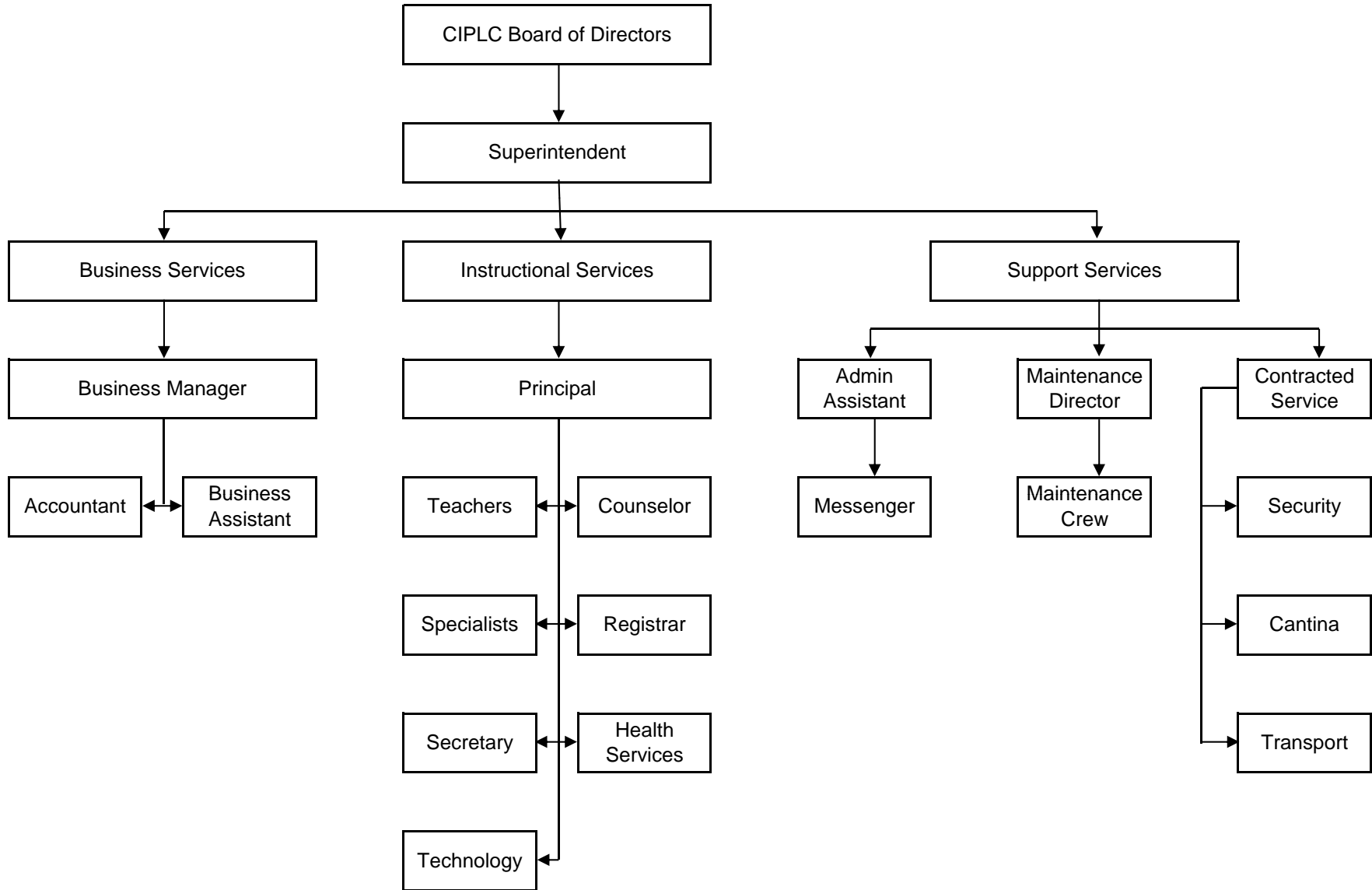


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CIPLC Organizational Chart



Attachment **B**

At-Large Board of Director Nomination Process

Nomination:

When an at-large Director position becomes available, the President of the Board of Directors will request the Parent Teacher Organization (PTO) Executive Committee to provide nominations for the Board of at least two candidates per at-large Board Member being replaced. Candidates should be paid members of the PTO. The Board will interview the candidates submitted by the PTO as to their suitability and commitment for serving on the BOD.

No Board member can be an employee, student, member of the faculty, or PTO Executive Committee of CIPLC due to conflict of interest. In the event a member of the PTO Executive Committee is nominated, that member must resign the posting on the PTO Executive Committee if selected as a Board member. Other restrictions applied will be at the discretion of the Board.

Election:

The Board of Directors, upon interviewing the candidates, will recommend to the General Managers of the Founding Member companies, the most suitable, qualified person(s) to serve on the Board. The Board of Directors, in concurrence with the General Managers of the Founding Member companies, will appoint the new at-large Director.

Reviewed March 2012

**Code of Ethics for
Colegio Internacional Puerto La Cruz
Board of Directors**

As a member of the Colegio Internacional Puerto La Cruz Board of Directors, I shall promote the best interests of the school as a whole and, to that end, shall adhere to the following ethical standards.

- Standard 1. I will be fair, just and impartial in all my decisions and actions.
- Standard 2. I will accord others the respect I wish for myself.
- Standard 3. I will encourage expressions of different opinions and listen with an open mind to other’s ideas.
- Standard 4. I will work to ensure prudent and accountable use of CIPLC resources.
- Standard 5. I will make no personal promise or take private action that may compromise my performance or my responsibilities.
- Standard 6. I will tell the truth.
- Standard 7. I will share my views while working for consensus.
- Standard 8. I will respect the majority decision as the decision of the Board.
- Standard 9. I will base my decisions on fact rather than supposition, opinion or public favor.
- Standard 10. I will not disclose information that is confidential by law or that will needlessly harm CIPLC if disclosed.
- Standard 11. I will consistently uphold all policies and standard procedures.
- Standard 12. I will focus my attention on fulfilling the Board’s responsibilities of goal setting, policymaking, and evaluation.
- Standard 13. I will be continuously guided by what is best for all students at CIPLC.

I have read the Code of Ethics for Colegio Internacional Puerto La Cruz Board of Directors and I agree to abide by their provisions.

Signature _____ Date _____

Authority of Limitations Policy

I. Introduction

These General Authority Limitations and Specific Authorizations are applicable to Fundacion Colegio Internacional de Puerto La Cruz (CIPLC), and shall guide all financial and administration activities of the school. The principles, authority, limitations and specific authorizations included in this document establish those boundaries within which specific employees may act. Specific authorities are vested with positions, not individuals. Therefore, unless indicated to the contracts in this document authority may be delegated and may be exercised by an individual designer in writing to act on behalf of an absent incumbent.

II. Organizational Philosophy and Relationships

Foundacion CIPLC is a not-for-profit organization, whose primary mission is to develop life learners through the use of an American-based curriculum. The school will be governed by a Board of Director and accredited by Advanc-Ed/Southern Association of Colleges Schools.

The Acta Constitutiva is the definitive document as regards the School and defines the Board Directors’ rights and obligations. The Acta Constitutiva also defines certain authorities vested the Board of Directors in the position of Superintendent of the School.

The Board of Directors is composed of designated representatives of the founding member companies of the Fundacion CIPLC. The Board is responsible for the establishment of the School’s internal organizational structure and regulations and for the establishment of certain employee plans.

The Superintendent of Fundacion CIPLC is responsible for representation of the School with respect to all its rights and responsibilities, for promulgation of school Policies and Procedures and for various other duties as outlined by the Board.

III. Basic Principles

- All decisions, both business and educational will be made in the general interest of the school. All employees of the school will be knowledgeable of the school’s purpose strategies, values and financial and administrative procedures and will be accountable for using the school’s resources to further the school’s overall objectives.
- The Business Office will be responsible for establishing and maintaining an effective system of internal controls. All employees will be expected to respect and cooperate with the system.
- The majority of financial decisions will be made in accordance with the school’s annual budget as approved by the Board of Directors.

IV. Glossary

Capital and Operating Budget

The Business and Financial Plan which is submitted annually by the Business Manager for Board Approval and covers all estimated income and expenses for the year. Changes may be made during the school year should there be changes to the basis upon which original estimates were made.

Purchase Orders and goods and services requisitions:

Documents specifying intent to buy a particular quantity of services at a particular cost.

Change Order

Document stating intent to modify cost or quantity of goods originally ordered.

Tuition Plan

Agreement whereby individual may pay for tuition in more than one installment. This is acceptable only if the first installment is paid prior to the beginning of the school year and the last paid prior to the end of the school year to which the tuition relates.

Contract Amendments

Legal documents signifying both parties' acceptance to modify the contract incorporating (1) significant additional scope; (2) changes to the commercial terms and condition; (3) revision of contract prices; or (4) the addition of new line items or conditions, milestones or other factors against which and payment are measured.

Contributions

A contribution is a gift of money or assets made to a qualified charitable, scientific, educational, civic, or other similar organization for which CIPLC will not derive any specific benefit in return.

Reviewed March 2012

CIPLC Procurement and Contracting Procedure

1. Objective

The purpose of this procedure is to ensure that purchases are planned and accounted for correctly, fairly and in accordance with Board policy and the approved authority limitations.

2. Responsibility

Responsibility for this procedure lies with the Board of Directors. The Superintendent and Business manager are responsible for compliance with it.

3. Procedure

- 3.1 Purchase planning shall be initiated as early as possible in order to allow time to secure the best possible prices and services.
- 3.2 An effort to buy in quantity is made whenever possible to take advantage of volume discounts if they are available. However, care shall be taken not to spend funds long before the items need to be purchased.
- 3.3 If a purchase is over \$50,000 US or to be made outside of the scope of the Budget, the Board must approve the purchase.
- 3.4 Competitive buying shall be practiced. If a purchase is over \$1,000 there must be records of comparative shopping (notes showing prices at different stores for example). If the purchase is over \$50,000 there must be records of competitive vendor bidding, or Board approval to single source for the purchase. Bids shall be awarded to the lowest bidder who is technically able to do the work.

The Board must approve an award to a bidder who was not the lowest bidder.

- 3.4.1 If a competitive vendor bid is conducted, sealed bids must be received by Business Manager by the date specified in the invitation to bid.
- 3.4.2 At least three bids should be received.
- 3.4.3 Bids shall be opened at finance Committee meeting and members of the Finance Committee should sign and date as evidence of their witnessing the opening.
- 3.4.5 A contractor may not change his bid after the fact unless extenuating circumstances occur, which should be reviewed by the Finance committee and approved by the Board if the adjustment renders the bid higher than other bids tendered in the original bidding process.

- 3.5 All negotiation and other contracts with vendors shall be the responsibility of the Superintendent.
- 3.6 All contracts require legal review.
- 3.7 Vendors shall not visit classrooms or discuss/display their wares without prior authorization on the Superintendent.
- 3.8 Items shall never be purchased for personal use.
- 3.9 Purchases must be initiated with a Requisition Form, which may be prepared by any member of the school staff. The person preparing a requisition may recommend a vendor. These requisition forms should be numbered sequentially by the Administration Assistant and entered into the Requisition database once they have been approved. Invoices for which no approved requisition form has been made out, should be approved by the Superintendent. (In general, all invoices should match a previously approved requisition form).
- 3.10 All purchase requisition forms must be approved by the Superintendent as long as the purchase is under \$50,000 US and within the scope of the board-approved budget. The school will accept no responsibility for purchase made without the required form, authorized by the Superintendent.
- 3.11 The purchase requisition is forwarded to the Purchasing Agent who is responsible to execute the purchase.
- 3.12 The Purchasing Agent must issue a Purchase Order for all purchases.
- 3.13 The Administrative Assistant will keep an up-to-date database of all open Requisition Forms. This database should be reviewed and updated if the goods have been received or the invoice has been received and paid in order to keep a clear record of outstanding commitments.

