVES WILL ADDRESS THE FOLLOWING:

- Promote healthy lifestyles and environments, including the development of community wellness plans.
- Avoid alcohol, tobacco, and other drug abuse.
- Increasing protective factors and decreasing risk factors will eventually lead to the prevention of alcohol/tobacco/drug abuse.
- Strengthen relations among members of the educational community.
- Detect and intervene early when faced with alcohol, tobacco or other drugs abuse and consumption by any student.
- Develop attitudes, values, and competencies in the entire faculty so they can take a proactive role in the

alcohol/tobacco/drug abuse prevention.

- Educate the whole CIC family to adopt an active role in the prevention of alcohol/tobacco/drug abuse by their children.

COMPREHENSIVE ALCOHOL/TOBACCO/DRUG ABUSE PREVENTION PLAN

The implementation of this comprehensive plan includes specific and non-specific activities.

SPECIFIC ACTIVITIES FOCUS ON THE FOLLOWING GOALS:

- Distribution of scientific based information, to all students, regarding the risks of the abuse of alcohol/tobacco/drug and its prevention and the measures to be taken.
- Offer comprehensive alcohol/tobacco/drug abuse prevention information for families with children of all ages.
- Provide practical resources and intervention strategies for parents/caregivers to use at home and with their children.
- Provide ongoing professional development for school faculty, staff, and the disciplinary team aimed at developing positive attitudes, knowledge, and alcohol/tobacco/drug abuse prevention skills.

NON-SPECIFIC ACTIVITIES:

These activities are those designed to create a positive school climate and are part of the academic and co-curricular program.

1. **PROGRAMS:** Chargers for Character, Advisory, Sports Program, etc.
2. **CAMPAIGNS:** CIC Stands Up! Recycling
3. **SUBJECTS:** Life Skills
4. **ORGANIZATIONS:** Community Service, NHS-NJHS, and STUCO

INTERNAL POLICIES

A. TOBACCO

Colegio Internacional de Carabobo is a smoke-free environment. There is no using tobacco-based products, including vaping products, on any part of our campus. This also applies to off-campus activities organized by CIC; e.g. field trips, VANAS tournaments, etc. All students, faculty, staff, and guests of the CIC community are required to abide by this policy. This policy is in accordance with the Venezuelan Ministry of Education Statute

which states that campuses are non-smoking zones. Consequently, smoking is prohibited at any time on campus and is subject to the penalties imposed by the **MANUAL DE CONVIVENCIA**.

Smoking/Vaping in the school is considered a Non-compliance Type 3. For more information refer to the **MANUAL DE CONVIVENCIA**.

B. ALCOHOL

The possession and/or consumption of alcoholic beverages are prohibited at all times on campus and are subject to the penalties imposed by the **MANUAL DE CONVIVENCIA**.

Regarding the consumption of alcohol by students at events sponsored by CIC, the following norms are enforced:

- Under no circumstances will alcohol be served at parties organized by the school.
- The use of the school logo or the name of the school is not allowed at any school-related parties/events that are not organized by the school and where alcoholic beverages are served.
- Parents are to be responsible for ensuring compliance with all applicable provisions of this policy, appropriate CIC regulations, and the laws of Venezuela (ART. 92 OF THE LOPNA) during the school related parties (e.g. after Prom). Consequently, it is forbidden to offer alcoholic beverages to minors, who should be identified with some sort of ID in order to avoid alcohol being served to them. Otherwise, the parent could be subject to the penalties imposed by law, article 79 of the LOPNA.

C. ILLEGAL DRUGS: MARIJUANA, COCAINE, ECSTASY AND OTHERS

The possession, trafficking, and/or consumption of illicit drugs are prohibited at any time on campus and are subject to the penalties imposed by law.

THE ALCOHOL / TOBACCO / DRUG PREVENTION COMMITTEE

Colegio Internacional de Carabobo is committed to having an Alcohol/Tobacco/Drug Prevention Program with Student Support Services (SSS) taking the lead role.

STUDENT SUPPORT SERVICES WILL –

- Ensure that the school community, in general, is informed on alcohol/tobacco/drug prevention policies and on the program to be carried out.
- Create an annual plan regarding alcohol/tobacco/drug prevention.
- Enable the implementation of the annual plan and ensure the participation of the whole educational

community.

- Carry out an annual evaluation of the Alcohol/Tobacco/Drug Prevention Program.
- Anticipate the advice of special consultants in order to implement the Alcohol/Tobacco/Drug Prevention Program, as appropriate.
- Develop, review, update policies, execute agreements, and design and implement alcohol/tobacco/drug prevention campaigns for the community.

CIC COMMUNITY MEMBERS RESPONSIBILITIES

All students, faculty, staff, parents, and guests from the CIC community are required to respect, support, communicate, and abide by these norms as well as school-specific regulations. Those who violate such norms and school regulations regarding the abuse of alcohol, tobacco and other drugs will be held accountable for their actions and subject to CIC sanctions and/or other legal consequences.