Any billing irregularities shall immediately be brought to the attention of the Superintendent.

4 **Changes**

Any subsequent changes to this procedure should be approved by the Board.

Reviewed March 2012

Attachment “F”

Foreign-Hire Process and Policy of CIPLC

- 1) Intent to Return forms will be distributed to faculty by November 1st
- 2) Faculty will return the Intent Forms to Administration by November 15th
- 3) Evaluations of current staff will be completed by December 1st
- 4) Open positions will be tentatively listed with selected recruiting agencies
- 5) Superintendent will identify staffing needs and create a recruiting schedule
- 6) Administration will propose any manpower changes at the January Board meeting
- 7) Approved positions will be finalized and posted with recruiting agencies
- 8) Superintendent will attend selected recruiting fairs in December-February

Hiring Policy

Philosophy –

The school will employ a dynamic, effective, well-qualified and efficient staff to carry out a constantly improving educational program.

Minimum requirements to qualify as a teacher at CIPLC-

01. Bachelor’s Degree, certification in country of origin, or equivalent experience
02. At least two years experience in the grade level or subject to be taught. Exceptions can be made for extraordinary candidates
03. Must be a North American citizen or be eligible to work in the US
04. Prefer prior overseas experience
05. Prefer Master’s degree
06. All applicants must meet the minimum requirements set by SACS

Minimum requirements for administrative positions

01. Principals must have at least a Master’s Degree and five years of professional experience in education (a minimum of two years classroom and two years of administration). Certification required.
02. Assistant Principal must have a Master’s Degree and five years experience in education with a minimum of two years classroom experience. Certification required.
03. Superintendent must have a Master’s degree, at least ten years of professional experience in education (a minimum of two years classroom and three years of administrative experience). Other qualifications may be set by the BOD.

Professional Staff Recruitment

01. The BOD recognizes the extreme importance of an effective staff recruitment program to building and maintaining a strong instructional program.
02. The Superintendent will commit the time and resources necessary for a comprehensive recruitment and orientation program based on high standards of performance.
03. All educational staff are required to abide by and respect an employment contract as well as an Ethics and Substance Abuse Policy approved by the Board of Directors.
04. The Superintendent has hiring authority for all positions in the school, except that he/she will get the Board’s approval of any recommendations for the positions of Principal and Business Manager.

05. The Superintendent has authority to conduct annual recruiting trips to seek possible candidates for employment of teachers and administrators.
06. The Superintendent will review manpower requirements with the BOD and set manpower allocations for the coming year. Additional manpower requests throughout the year will require BOD approval.

Orientation

The Superintendent is responsible for planning orientation activities before the start of classes each school year. There will be two components to the orientation procedure: 1) Sessions specific to new staff, and 2) Sessions for all faculty, new and returning.

Contract Extension

01. Foreign hire staff are employed at CIPLC for a minimum two-year commitment of service. Notice of intention to continue service for the second year of the contract will not be solicited. Should a staff member decide to discontinue service after only one year, repatriation transportation costs will not be provided and only legally required termination payments will be paid on departure, unless the reasons for leaving are clearly beyond the individual's control. Should the school decide not to re-employ a teacher after their first year, full contract completion benefits will be paid and a leave of up to one week provided to seek new employment, unless the teacher is dismissed for cause.
02. Foreign hire staff will be eligible for one-year contract extensions after their initial two-year contract.
03. Staff who are considering leaving CIPLC in June should informally discuss this possibility with their Superintendent before November 15.
04. The administration will attempt in any case where non-renewal of employment is a significant possibility to discuss this informally with the affected staff member before the December break.
05. By November 15, staff intending to leave CIPLC shall give written notice of their decision regarding the following year to their Superintendent to enable the school to take full advantage of the late November and early December recruitment season. Unless otherwise agreed to by the Superintendent, going to a recruitment conference will be deemed constructive notice of the intention to leave CIPLC. By February 1st the administration will give formal notice to any staff member whose employment will not be extended beyond June.
06. Staff who notify CIPLC of their resignation after February 1st will not receive transportation home, or shipping costs home unless the demonstrated reason for leaving is clearly beyond their control.

Updated: April 2007
Reviewed March 2012

Local Hire Policy and Process

1. Evaluations of current staff will be completed by December 1st.
2. Survey of contract renewal interest will be distributed.
3. Survey will be collected by December 5th
4. A tentative schedule will be devised and needs will be identified
5. Manpower changes will be proposed at the Dec. BOD meeting
6. Intent to Hire forms will be distributed and collected

Hiring Policy

Philosophy:

The school will employ a dynamic, effective, well-qualified and efficient staff to carry out a constantly improving educational program.

Minimum requirements to qualify as a local-hire teacher at CIPC

The individual hired must:

1. Possess a Bachelor's Degree from a U.S. institution OR
2. Possess a Certificate or License to teach granted by their home country OR
3. Possess a Bachelor's Degree from an institution approved by a U.S regional accrediting agency.

NOTE: For individuals not holding the above credentials, evidence of application with justification to the Committee on Latin American Schools and acceptance by the Committee of such education, training or experience in lieu of all parts of SACS requirements must be obtained before a contract to employ can be signed.

4. Have at least two years experience in the grade level or subject to be taught. Experience credit is not given for substitute or student teaching.
5. Show proficiency in speaking, writing and comprehension in the English language.
6. Not be a family member of any member of the CIPLC Board of Directors.
7. Prefer Master's Degree.

All applicants must meet the minimum requirement set by SACS.

Professional Staff Recruitment:

1. The Board of Directors (BOD) recognizes the extreme importance of an effective staff recruitment program to building and maintaining a strong instructional program.
2. The Superintendent will commit the time and resources necessary for a comprehensive recruitment and orientation program based on high standards of performance.
3. Every effort must be made by the Superintendent to hire the most qualified individual that, at minimum, possesses the basic requirement to qualify a local hire teacher at CIPLC.
4. The Superintendent has hiring authority for all positions in the school, except that he/she will get the Board's approval for the hiring of any individual that does not meet the minimum requirements to qualify as a local hire teacher of CIPLC.
5. The Superintendent will review manpower requirements with the BOD and set manpower allocations for the coming year. Additional manpower request throughout the year will require Board of Directors approval.
6. All educational staff are required to abide by, respect and sign an employment contract as well as an Ethics and Substance Abuse Policy approved by the Board.

Orientation:

The Superintendent is responsible for planning orientation activities before the start of classes each school year. There will be two components to the orientation procedure: 1) Sessions specific to new staff and 2) Sessions for all, new and returning.

Contract Particulars:

1. Local hire staff employed at CIPLC for a minimum one-year commitment of service. Should a staff member decide to discontinue service prior to the expiration of the contracted period, salary and benefits will be paid only until the last work day of the employee at CIPLC.
2. Staff who are considering leaving CIPLC in June should informally discuss this possibility with the Superintendent before December.
3. The administration will attempt in any case where non-renewal of employment is a significant possibility to discuss this informally with the effected staff member before the December break.
4. Prior to December 15, staff intending to leave CIPLC shall give written notice of their decision regarding the following year to their Superintendent to enable the school to take full advantage of the late November and early December recruitment season. Unless otherwise agreed to by the Superintendent, going to a recruitment conference will be deemed constructive notice of the intention to leave CIPLC.
5. By February 1st the administration will give a formal notice to any staff member whose employment will not be extended beyond June.

Reviewed March 2012

Attachment “H”

Code of Ethics and Standard Practices for Colegio Internacional Puerto La Cruz Educators

Introduction

The Code of Ethics and Standard Practices defines the professional behavior of educators at Colegio Internacional Puerto La Cruz.

Definitions

“CIPLC” is Colegio Internacional Puerto La Cruz.

“Educator” is a teacher, counselor, principal, assistant principal, director, or other school administrator or educational personnel. For the purpose of the Code of Ethics, “educator” also refers to paraprofessionals, aides, and substitute teachers.

“Student” is any individual enrolled at Colegio Internacional Puerto La Cruz from preschool through grade twelve.

Professional Responsibility

The CIPLC educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community. The CIPLC educator in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The CIPLC educator shall exemplify the highest standards of professional commitment. The CIPLC educator should strive to create an atmosphere that will nurture to fulfillment the potential of each student. The CIPLC educator shall measure success by the progress of each student toward realization of his or her potential. The CIPLC educator shall cooperate with parents and others to improve the school.

Principle I: Professional Ethical Conduct, Practices and Performance

The CIPLC educator shall maintain the dignity of the profession by demonstrating personal integrity and exemplifying honesty.

Standard 1.1 The educator shall not intentionally misrepresent official policies of CIPLC and shall clearly distinguish those views from personal attitudes and opinions.

Standard 1.2 The educator shall honor confidentiality concerning the content and source of comments and actions occurring during all staff, faculty and parent meetings.

Standard 1.3 The educator shall not knowingly misappropriate, divert or use monies, personnel, property or equipment committed to his or her charge for personal gain or advantage.

Standard 1.4 The educator shall not submit fraudulent requests for reimbursement.

Standard 1.5 The educator shall neither accept nor offer gratuities, gifts or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents or other persons or organizations in recognition of or appreciation of service.

Standard 1.6 The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7 The educator shall comply with written school board policies.

Standard 1.8 The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9 The educator shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relative attribute.

Standard 1.10 The educator, or any family member of the educator, shall not have a personal financial interest, a business interest, or any other obligation that in any way creates a substantial conflict with the proper discharge of assigned duties and responsibilities or that creates a conflict with the best interest of CIPLC. A family member is defined as parents, dependents, brothers/sisters, aunts/uncles, cousins, nephews/nieces and others related to marriage. An employee who believes that he or she has or may have a conflict of interest shall disclose the interest to the CIPLC Board of Directors or designee, who shall take whatever action is necessary, if any, to ensure that CIPLC's interests are protected.

Principle II. Alcohol or Drugs

An educator shall refrain from use of alcohol or illegal unauthorized drugs during the course of professional practice.

Standard 2.1 The educator shall not unlawfully manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while at school or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance with the intent of inhalation.
4. Any other intoxicant, or mood changing, mind-altering, or behavior altering drugs.

An employee who uses a drug authorized by a licensed physician through a prescription specifically for that employee's use should not be considered to have violated this policy. Alcohol served at an all-adult school function outside of usual working hours would not be considered to have violated this policy. CIPLC students would not be allowed at any school function where alcohol is served.

Principle III: Ethical Conduct Toward Professional Colleagues

Standard 3.1 The educator shall not reveal confidential information concerning colleagues unless disclosure serves professional purposes or is required by law.

Standard 3.2 The educator shall not willfully make false statements about a colleague or the school system.

Standard 3.3 The educator shall not discriminate against, coerce, or harass a colleague on the basis of race, color, religion, national origin, age, sex, or disability.

Standard 3.4 The educator shall not use coercive means or promise special treatment in order to influence professional decisions or colleagues.

Principle IV: Ethical Conduct Toward Students

CIPLC exists because of the student. The first obligation of the educator is to the student. The student is not an interruption of our work, but he/she is the purpose of it and is deserving of the most courteous and attentive treatment we can give.

Standard 4.1 The educator shall organize instruction that seeks to accomplish the objectives set forth in the CIPLC curriculum standards.

Standard 4.2 The educator shall deal considerately and justly with each student and shall seek to resolve problems including discipline according to school policy.

Standard 4.3 The educator shall not intentionally expose the student to disparagement.

Standard 4.4 The educator shall not reveal confidential information concerning students and may give it only to authorized persons directly concerned with their welfare. Confidential information includes but is not limited to student academic and disciplinary records and information, health and medical information, family status and/or income and assessment/testing results.

Standard 4.5 The educator shall make reasonable effort to protect the student from conditions detrimental to learning, physical health, mental health or safety.

Standard 4.6 The educator shall not deliberately or knowingly misrepresent facts regarding a student.

Standard 4.7 The educator shall not exclude a student from participation in a program or deny benefits to a student, on the basis of race, color, sex, disability, national origin, or religion.

Standard 4.8 The educator shall always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:

1. Committing any act of child abuse, including physical and emotional abuse.
2. Committing or soliciting any unlawful sexual act.
3. Soliciting, encouraging, or consummating a written, verbal, or physical romantic or inappropriate relationship with a student.

Standard 4.9 The educator shall not furnish alcohol, tobacco products or illegal/unauthorized drugs to any student or knowingly allow any student to consume alcohol, tobacco products or illegal/unauthorized drugs in the presence of the educator.

Principle V: Ethical Conduct Towards Parents and Community

Standard 5.1 The educator shall manifest a positive role in school public relations.

I have read the Code of Ethics and Standard Practices for Colegio Internacional Puerto La Cruz Educators and agree to abide by their provisions.

Employee signature _____ Date _____

Reviewed March 2012

Attachment ‘T’

Colegio Internacional Puerto La Cruz Employee

Standards of Conduct

Standard 1. A CIPLC employee shall strive to create and sustain a respectful, fair and caring environment by treating all persons, including other employees, students and parents with respect.

Standard 2. The time and services of a CIPLC employee during working hours should be used for CIPLC business.

Standard 3. A CIPLC employee shall not use nor allow others to use CIPLC equipment or supplies for personal purposes unless specific authorization is given to do so.

Standard 4. CIPLC reserves the right to review records to determine abuse of privileges relating to the use of telephones (including cellular phones), computers (including internet access), copy machines, automobiles and/or transportation vehicles owned by CIPLC.

Standard 5. A CIPLC employee shall account for all funds committed to his or her charge and shall conduct financial business with integrity.

Standard 6. A CIPLC employee shall not submit fraudulent requests for reimbursement.

Standard 7. A CIPLC employee shall not accept or solicit any gift, payment, favor, service or other benefit from any person or business organization that does or seeks to do business with CIPLC.

Standard 8. A CIPLC employee shall not have a personal financial interest, or business interest, or any other obligation that in any way creates a substantial conflict with the proper discharge of assigned duties and responsibilities.

Standard 9. A CIPLC employee who has access to confidential information relating to contracts, construction, or procurement must maintain the confidentiality of such information and not disclose or use it for any purpose other than in the proper performance of the employee’s job.

Standard 10. A CIPLC employee must not use or disclose confidential, private or sensitive information acquired in the course of official duties relating to student performance and records, personnel files or other records except in the proper performance of the employee’s job.

Standard 11. A CIPLC employee shall not unlawfully manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while at school or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substances with the intent of inhalation.
4. Any other intoxicant, or mood changing, mind-altering, or behavior altering drugs.

Any employee who uses a drug authorized by a licensed physician through a prescription specifically for that employee's use should not be considered to have violated this policy.

Standard 12. A CIPLC employee shall not furnish alcohol, tobacco products or illegal/unauthorized drugs to any student.

Standard 13. A CIPLC employee shall not discriminate against, coerce, or harass any other employee, student or parent on the basis of race, color, religion, national origin, age, sex or disability.

I have read the CIPLC Employee Standards of Conduct and agree to abide by their provisions.

Employee Signature _____ Date _____

Reviewed March 2012

Attachment “J”

SUBSTANCE ABUSE POLICY

1. Objective

The objective of this policy is to establish the fundamental principles, guidelines and practices that must be followed in relation to substance traffic and consumption. Such guidelines must be followed by all CIPLC administration staff, teachers, staff, contractors and prospective new employees.

The intent is to guarantee the safety, integrity and health of all students attending CIPLC and all people working within the organization and also to reinforce CIPLC's core ethics as defined in the employment contract, CIPLC Policy Manual, the Code of Ethics and Standard Practices for Colegio Internacional Puerto La Cruz Educators, and Colegio Internacional Puerto La Cruz Employee Standards of Conduct.

The fulfillment of this policy is a necessary condition of any employee working relationship or contractor relationship with CIPLC.

2. Responsibility

Responsibility for the implementation and administration of this policy lies with the Superintendent. Note, in the case of the Superintendent, the Board of Directors will administer this policy to him/her in order to maintain the integrity of the overall policy.

3. Definitions

Ad hoc Substance Abuse Policy Committee *This Committee (will be) formed by means of a resolution approved by CIPLC's Board of Directors (BOD) and consists of representatives from the BOD, CIPLC Administration and Faculty, and parent community.*

Contractor This term includes certain full-time and part-time contract personnel who have a relationship with CIPLC and are appointed to perform special tasks. Examples include: bus drivers, food service, security and full time maintenance contractors.

Fiscal *Legal representative who accompanies employee to drug test as advocate to ensure all protocols are properly followed by testing organization*

Drugs: This term, when used throughout the policy will mean any unauthorized, prohibited, illegal or controlled substances, including alcohol, drugs and other chemicals as defined in Article 2 of the “Ley Organica Sobre Sustancias Estupefacientes y Psicotrópicas”.

Prescription Medication: *Medications prescribed by a properly authorized physician for a specific medical treatment.*

Toxicological Test: *An examination given to an individual in order to detect the presence of any specific substance (i.e., “drugs” as defined above).*

4. Policy

- 4.1. CIPLC has a no-tolerance drug policy, which forbids any form of intentional possession, transportation, distribution, storage, consumption or trafficking of drugs by any employee or any contractor who has a relationship with CIPLC. In addition, since the CIPLC facility is not the private domain of the employee, the discovery of prohibited substances in an employee's classroom or office does not automatically implicate the employee in possession / storage of the prohibited substance.
- 4.2. Alcohol consumption will not be considered forbidden and neither will it result in disciplinary action if it is consumed outside of CIPLC, at an all-adult school function outside of usual working hours, the individual is not performing in his/her usual capacity for which he/she is employed or on the condition that consumption does not lead to any reduction in performance or impaired judgment on the School premises or while responsible for School students and/or school employees.
- 4.3. It will be the Superintendent's responsibility to undertake inspections of all areas of CIPLC as deemed necessary.
- 4.4. TESTING: CIPLC will implement a program designed to prevent toxicological substance abuse. As a result of this program, CIPLC's Superintendent, at any time, will be authorized to apply a toxicological test to any of the school's employees or contractors having a relationship with CIPLC, either in a random or selective way.
 - 4.4.1 **Selective tests** will only be applied in the following circumstances:
 - A. Following an accident for which the employee or contractor might be responsible (while either on CIPLC's premises, in transit to or from CIPLC, on school related business away from CIPLC premises, or during CIPLC approved student event).
 - B. Owing to very specific circumstances suggesting toxicological substance consumption by employee or contractor.
 - C. When an employee or contractor returns to his or her activities after having participated in any form of toxicological substance abuse rehabilitation program.
 - D. As a part of the new employees' medical screening prior to arrival in Venezuela for Foreign Hire employees and before signing of initial contract for Local Hire employees.
 - 4.4.2 **Random tests** will be applied on a regular schedule to test a predetermined percentage of the CIPLC employee and contractor population. It is anticipated under normal circumstances that no more than 20% of the employees and contractors would need to be randomly tested on an annual basis.
 - 4.4.3 Methodology and procedure for testing will be disseminated to the school community by the Superintendent at regular intervals and shall involve use of only proven technologies as according to law.
 - 4.4.4 Results from these toxicological tests will be strictly confidential involving only the individual, the individual's Fiscal (if desired by the individual and is readily available), his/her CIPLC supervisor(s) and Third Party Administrators conducting the testing. Security of tested material shall be strictly maintained with no one other than authorized Third Party Administrator and authorized testing facility having access to test specimens once they are obtained. In addition:
 - A. Any positive test result shall be confirmed by a second more comprehensive conclusive test, and
 - B. Immediate termination shall result following a positive test that has been confirmed (by a second test), or if the employee or contractor refuses to take the test when requested to do so, or in the event that the employee or contractor voluntarily chooses to forego the second test.

***Note 1:** An employee or contractor who uses a drug authorized by a licensed physician through a prescription or on an over-the-counter basis, in the manner specified* by the physician for that employee's or contractor's medical condition, pursuant to Ley Organica de Sustancias Estupefacientes y Psicotropicas (LOSES) Articles 3, 89, and 90, should not be considered to have violated this policy in event of positive test result for that substance.*

***Note 2:** Employees and contractors will be notified of their test results by the Superintendent.*

- 4.5 Conformity with the "no-tolerance drug policy is a condition of an employee's working relationship or contractor's relationship with CIPLC. Non-adherence to it will result in termination of that individual's relationship with CIPLC.
- 4.6 Any employee or contractor who protects or supports any person's acts in violation of this policy will be terminated.
- 4.7 It is the Superintendent's responsibility to inform all employees and contractors of this policy and ensure that they sign the attached acknowledgement and that they understand that conformity with this policy is a condition of their relationship with CIPLC.

5. Policy Revisions/Modifications

- 5.1 When necessary, this policy can be updated only by the BOD or by an Ad hoc Substance Abuse Policy Committee when officially chartered by the BOD.
- 5.2 All personnel affected by this policy will be advised of any changes prior to implementing change.

Adopted 2006

Attachment J

Acknowledgement and Declaration of Acceptance.

Superintendent Approval: _____ Date: _____

**DECLARATION OF ACKNOWLEDGEMENT AND ACCEPTANCE
OF
CIPLC'S SUBSTANCE ABUSE POLICY.**

I declare that I have received and understand CIPLC's Substance Abuse Policy. I also declare that I agree to abide by all provisions contained in this policy and acknowledge that conformity with these is a necessary condition of my working relationship with CIPLC.

Finally, I acknowledge that failure to comply with these provisions will result in action being taken which could include termination of my working relationship with CIPLC.

FULL NAME OF DECLARANT

C.I. / PASSPORT NUMBER

SIGNATURE AND DATE

Attachment “K”

CIPLC Housing Policy

Housing Committee

The Housing Committee will consist of a Principal, the Business Manager, one single- status Foreign-Hire Teacher, and one married with child/children Foreign-Hire Teacher. The faculty will elect two foreign-hire teacher representatives to start a two-year term. The two-year terms of the teacher representatives should be staggered to maintain continuity.

The Chairman of the Housing Committee will be the Business Manager.

It will be the responsibility of the Housing Committee to meet with the superintendent to receive information on new hires and their housing needs.

It will be the responsibility of the Housing Committee with the help of a real estate agent, if needed, to recommend to the Superintendent appropriate housing for the teachers. The Superintendent will be responsible for the final housing decisions.

Housing Allowances

The type of housing for foreign hire teachers will be an apartment.

CIPLC will provide housing for teaching singles up to an approved amount per CIPLC’S approved annual budget. The allowance will be paid directly to the landlord. See attached for the housing allowances for the current school year.

CIPLC will provide housing for teaching couples/families up to an approved amount per CIPLC’S approved annual budget. The allowance will be paid directly to the landlord. Consideration will be given to the number of members in the family and to the ages and sex of the children when determining housing unit size. See attached for the housing allowances for the current school year.

Housing allowances for administrative positions will be determined per their contract.

Housing Requirements/Inspections

Once the Housing Committee has selected housing a security inspection by an authorized security company must be performed.

Upon approval by security the CIPLC Maintenance Supervisor must perform a maintenance inspection. During the maintenance inspection the inventory will be reviewed to ensure that the housing complies with CIPLC minimum requirements as guaranteed by the teacher contract.

If the housing passes both the security and maintenance inspections, then it will be referred to the Superintendent for final approval.

The business manager will be responsible for the negotiations with the attorneys, real estate agent and owner to secure a final signed contract.

3 days prior to the teacher's arrival, the Maintenance Supervisor and owner (if available) or owner's representative will do a complete maintenance check of the housing. The Business Manager will provide a complete list to the Maintenance Supervisor of the housing units to be inspected.

Within the first week of the teacher's arrival, a walk-through of the housing unit will be performed. It is the responsibility of the teacher to note any defects to the structure itself and/or the appliances and furniture. A record of any missing or damaged inventory items should be noted on the inventory at this time. A record of this walk-through will be signed by all parties and attached to the contract and kept on file with the business manager.

Upon vacating or leaving the housing, an 'exit' walk-through, attended by the same parties as the initial walk-through, will be conducted to jointly verify the housing conditions.

Tenant's Responsibilities

The teacher will be responsible for a housing security deposit of \$500. The security deposit will be received either through payroll deduction or a cash payment made to the Business Manager within 90 days of the teacher's move-in date. Refunds from this deposit, in dollars, will be issued within 3 months of the final departure of each teacher. The deposit is used to pay any outstanding bills and for any damages to the apartment and furnishings beyond normal wear and tear.

Final telephone bills will be deducted from the final month's pay. The copy of the bill will be attached to the pay receipt to ensure proper accounting. This process will take place in June/July.

Teachers are bound by the CIPLC Foreign-Hire Teacher Housing, Maintenance, and Repair Guidelines.

Teachers may not move from the housing unit until their housing contract expires or unless serious extenuating circumstances exist. Any move before a housing contract expires must receive Board of Director approval.

Elective Moves

After completion of the lease agreement, normally after the first year of living in school selected housing, the teacher may elect to move to a new location provided the school does not incur any additional expenses. The teacher will be responsible for clean up of the apartment and working with the maintenance department on identifying any final maintenance issues required to return the property to the owner. The new property will require the security, maintenance and inventory reviews as described above. The recommendation of the superintendent will be required for any relocation.

Expatriate Employee Housing, Maintenance and Repair Guidelines

1.0 OBJECTIVE

Establish the areas of responsibility regarding CIPLC expatriate Employee Housing Maintenance and Repairs.

2.0 DEFINITIONS

New expatriate teachers: For the purpose of this policy, new teachers are defined as those teachers arriving in Venezuela as expatriate employees to start a new contract. Returning teachers starting a new contract without a break are not considered new teachers.

Maintenance: For the purpose of this policy, maintenance is defined as preventive action taken to ensure the continued functioning of equipment or to maintain the physical condition of materials and property with the aim of avoiding excessive repair costs and inconvenience or interruption of services for the tenants.

Minor Repair: Repair whose cost does not exceed the limit specified in the Lease Agreement.

Major Repair: Repair whose cost exceeds the limit specified in the Lease Agreement.

3.0 HOUSING

This section outlines CIPLC's financial responsibilities as far as housing.

3.1 New expatriate teachers:

CIPLC will organize housing for new teachers taking certain requests into account where possible. CIPLC will pay realtor's fees and legal fees involved in drawing up contracts. Contracts will be drawn up in the employee's name, but CIPLC will provide a *fianza* or guarantee on the employee's behalf. CIPLC will also pay rent as defined by 3.3 and all routine maintenance costs as defined per 4.2 if this part of the employee's benefit package.

3.2 Continuing (returning) teachers:

Employees may not move house mid-contract unless their moving is approved by the Board or unless they are prepared to pay all moving expenses including, but not limited to realtor's fees, legal fees, extra rent from transitional period of renting two properties. CIPLC will pay rent as defined per 3.3 and routine maintenance costs as per Section 4.2 if this is part of the teacher's benefit package.

3.3 Rent

CIPLC will pay rent up to approved amounts as approved per CIPLC's annual budget. Amounts in excess of approved amounts will be payable by the employee by means of deductions from the employee's salary. Note that excess will only be payable in cases where the employee chooses to live in a place where rent is in excess of approved amounts. Any housing organized by CIPLC in advance of a teacher's arrival will involve rent payable within the limits of the approved budget.

4.0 MAINTENANCE

This section outlines which areas of maintenance fall under CIPLC responsibility and which areas of maintenance are the responsibilities of the employee. Generally, where landlord responsibility is involved, CIPLC will liaise with the landlord to expedite any work which is necessary; Cooperation from employees is appreciated in these cases. If in any doubt, the employee should contact the Maintenance Manager or Business Manager.

4.1 Employee Responsibility

4.1.1 Routine Maintenance/repairs where no special skills/tools are needed.

This include all the everyday items normally expected of a tenant in a rental property, such as: changing light bulbs, hanging pictures, unblocking toilets or drains, changing or cleaning, easily accessible water filters, putting up shelves, etc. CIPLC will take into consideration the issues of safety and quality and available of spare parts. CIPLC can assist in contracting appropriate services or parts but these services will be for the employee's account.

4.1.2 Locks

Changing or re-keying locks when occupying a residence is considered a moving expense. (CIPLC will pay this for new employees, but any employee moving house mid-contract will be expected to pay this expense, unless otherwise approved by the Board).

4.1.3 Cable/Satellite TV

Employees are responsible for the monthly fees and changes for these services after their installation and for the duration of their stay at the property.

4.1.4 Landline Telephones

Employees are responsible for the monthly fees and charges for these services after their installation and for the duration of their stay at the property and also for the installation of any extra extensions or phones jacks. Employees must be sure to pay their final telephone bills before they leave at the en of their contract.

4.2 CIPLC Responsibility

All work under this section must be channeled through and the CIPLC Maintenance Manager and approved by the Business Manager. Request for repairs should be entered in the maintenance book. All requests will be reviewed and work performance in accordance with priority. Employees will be informed of progress and an expected date of completion.

4.2.1 A/C Maintenance

CIPLC is responsible for schedule regular preventive maintenance (approximately every six months) on air conditioning units. This will be coordinated by the Maintenance Manager.

4.2.2 Minor Repairs/ Maintenance

CIPLC will handle minor repairs (as per Lease Agreement definition) and maintenance where plumbing, electrical or other special skills are required.

4.2.2 Locks

If there has been a breach of security and residence keys have fallen into the wrong hands, CIPLC will cover the cost of changing or re-keying the locks.

4.2.3 Painting

CIPLC is responsible for touch-up painting after water damage or repairs. Also, CIPLC will be responsible for painting the property at the end of the lease in order to return it to the owner in the condition specified in the Lease Agreement.

4.3 Landlord Responsibility

4.3.1 Cable/Satellite TV

The landlord is responsible for the installation and any cost or fees related to the installation of this service.

4.3.2 Landline telephones

The landlord is responsible for the installation and any cost or fees related to the installation of up to two lines.

4.3.3 Repairs during settle-in period

The owner is responsible for all repairs and adjustments during this period as is usually specified in the Lease Agreement. The length of this period is between 45 and 75 days, according to prior agreement. This work may also be coordinated directly through the realtor. However, approximately 10 days before the expiry of this period, any outstanding items should be reported to the Maintenance Manager or Business Manager in order to notify the owner of the situation in writing.

4.3.4 Major Repairs

The owner is also responsible for any major repairs as defined in Article Seven of the Lease Agreement. These must be reported to the Maintenance Manager or Business Manager in order to notify the landlord in writing.

4.4 Further definitions of Responsibility

4.4.1 Fumigation

CIPLC will try to ensure that the property is fumigated at the owner's expense prior to occupancy. If this has not been possible, CIPLC will cover the cost of the first fumigation. In either case, the cost of subsequent fumigations will be for the employee's account.

4.4.2 Negligence

The cost of repairs to any damage caused by clear mistreatment or negligence the part of the employee or his family members will be for the employee's account. Employees will be expected to conduct such repairs during their time at CIPLC.

An inspection of apartment will take place in conjunction with the Maintenance Manager at the end of the employee's contract. A reasonable estimate of expenses arising owing to willful damage of the property will be deducted from the employee's final salary payment.

Attachment “M”

LOCAL NORTH AMERICAN CERTIFIED TEACHER

To qualify as a Local North American Certified Teacher at CIPLC you must meet each of the following requirements.

1. You must have attended and earned a bachelors degree from an accredited college or university in the United States or Canada. An accredited institution is defined as one that is authorized or accepted by a state as fulfilling the state’s educational requirement for initial teacher licensure.
2. You must have completed an approved teacher training program offered through an accredited college or university located in the United States or Canada. A teacher training program is a program of professional course work (including student teaching) which develops the skills needed for serving in the classroom. This includes course work in areas such as teaching methodologies, curriculum development, and classroom management.
3. You must have successfully completed the appropriate teacher certification tests administered in the United States or Canada for the subject and grade level you wish to teach.
4. You must hold a currently valid teaching certificate from the United States or Canada.

APPROVED JUNE 2003

Attachment “N”

CIPLC Admissions Policy and Process

The CIPLC Admissions Committee is responsible for making all decisions regarding student applications to the school. The Admissions Committee is comprised of the Principal, Counselor, Superintendent, and other school personnel as deemed necessary given an applicant’s educational background and learning needs. The following application information and records are reviewed and considered by the Admissions Committee before an applicant can be accepted for enrollment and grade placement:

Priority List for Applicant Admissions

Corporate sponsorship by one of the Founding Member companies;

Applicant’s previous academic background, grades, test scores, and recommendations;

Applicant’s previous behavioral record in and out of school;

ESL or Learning Support needs, including space availability in these programs;

Space availability at the recommended grade-level placement;

Sibling(s) also applying for enrollment or currently attending CIPLC; and

English language ability and predominate language spoken in the home.

Timeline and Requirements for Admissions Decisions

The Admissions Committee must receive a complete application packet, with all supporting documents, before an applicant can be considered for admission. In some cases, follow-up discussions with parents, present or past teachers, and/or school administrators and counselors may also be required in order to determine an accurate assessment of an applicant’s ability to succeed at CIPLC.

Required Documentation and Information

Complete and official transcripts for high school students or report cards for elementary and middle school students detailing the student’s subject areas and grades for the current school year and for at least the past three years (reduced appropriately for grades 1–3).

For Kindergarten and Grade 1 applicants, all pre-school and kindergarten reports are required for students with a previous schooling background.

For applicants with home schooling experience, a detailed curriculum document with achievements/grades for that time period must be submitted. Standardized test scores are also required.

Recent Standardized Achievement Test results (for example, Iowa Test of Basic Skills, Stanford Achievement, Educational Record Bureau, SAT, and PSAT);

Documentation regarding program support services currently or previously received by the applicant (e.g., ESL support, Learning Resource support, behavior modification programs, etc.);

For applicants with identified ESL needs, additional testing may be required such as the LAS or SLEP test;

Psychological/educational assessments and recommendations, if completed;

Confidential recommendations, if requested by the CIPLC Admissions Committee; and

Complete health history with immunization records.

Applications will not be considered for decisions until the CIPLC Admissions Committee has received all required forms and supporting documents. It is the responsibility of the applicant's family to ensure that the school has received all documents.

Admissions Decisions

Admissions decisions for August enrollments are made from February through August of the preceding academic year. For enrollment during a current academic year, decisions are made once an application is complete and space availability is confirmed. Following the Admissions Committee review of an application (with interviews and/or testing, if applicable), CIPLC will provide written notification of the Committee's decision based on the following three categories.

Accepted: The applicant is accepted for admission to CIPLC and a space is reserved for him/her in a particular grade level. Along with a formal letter of acceptance, families will receive a Confirmation of Enrollment form to complete in order to hold the space offered.

Wait List: If an applicant meets CIPLC admissions requirements but is applying for enrollment in a grade level that is full, the applicant will be placed on a Wait List for his/her grade level for that particular school year. Parents of wait-listed candidates will receive written notification regarding the likelihood of admission during that school year. Given CIPLC's priority system for acceptance, a student's position on the Wait List may change if there are subsequent applications from families with higher priority, based on the priority factors listed above as taken under consideration for admissions decisions.

Once it is determined that space will not be available during the requested school year, parents are notified, and a candidate interested in applying for the following year must reapply by updating his or her application. Parents with children on the Wait List should explore other schooling alternatives while awaiting a decision from CIPLC.

Denied: The applicant does not meet CIPLC's eligibility and requirements for admission. Each year some applicants are denied admission for one of more of the following reasons: 1) on the basis of their academic and/or behavioral records, 2) when their English language proficiency is not at a satisfactory level for the appropriate grade placement, or 3) when CIPLC lacks a program to meet the applicant's specific learning needs.

Admissions Guidelines for Applicants with Mild Learning Differences, Behavior Disorders, or Special Physical Need

The following guidelines are used in conjunction with CIPLC's standard admissions policies and procedures to determine the acceptance of students who may require support services at CIPLC:

Parents of students with mild learning difficulties, behavior disorders, or with special physical needs are requested to contact the CIPLC Administration prior to arriving in Venezuela to determine if placement at CIPLC will be possible and if specific support services are available.

CIPLC may require additional information, documentation, or educational assessments if school records are incomplete or lack sufficient information, before an admissions decision can be finalized. Applications will not be processed without these reports.

Applicants with specific learning needs who are applying to the elementary, middle, or high schools must be able to succeed in the regular curriculum with the available academic support programs. Applicants should be able to demonstrate adequate mathematics, reading comprehension, and writing skills in order to benefit from the school's educational program.

Students entering the high school must be able to succeed with a minimum level of support in the school's predominate college-preparatory academic program.

Learning support services are reserved for admitted students who have a specific documented learning need, who demonstrate sufficient learning ability, and who are able to learn in English.

Students participating in support services may be exempt from some program requirements and/or other parts of the instructional program if deemed appropriate by the school.

Depending on the extent of student need for support services, CIPLC may choose to accept a student on probationary status in order to gauge whether or not a student can function successfully with the limited support services offered at the school.

Revised: 11/08/03

Attachment “O”

Recruitment Leave Policy

The following policy governs the situation in which CIPLC staff members submit a request to attend recruitment conferences or interviews to secure employment at another school or to pursue another career opportunity.

1. Recruitment Leave is not an automatic benefit, rather it is determined on an individual basis. All leave days must be approved by the Administration.
2. Staff members may be allowed to apply up to three unused Personal Days for attending a recruitment conference or interview out of country.
3. No additional paid days beyond Personal Days will be granted within the initial year of employment, and only one day of unpaid leave could be granted within the first year employment.
4. Staff members in the process of completing their second year of employment may be granted up to five (5) days of leave in order to attend a recruitment conference (up to three Personal Days and two days of Sick Leave). Personal Days must be applied first for leave purposes followed by Sick Days.
5. During the third and successive years of employment at CIPLC, staff members may be granted one day of Recruitment Leave for each year they have served at CIPLC for up to a total of five (5) days of Leave not including their Personal Days. Recruitment Leave Days will be deducted from the employee’s Sick Days up to a maximum of five (5) days depending on Years of Service at CIPLC.

<u>Years of Service at CIPLC</u>	<u>Recruitment Leave Days (applying unused Sick Days)</u>	<u>Total Possible Leave Days* (with 3 available Personal Days)</u>
1	0	3
2	2	5
3	3	6
4	4	7
5 or more	5	8

Example: An employee with three years of service at CIPLC would be eligible for up to three Recruitment Leave Days (deducted from unused Sick Days) and could also apply up to 3 unused Personal Days for a total possible recruitment leave of 6 days. If this same employee had already used two personal days before recruitment, then only four total leave days would be possible (three Recruitment Leave Days plus one Personal Day).

6. Leave for recruitment is subject to approval by the Administration and contingent upon registration at a recruiting conference or by written confirmation of an employment interview.
7. In the event that any or all Personal Days are used prior to a recruitment fair, a staff member in the third or successive years of employment at CIPLC may combine the unused Personal Day(s) and available Sick Days up to a maximum of five (5), with the stipulation that a requested Leave may not exceed the total possible leave days based upon Years of Service.

*Total Possible Leave Days are contingent upon the availability of three Personal Days for leave use.

Board Approved: February 2007

Attachment “P” Challenged Materials Policy

The resources and materials provided by the CIPLC Library/Media Center and CIPLC Curricular Program are selected to meet the learning, research, and service needs of the students as well as the instructional needs of teachers and the school community.

CIPLC’s Librarian and Teachers have the responsibility to ensure that different points of view are represented by the materials and resources provided in the library or classroom. The appearance of a specific resource does not signify that CIPLC or the Library advocates or endorses any of the ideas or statements found within that resource.

The CIPLC Library adheres to the principles outlined in the Library Bill of Rights published by the American Library Association (see below). Article 1 of the Library Bill of Rights states that “Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.” In addition, Article 2 specifies that “Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.”

When materials or resources are informally challenged, the Librarian or Classroom Teacher may initially take one of the following actions: removal of a resource because it is inappropriate, addition of a resource to balance the collection or curriculum by providing alternative views, a combination of the above, or no action at all. If this initial action does not resolve the original objection or concern, then the person challenging the material may file an official complaint. Challenged material will not be automatically removed or new materials added to the collection/classroom until completion of a review process based on the objection(s) raised.

Challenged Materials Procedures: The following procedure shall be followed when an official complaint is made concerning library or instructional materials:

1. Complaints received in writing, by phone, or through personal interview shall be referred immediately to the Librarian or to the specified Classroom Teacher.
2. The person(s) with the initial concerns or objections shall discuss the issue at the building level with the Librarian in the case of library resources, or with the Classroom Teacher regarding instructional materials. If the persons challenging the resource continue to have a concern or objection after this informal review with the Librarian or Teacher, they shall be supplied with a standard "Request for Reconsideration" form. No action shall be taken on the complaint until the written form is completed and returned to the Librarian or Classroom Teacher.

3. The completed form will serve as an appeal and will be acted upon by the Librarian or Classroom Teacher in consultation with an Academic Review Committee. This committee will be comprised of the following representatives:
 - a. Building-level Principal (who will serve as Chair of the committee);
 - b. Media Specialist;
 - c. Classroom teacher familiar with the subject challenged;
 - d. Parent representative selected by the CIPLC PTO; and
 - e. A CIPLC student, when appropriate to the process.
4. No change in materials will be made to the library collection or classroom curriculum during the reconsideration and recommendation process.
5. The Academic Review Committee shall return a written report of its findings to the Superintendent. In the process of reconsideration, the committee shall:
 - a. Review the challenged material in its entirety.
 - b. Determine the extent to which the material supports the curriculum or instructional program.
6. The committee shall provide a written rationale to the Superintendent, preferably within 10 working days but up to a maximum of 20 working days, that makes a recommendation for the material to be:
 - a. Retained/added without restriction;
 - b. Retained/added with restriction; or
 - c. Not be retained/added.

The Academic Review Committee's recommendation on the challenged resource will be sent to the Superintendent, who will make the final decision. The person making the challenge will receive written notification from the Superintendent of the decision and any action to be taken.

A final appeal to this process may be submitted to the CIPLC Board of Directors.

Approved October 16, 2004

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

CIPLC Request for Reconsideration Form

REQUEST FOR RECONSIDERATION OF CHALLENGED MATERIALS

If you question the suitability or lack of materials in the library collection or in the CIPLC curricular program, please complete and return this form.

Title: _____

Author: _____

Publisher: _____

Please answer the follow questions if applicable. You may attach your responses if you need more space than provided on this form.

1. How was this resource or lack of material brought to your attention?
2. Have you read, heard, or viewed the entire source? If not, what parts?
3. What is your main objection or concern about the resource or lack of material? Please be specific and cite pages or sections.
4. What, in your opinion, is the theme of this work?
5. What do you feel might be the result of a student reading, hearing, or viewing this work?
6. Do you know what literary critics and reviewers think of this resource?
7. What would you like the library or classroom teacher to do about this resource or lack of material?
8. If this item were removed from the library or classroom, what similar material would you recommend to replace it?

Request submitted by: _____

Address: _____

City: _____

Telephone Number: _____

Complaint represents:

Self _____

An Organization (name): _____

Signature: _____ Date: _____

Submit completed form to a CIPLC Principal.

Attachment “Q”

Extended Medical Leave

Sick Leave

Teachers and Aides: 10 sick days per school year. Unused sick days can be rolled over to the following school year until a maximum of 30 days has accumulated in the individual’s “sick day bank”. Teachers and aides will be reimbursed for all unused sick days in their bank. Additional sick days will be taken as leave without pay days. Requests for additional sick days can be made to the Superintendent who will have the ultimate authority.

Support Staff: 10 sick days per school year. Support Staff will be reimbursed for unused sick days at the end of each school year. Additional sick days will be taken as leave without pay from the School. Support staff may seek compensation for additional sick days from Social Security.

Maintenance Staff: 10 sick days per school year. Maintenance Staff will be reimbursed for unused sick days at the end of each school year. Additional sick days will be taken as leave without pay from the School. Maintenance Staff may seek compensation for additional sick days from Social Security.

Maternity Leave

Employees are eligible for 26 continuous weeks maternity leave. Maternity leave will begin six (6) weeks prior to expected delivery date and end twelve (20) weeks immediately following the date of delivery. For medical reasons, advanced delivery, or worker’s preference, the Pre-Delivery six week maternity leave can be taken, partially or totally, after the birth.

Maternity leaves are 26 continuous weeks inclusive of holidays and non-scheduled work days. For the first 7 continuous weeks of Maternity Leave, the employee will receive their standard rate of pay from the School. Pay for the remaining 19 weeks included in the Maternity Leave will be collected from Social Security or can be deducted from the employee’s sick day bank up to a maximum of 10 working days.

An employee is required to notify the Superintendent as soon as she has knowledge of pregnancy and of the probable date of delivery.

Paternity Leave

Employees are eligible for 14 continuous days of paternity leave beginning on the day the child is born. Paternity leave days are inclusive of holidays and non-scheduled work days. For the first 5 work days of Paternity Leave, the employee will receive their standard rate of pay from the school. Pay for the remaining work days included in the Paternity Leave will be collected from Social Security or can be deducted from the employee’s sick day bank.

Administrative Practices

Employees, both mother and father, are eligible for two-year work protection beginning on the birth date of the child.

Attachment “R”

Annual Foreign-Hire Salary Decision-making Guidelines

The Superintendent and Board of Directors will review several objective data sources before making decisions on salary schedule increases. This annual data may include but not be limited to the following:

- 1) ISS and/or UNI Salary and Benefits Guide;
- 2) ASSAA Salary and Tuition Survey; and
- 3) Salary schedules from American international schools in Venezuela.

The analysis of this data should provide for tax-equalized averages of salary ranges along with salary scale entry points for teachers with advanced degrees and at least 10 years of experience. The latter criterion represents a preferred hiring objective for potential CIPLC teachers.

Suggested Guidelines for CIPLC Ranking and Methods of Data Analysis:

Guideline 1: To rank within the second quartile or above among the most competitive international schools that offer a comparable K-12, college-preparatory program. Based on a yearly analysis of the tax-equalized average of salary ranges for the top forty international schools worldwide, CIPLC's will attempt to rank in the Top 75 of competitive schools with similar academic programs.

Guideline 2: To remain competitive among the American international schools in Venezuela. Based on salary schedule comparisons, CIPLC's second planning guideline is for our entry MA-6 Salary Step to be within 10% or \$3,000 of our chief competitors' entry-level salary scales for teachers with Master's Degrees and 10 or more years of experience.

Note: The current CIPLC Foreign-Hire Salary Schedule includes a built-in 2% increase between each step on the scale. A proposed salary increase would be IN ADDITION to this standard step increase. For example, the built-in yearly step increase of 2% along with a proposed raise of 2% to compensate for inflation would yield a net increase of 4% on salary for returning teachers.

APPROVED: November 2006

Attachment “S”

Substitute Teacher Policy

Section A: Qualifications and Training

1. Substitute Teacher Qualifications and Training — Short-Term

- (a) A teacher for whom a short-term substitute is required must meet the following conditions:
 - i. The teacher must be on leave documented as approved by the school for twenty (20) consecutive school days or fewer;
 - ii. The teacher must remain an employee of the school during the approved period of leave; and
 - iii. The teacher must submit to the school a written statement of his/her intention to return to the school on or before the end date of written approval of leave provided to the teacher by the school.
- (b) A short-term substitute teacher assigned by the school to teach the class(es) of the teacher noted in 1. (a) i.-iii. above must hold a bachelor’s degree from an accredited college or university. Such a short-term substitute is not required to apply for a provisional or professional teaching certificate issued by a state, province, or country. In addition, the short-term substitute is not required to take any prescribed coursework or tests leading to completion of teacher certification requirements.
- (c) The school must provide direct supervision for the short-term substitute. This direct supervision must be provided by the Principal, Team Leader, and a Department Colleague.

2. Substitute Teacher Qualifications and Training — Long-Term

- (a) A teacher for whom a long-term substitute is required must meet the following conditions:
 - i. The teacher must be on leave documented as approved by the school for more than twenty (20) consecutive school days;
 - ii. The teacher must remain an employee of the school during the period of approved leave; and
 - iii. The teacher must submit to the school a written statement of his/her intention to return to his/her teaching assignment when the leave approved by the school ends.

A long-term substitute teacher assigned by the school to teach the class(es) of the teacher noted in 2.(a) i-iii above is required to hold a bachelor's degree that includes 12 semester hours of professional education from an accredited college or university recognized by a U.S. regional accrediting association; and

- i. The long-term substitute should have completed all requirements to hold a teaching certificate in the area of substitution or be actively enrolled in coursework (a minimum of six credit hours during the school year) which leads to the completion of teacher certification requirements in the area of substitution.
 - ii. If circumstances preclude the long-term substitute from meeting condition b(i) above, the school must provide a training program which meets SACS accreditation standards for the long-term substitute during the entire duration of the teaching assignment.
- (b) The school must provide direct supervision for the long-term substitute. This direct supervision must be provided by the Principal, Team Leader, and a Department Colleague.

Section B: Selection, Assignment, and Payment for Short-Term and Long-Term Substitute Teachers

Selection

The school will make every effort to identify and employ substitute teachers who have appropriate academic credentials, certification, and experience to ensure the greatest possible continuity in teaching during the absence of the regular classroom teacher.

Assignment

All substitute teachers will be assigned by the building-level principal following the guidelines and procedures established for the school level he/she supervises. The Superintendent must approve the final selection and assignment of a "Long-term Substitute" as defined in Section a(i) above. Substitute teachers are directly responsible to the school-level Principal. They are subject to all school regulations and are responsible for all duties relating to the teaching assignment in which they work.

Payment Schedule

Short-term substitute teachers are paid on the basis of a daily substitute rate approved by the Board of Directors. Long-term substitute teachers are those who teach more than 20 consecutive school days in the same assignment. They will be paid a daily rate calculated on the basis of their placement on the appropriate salary schedule beginning with the 21st day. This daily rate will apply from the beginning of a substitute's assignment if it is known in advance that more than 20 consecutive school days are involved as in the case of maternity leave.

Attachment “T”

Compensation for the Supervision of Students During Official School Holidays

The following criteria must be met in order for contracted faculty or staff members to receive compensation for supervising students during official school holidays:

- a) The scheduled activity requires the direct supervision of students, and the Administration has assigned the supervisor(s);
- b) The specific activity is officially scheduled on the calendar by CIPLC rather than voluntarily by a teacher; and
- c) The event requires the students and supervisor(s) to function in an official capacity as representatives of CIPLC.

If these three criteria are met, the Administration may decide to pay either an hourly rate, a designated per diem, or release time for each week day of required supervision. The total compensation rate must not exceed the established daily substitute-teacher rate. The criteria for compensation may not be applied to weekend days, unless otherwise specified by the Administration.

Professional development opportunities scheduled by or for teachers during school holidays or summer vacations do not qualify for additional compensation.

School holidays are defined as those specifically listed on the official CIPLC school calendar approved by the Board and issued each year.

Approved on February 22, 2006

Attachment “U”

FORCE MAJEURE Contract Language

Neither party shall be in default or in breach of their obligations under this agreement to the extent that the performance of those obligations is prevented by an event of force majeure caused by conditions beyond its control including, but not limited to, acts of God, government restrictions (including the denial or cancellation of work visas, entry into the country, or residency status), war, insurrection and/or any other cause beyond the reasonable control of the party whose performance is affected.

If a Force Majeure situation exists that causes the school to close for a temporary or permanent period of time, if such closure occurs, the following contract terms shall be in effect: The School, if closure is for a temporary period, will, if necessary, pay the cost of air or ground transportation, as determined by the School, for the teacher and their approved dependents to a designated location selected by the School either within or outside Venezuela.

With permanent closure, the School will pay the air transportation and the cost of shipping the teacher’s personal effects to their Point of Origin as stipulated in the contract. With permanent closure, the School will pay the teacher three months salary, salary until another job is secured or salary until the end of the teacher’s contract, whichever is less. The School will not assume financial responsibilities as outlined above if the teacher leaves prior to an official order to do so by the School.

Board Approved: April 2007

Attachment “V”

FCIPLC – Health Insurance Policy

1.0 OBJECTIVE

The objective of this policy is to establish the procedures to regulate the Health Insurance benefit provided by FCIPLC.

2.0 DEFINITIONS

International Staff and Faculty: Employees with fixed-period contracts with no permanent residence in Country.

National Staff and Faculty: Permanent residents in Country with contracts at least 5 months in duration.

Maintenance Workers: Permanent Employees in charge of the maintenance of designated School facilities.

3.0 RESPONSIBILITIES

Responsibility for this policy lies with the Board of Directors. Responsibility for compliance with this policy lies with the Superintendent and the Business Manager.

4.0 PROCEDURE

FCIPLC will provide to All Employees stated in Point 2.0, a Medical Insurance program with the following scope and limitations:

Coverage:

- 4.1 FCIPLC will provide an Insurance Program for Hospitalization, non-elective Surgery and Maternity to all employees as stipulated in the coverage. Any additional services that can be added by the insurance company to the basic services described above will be optional and, if not included in the coverage, will be at the employee's expense.
- 4.2 Coverage Limits will be set by the Superintendent and approved by the Board on an annual basis.

Limits:

- 4.3 The following regulations apply to International and National Faculty and Staff:
 - 4.3.1 Spouse: The legal spouse of the employee will be included in the insurance program.

4.3.2 Children: The legal children will be included in the insurance program according to the following stipulations:

4.3.2.1 From Birth until graduation from high school or until turning 19 years of age.

4.3.2.2 Single status, not married.

4.3.2.3 Not working full time.

4.3.2.4 Not covered under another parent's insurance coverage.

4.4 The following regulation applies to Maintenance Employees:

4.4.1 FCIPLC will only include the Maintenance worker without any other family member added to the policy.

4.5 The following regulation applies to All Employees:

4.5.1 If a FCIPLC employee has insurance coverage through another program or provider (i.e., through a spouse's insurance program), FCIPLC will provide insurance coverage only if the coverage by the other provider is lower than FCIPLC's insurance coverage. In the case of higher coverage by the external provider, FCIPLC does not have an obligation to provide the insurance benefit.

Approved: May 2005

Middle School & High School Homework at CIPLC

** Grades 6-12 **

What is CIPLC’s Philosophy of Homework?

- We believe that homework supplements and reinforces classroom instruction and student learning beyond the regular school day.
- We believe that homework helps children develop effective time management and study skills, self-discipline, and personal responsibility.
- We believe that the practice of completing homework assignments can increase student achievement and produce academic benefits for all students.
- We believe that an effective homework policy requires teamwork between school and home with shared responsibilities for teachers, students, and parents.

Why Assign Homework to Students?

- Homework extends learning opportunities beyond the school day.
- Student achievement rises and academic benefits increase each year in school.
- Children develop good habits, attitudes, self-discipline, and responsibility.
(research findings by Marzano et al., 1998 and 2001)

What Are the Purposes of Homework?

Practice Homework:

Reinforces learning and helps students master specific skills.
Builds on the comprehension and development of skills taught in class.

Preparation Homework:

Introduces material in advance of upcoming lessons.
Helps students develop background knowledge.

Extension Homework:

Allows students to apply their learned skills to new situations.
Broadens knowledge of a topic being studied in class.

Integration Homework:

Provides opportunities to apply many different skills to a single task.
Encourages students to construct a new product based on their learning.
(from research reviews by Cooper and Gersten, 2002)

What Are the Positive Benefits of Homework?

Immediate Achievement and Learning: better retention of knowledge, increased understanding, better critical thinking, and curriculum enrichment.

Long-term Academic Benefits: learning outside of school, improved attitudes toward school, and better study habits and skills.

Nonacademic Benefits: greater self-direction, better time organization, and more independent problem solving.

Greater Parental Involvement: appreciation of and participation in their children’s schooling, active support of their child’s learning, and positive impact on student achievement. (from research by Cooper, 2001)

What Should and Should Not Be the Goals of Homework?

- Homework should enhance and motivate student learning, so it should not be used as a punishment related to student behavior.
- Homework should extend and expand learned skills, but it should not be used to test and evaluate a new skill that has not been previously taught.
- Homework should provide students with challenging problems, but it should not be overly complex to confuse or overwhelm a student. (from ecps.org schools)

What Are Student, Teacher, and Parent Responsibilities?

Student Responsibilities for Homework in Grades 6-12:

- Listen carefully and ask questions about the directions for the homework.
- Accurately record the homework assignment in your agenda.
- Plan a consistent time and place to complete your homework.
- Complete and submit homework assignments on time.
- Make sure to do your own work and practice academic honesty.
- Take responsibility to see the teacher to make up missed assignments.
- Practice good study habits and produce high-quality work.

Teacher Responsibilities for Homework:

- Post homework assignments at a consistent location within the classroom.
- Assign reasonable amounts of homework within school guidelines.
- Explain the purpose of the assignment related to the unit of study.
- Make assignments focused and clear.
- Vary assignments by mixing different approaches and styles.
- Assist students who are having difficulty completing the assignment.
- Encourage and teach good study habits.
- Review and/or evaluate homework assignments in a timely fashion.
- Provide an outline with step-by-step due dates for long-term projects.

Parent Responsibilities for Homework:

- Check daily to make sure that homework gets completed and turned in on time.
- Provide for a consistent time and quiet place for homework to be completed.
- Promote a positive attitude toward homework and its benefits.
- Assist your child and provide guidance as needed but do not do the work yourself.
- Encourage your children to do their best and not simply give the minimum effort.
- Contact the teacher directly if your child is struggling with the subject matter.
- Support your child's efforts by asking to see graded homework and discussing it.
(from ecps and Paulu 1998)

What Are CIPLC's Daily Homework Guidelines?

Grades 6-8 = 60-75 minutes daily (10-15 minutes per core class per day)

Grades 9-10 = 75-90 minutes daily (15-20 minutes per core class per day)

Grades 11-12 = 90-120 minutes daily (AP classes usually require more time)

These guidelines serve as a general estimate of the average time per week over the course of the semester.
Please note that homework amounts may vary from week to week depending on projects and exams.

More information available at <http://www.ciplc.net.handbook> or www.ciplc.net.webresources

CIPLC Elementary Homework Philosophy

We Believe...

- Homework at the elementary level is an essential activity in the development of responsible, educated, and disciplined students.
- Homework at the elementary level must have a strong and consistent reading component.
- Homework must be a collaborative experience shared between the teacher, student, and parent in order to maximize its benefits.
- At-home reading is the single-most important homework activity.

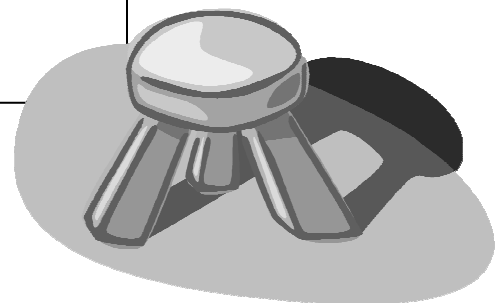
Benefits of Homework

Homework can benefit students in many ways. It can help them develop good study habits and organizational skills, develop self-discipline and independence, develop a sense of responsibility, practice and reinforce skills and concepts learned in the classroom, and provide a critical communication link between home and school.

Perhaps the most important purposes that homework can serve are to improve reading skills, develop an appreciation for reading, and promote a curiosity for learning. Substantial research demonstrates that children learn to read by reading, and reading success generally translates into success in other academic areas. CIPLC’s Elementary homework program will have a prescribed reading component which will include students being read to, read with, and reading independently. Each teacher will provide parents with a weekly at-home reading prescription for the grade level.

CIPLC Elementary also believes that in order to develop a sense of responsibility and independence, we cannot assign homework that requires frequent parental assistance. If we assign homework far too difficult for a child, especially in the primary grades, we might create an undesired pattern of dependence that will carry over into the intermediate grades. In some cases, home projects which require the involvement of parents may be required. These projects should be distinguished from homework which should be completed independently.

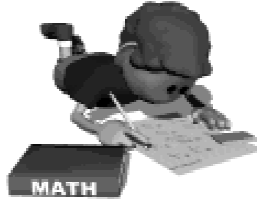
*“Like a three-legged stool,
homework requires a teacher to
assign it and provide feedback, a
parent to monitor it, and a student
to do it. If one leg is weak, the stool
will fall down”
(Walberg and Paik 2004)*



General Homework Guidelines

To insure that students are able to complete homework independently and successfully, students, parents and teachers must do the following:

Students



- Read, Read, Read. This is the most important homework activity you can do.
- Before you leave school, ask questions to your teacher if you don't understand an assignment.
- Assume responsibility for completing and returning your homework on your own to the best of your ability.
- Complete your work carefully and with pride.
- Bring all homework instructions, agendas, and necessary materials home.
- Tell your teacher about your homework experience. Is it too hard or too easy? Did it take a longer or shorter time than your teacher suggested?

Parents



- Ensure that your child is reading *at least* the minimum number of minutes prescribed by the teacher.
- In any language, reading to your child is a valuable activity.
- While your children should be able to do homework independently, it is important that you check over the work to ensure it is being done correctly. If you spot a mistake, provide correction, but make sure they can do the problem themselves. If not, the teacher needs to know about it.
- Homework done by parents or siblings provides false evidence of progress for the teacher. Ensure that your children are turning in their own work to the teacher.
- Provide your children with a comfortable, distraction-free place to complete their homework.
- Let teachers know if your child is frustrated or otherwise unhappy with the homework that is being given. Does your child read every night? If not, why not? This is very important information for teachers.
- Review the contents of the Thursday Folder with your child. This demonstrates interest in the many hours of hard work your child has invested during the week. It will also alert you to any problems he/she may be experiencing in school.
- Homes filled with readers are more likely to have children who love and value reading. Let your children see you reading for information and for pleasure. Always remember, even confident readers enjoy being read to by their parents.



Teachers

- Clearly communicate expectations for a particular assignment.
- In Gr. K-2, include written directions to be sent home. In Gr. 3-5, write homework on the board.
- Homework agendas should be checked regularly.
- Sample problems should be modeled in the classroom.
- In most cases, assign only work that has been taught in the classroom. Some creative, independent, and exploratory homework may be assigned at the teacher's discretion.
- Make sure that children know that homework is important to you. Spend time correcting it and giving children feedback in a timely manner. Use homework to help assess your own teaching and the needs of your students.
- Offer specific praise for the effort children have put into completing and returning their assignments. When homework is not returned in a satisfactory manner, explore consequences that will develop that responsibility.
- Assign homework that is developmentally appropriate and matched to your curriculum. Do not assign busy work. Homework should be meaningful and relevant.
- Limit the amount of homework given so children will have the energy and time to read every night. Develop and implement a system of communication for how much reading is taking place at home.
- Ask children and parents for feedback about homework. Is it too hard or too easy? Did it take a longer or shorter time than you suggested? Did your students have time to read?

Grade-Level Guidelines

Understanding that students have different needs at different ages, we have created grade-level homework expectations. Regardless of variations among grade levels, each one is aligned with the CIPLC homework philosophy. Please remember that time requirements are general in nature. The same assignment may take one child 10 minutes and another child 30 minutes due to differences in ability to focus, homework environment, or skill level.

While current research clearly demonstrates that reading is the most beneficial homework activity for elementary-aged children, it also demonstrates that math homework gains in importance as students enter the intermediate elementary grades. It should also be noted that while students should make their prescribed nightly reading assignment a priority, they will also have to learn how to manage homework assignments in math, science, writing, and social studies throughout the year. These subjects may not appear as homework every night, but they are important nonetheless.

Is homework counted for a grade?

Homework *will* be counted towards the content grade in the CIPLC Elementary program. For instance, if a student consistently fails to turn in math homework, the grade for math will be reduced. While the percentage of the grade that homework accounts for may vary by grade level, it will never exceed 15%. In addition to the content grade being affected, there will also be a grade/rating on the report card associated with homework responsibility.

How much homework can my child expect?

Generally speaking, students will have 15 minutes of homework for each grade level. For example, a fourth grade student will have approximately 60 minutes of homework each night, Monday through Thursday. At-home reading time is *included*, not in addition to, this homework time. Weekend homework will not be assigned on a routine basis, but may be assigned as determined necessary by the teacher for special projects or other instructional objectives. It is important to note that students who are in the ESL or Academic Achievement program may have slightly more homework due to the increased workload of those programs.

Grade-Level Expectations

Teachers will assign homework with the following expectations in mind. If your child is completing these assignments in far less time or far more time, please inform the teacher. We recommend, in most cases, that a child's at-home reading be the first assignment he/she completes each night.

Pre-K

Parents are encouraged to read aloud to their child every night. In our Weekly Letter, parents will receive "homework" for the family. This not only gives parents an idea of what children have learned in school but also reinforces the concepts at home.

Kindergarten

Parents should read aloud to their children every night. It is not too early to be reading chapter books aloud to kindergarten students. Students will be assigned homework Monday thru Thursday. Most of our activities are designed to create a link between home and school. Along with the daily reading, homework should not take more than 30 minutes.

First Grade

Parents should read aloud to their children every night. For some children, independent reading may be appropriate for up to 10 minutes each night. Written homework in spelling and math will be given in first grade and should usually not take longer than 10 minutes. Parents will need to review homework with their child to make sure that the student has understood the directions and the concepts being reviewed. Developing neatness, routine, and organization are crucial at this grade level.

Second Grade

Children will be expected to complete 20-30 minutes of homework 2-4 nights each week. Included within this time is the expectation that children will read independently for 10-15 minutes. In addition, parents are encouraged to begin reading chapter books to second graders every night.

Third Grade

Students will be expected to complete 45 minutes of homework, Monday through Thursday. Included within this time is the expectation that students will read independently for 20 minutes. In addition, parents are encouraged to read aloud to their child every night. In third grade, children also begin recorder lessons in Music. Students are strongly encouraged to practice their recorders 2-3 times each week for 15 minutes.

Fourth Grade

Students will be expected to complete 60 minutes of homework, Monday through Thursday. Included within this time is the expectation that students will read independently for 20 minutes. If there is a long-term assignment, the work required to complete the project will be included within the 60 minutes. Teachers and parents will need to help children plan their time so that smaller sections of the project can be completed each night during the week. Projects will *not* be due on the day students return from vacation. In addition, parents are encouraged to read to their children every night.

Fifth Grade

Students will be given 50-75 minutes of homework, Monday through Thursday. Included within this time is the expectation that children will read independently for 25-30 minutes. A number of long-term projects will be assigned during the school year in addition to the regularly scheduled homework. The work required to complete these projects will be included in the 50-75 minutes usually assigned each night. Students may wish to use part of their weekends to help meet the deadlines for each of these projects. In the event that students receive homework assignments from several teachers, every effort will be made to ensure that long-term assignments are due at different times. Projects will not be due on the day students return from vacation. In addition, parents are encouraged to read with their children every night.



Travel Guidelines for Out-of-Town Student Trips

All transportation of students to and from school, on field trips, student activities trips, or any other group activity under the responsibility of CIPLC shall be in school-approved transportation, unless private transportation has been approved by the Superintendent or administrative designee.

In order to ensure the safest possible transport of students to school events outside the Puerto La Cruz area, CIPLC places top priority on scheduling overland travel to occur during daylight hours with planned travel time not to exceed ten hours per day.*

When scheduling transportation for school-related events outside the city limits, the school will make every attempt to select the option that maximizes travel time during daylight hours. Although transportation of students may occur during the dawn and dusk hours depending on the scheduled start or stop time of a school event, activities that are scheduled to end at a time that would necessitate extended travel at night will require the school to select one of the following options:

- a. Depart early from the school-related event in order to return to PLC during daylight hours;
- b. Finish the school event as scheduled and lodge overnight in order to return to PLC during daylight hours the next morning; or
- c. Select another suitable option that complies with the guidelines for maximizing travel during daylight hours.

In addition to the above daylight-travel guidelines, when planning for out-of-town travel, CIPLC will also take into consideration the following factors related to the safety and security of students:

- (1) provide adequate safety and security measures using the school's security network, including road support and emergency assistance;
- (2) use larger buses or vans for safety and to ensure that students and their sponsors travel together as a whole group;
- (3) plan to travel on roads that are constructed and maintained in a manner that promotes student safety considerations;
- (4) provide reasonably cost-effective transportation related to other feasible alternatives for student travel;
- (5) travel the most direct public route to and from the school-related event.
- (6) provide an additional driver to equally share driving time on trips over 8 hours.

The Superintendent is responsible for final decisions related to the execution of these transportation guidelines and regulations adopted to ensure safe student travel.

Guidelines for Employee Reduction/Redundancy in Extraordinary Circumstances

In the event of an unexpected and substantial decrease in student enrollment and/or any other circumstances jeopardizing CIPLC's financial health, an extraordinary staffing reduction may be decided by the Board of Directors. In such circumstances, the following guidelines will be considered:

- a. The Director and the Board will identify the overall extent of reductions necessary in staffing.
- b. Members of the faculty and staff considered indispensable for the effective functioning of CIPLC and its educational programs will be identified by the Superintendent in consultation with administration and Board.
- c. The “effective functioning” includes, but is not limited to, consideration of
 - the number/seniority of faculty and/or staff in a particular area;
 - the area of responsibility held or function performed by a particular employee;
 - the performance of the individual employee.
- d. Whenever feasible, redundancies are made first from part-time personnel.
- e. The Superintendent will make final recommendations to the Board for approval.
- f. The above provisions do not apply to shifts in section or course needs due to fluctuations in the distribution of students within grade levels or to minor enrollment declines.

In addition to the above stipulations and subject to approval by the Administration, the school may take the following actions:

- make every effort to notify potentially impacted employees prior to the registration deadline for the regional and international recruitment fairs;
- provide timely letters of reference (upon request) which clearly indicate the reason and status of the emergency reduction;
- allow time off for impacted faculty and staff, in accordance with recruitment leave policy, to interview with either local or international schools or businesses;
- provide reasonable assistance to staff members, as requested, in finding new employment.

Guidelines Approved: February 2007

Attachment AA

CIPLC Admissions Policy and Process

The CIPLC Admissions Committee is responsible for making all decisions regarding student applications to the school. The Admissions Committee is comprised of the Principal, Counselor, Superintendent, and other school personnel as deemed necessary given an applicant's educational background and learning needs. The following application information and records are reviewed and considered by the Admissions Committee before an applicant can be accepted for enrollment and grade placement:

Priority List for Applicant Admissions

Corporate sponsorship by one of the Founding Member companies;

Applicant's previous academic background, grades, test scores, and recommendations;

Applicant's previous behavioral record in and out of school;

ESL or Learning Support needs, including space availability in these programs;

Space availability at the recommended grade-level placement;

Sibling(s) also applying for enrollment or currently attending CIPLC; and

English language ability and predominate language spoken in the home.

Timeline and Requirements for Admissions Decisions

The Admissions Committee must receive a complete application packet, with all supporting documents, before an applicant can be considered for admission. In some cases, follow-up discussions with parents, present or past teachers, and/or school administrators and counselors may also be required in order to determine an accurate assessment of an applicant's ability to succeed at CIPLC.

Required Documentation and Information

Complete and official transcripts for high school students or report cards for elementary and middle school students detailing the student's subject areas and grades for the current school year and for at least the past three years (reduced appropriately for grades 1–3).

For Kindergarten and Grade 1 applicants, all pre-school and kindergarten reports are required for students with a previous schooling background.

For applicants with home schooling experience, a detailed curriculum document with achievements/grades for that time period must be submitted. Standardized test scores are also required.

Recent Standardized Achievement Test results (for example, Iowa Test of Basic Skills, Stanford Achievement, Educational Record Bureau, SAT, and PSAT);

Documentation regarding program support services currently or previously received by the applicant (e.g., ESL support, Learning Resource support, behavior modification programs, etc.);

For applicants with identified ESL needs, additional testing may be required such as the LAS or SLEP test;

Psychological/educational assessments and recommendations, if completed;

Confidential recommendations, if requested by the CIPLC Admissions Committee; and

Complete health history with immunization records.

Applications will not be considered for decisions until the CIPLC Admissions Committee has received all required forms and supporting documents. It is the responsibility of the applicant's family to ensure that the school has received all documents.

Admissions Decisions

Admissions decisions for August enrollments are made from February through August of the preceding academic year. For enrollment during a current academic year, decisions are made once an application is complete and space availability is confirmed. Following the Admissions Committee review of an application (with interviews and/or testing, if applicable), CIPLC will provide written notification of the Committee's decision based on the following three categories.

Accepted: The applicant is accepted for admission to CIPLC and a space is reserved for him/her in a particular grade level. Along with a formal letter of acceptance, families will receive a Confirmation of Enrollment form to complete in order to hold the space offered.

Wait List: If an applicant meets CIPLC admissions requirements but is applying for enrollment in a grade level that is full, the applicant will be placed on a Wait List for his/her grade level for that particular school year. Parents of wait-listed candidates will receive written notification regarding the likelihood of admission during that school year. Given CIPLC's priority system for acceptance, a student's position on the Wait List may change if there are subsequent applications from families with higher priority, based on the priority factors listed above as taken under consideration for admissions decisions.

Once it is determined that space will not be available during the requested school year, parents are notified, and a candidate interested in applying for the following year must reapply by updating his or her application. Parents with children on the Wait List should explore other schooling alternatives while awaiting a decision from CIPLC.

Denied: The applicant does not meet CIPLC's eligibility and requirements for admission. Each year some applicants are denied admission for one of more of the following reasons: 1) on the basis of their academic and/or behavioral records, 2) when their English language proficiency is not at a satisfactory level for the appropriate grade placement, or 3) when CIPLC lacks a program to meet the applicant's specific learning needs.

Admissions Guidelines for Applicants with Mild Learning Differences, Behavior Disorders, or Special Physical Need

The following guidelines are used in conjunction with CIPLC's standard admissions policies and procedures to determine the acceptance of students who may require support services at CIPLC:

Parents of students with mild learning difficulties, behavior disorders, or with special physical needs are requested to contact the CIPLC Administration prior to arriving in Venezuela to determine if placement at CIPLC will be possible and if specific support services are available.

CIPLC may require additional information, documentation, or educational assessments if school records are incomplete or lack sufficient information, before an admissions decision can be finalized. Applications will not be processed without these reports.

Applicants with specific learning needs who are applying to the elementary, middle, or high schools must be able to succeed in the regular curriculum with the available academic support programs. Applicants should be able to demonstrate adequate mathematics, reading comprehension, and writing skills in order to benefit from the school's educational program.

Students entering the high school must be able to succeed with a minimum level of support in the school's predominate college-preparatory academic program.

Learning support services are reserved for admitted students who have a specific documented learning need, who demonstrate sufficient learning ability, and who are able to learn in English.

Students participating in support services may be exempt from some program requirements and/or other parts of the instructional program if deemed appropriate by the school.

Depending on the extent of student need for support services, CIPLC may choose to accept a student on probationary status in order to gauge whether or not a student can function successfully with the limited support services offered at the school.

Revised: 11/08/03
Reviewed March 2012

Attachment “BB”

ESL Testing and Acceptance Guidelines

CIPLC is an international school that educates North American students as well as students of other nationalities. All instruction is in English except in the modern language classrooms. Entrance standards for CIPLC include academic, behavioral, school readiness, and English proficiency requirements. Depending on space availability, the school accepts students who successfully meet these standards. In the area of English proficiency, entrance requirements vary at each grade level according to the rigor of the academic courses and the level of English needed to be successful academically and socially.

For ESL support at the elementary school, an ESL teacher provides classroom support as well as a pullout program depending on a student’s level of English. The type of ESL support is generally determined by the ESL instructor, classroom teacher, and school administrator. In the middle school and high school, ESL support occurs in the classroom as well as in the ESL Help Lab, an 80-minute class that meets every other day during the regular school day. Parents also have key roles and responsibilities in supporting ESL students, and CIPLC may recommend or require parents to provide specific support outside the classroom. CIPLC currently uses two tests to assess ESL students. The Language Assessment Scales (LAS) is used for Grades 1-5, and the Secondary Language English Proficiency test (SLEP) is used in Grades 6-12.

In addition to its academic and behavioral entrance standards, CIPLC has established the following English-language proficiency guidelines:

Pre-School – Kindergarten: At these grade levels, all students are learning letters and beginning letter sounds; therefore, English skills are quickly acquired if students possess first-language proficiency. As a result, depending on space availability, CIPLC may accept students with little to no English ability.

Grades 1-3: CIPLC may accept students that test in the “Non-speaker” category or higher on the LAS test; however, CIPLC will give preference to students with higher levels of English proficiency or with previous experience in an English-speaking environment. CIPLC may accept a student on Provisional Status, and this student would be required to receive additional support inside and/or outside of the classroom. After acceptance into CIPLC, the performance of students with limited English skills will be reviewed every nine weeks by the ESL teacher, classroom teacher and school administrator, and CIPLC will determine if a student would benefit from additional support inside and/or outside of the classroom. If the student shows insufficient improvement in English-language skill areas, the ESL teacher, classroom teacher, and school administrator will make a recommendation regarding the student’s continued status at school. At Grades 1-3, CIPLC can accept as a general guideline around 20% non-English speakers within an approximate total of 50% ESL students per class. Depending on the level of language support needs within each class, CIPLC can accept a higher ESL percentage with the availability of additional specialist support.

Grades 4-5: A minimum level of English proficiency is needed to be successful in the upper-elementary classroom, so preference will be given to students with higher levels of English-language ability. A student testing in the “Fluent” range on the LAS test would not be denied entrance solely for language reasons. Students testing in the “Limited” range could be accepted if sufficient ESL seats are available. If applicants test in the “Non-Speaker” category, they could be accepted on a Provisional status and would be required to receive additional support inside and/or outside the

classroom. The performance of a student on provision status would be reviewed nine weeks after acceptance, and the classroom teacher, ESL instructor, and school administrator would make a recommendation regarding the student's continued status at the school. At Grades 4-5, CIPLC can accept as a general guideline around 15% non-English speakers within an approximate total of 33% ESL students per class. Depending on the level of language support needs within each class, CIPLC can accept a higher ESL percentage with the availability of additional specialist support.

Grades 6-8: In order to be admitted to CIPLC in the middle school, a student should generally score in the "Limited" or "Fluent" range on the LAS test, or around the 65th percentile on the SLEP test. Students in the "Limited" range could be accepted on Provisional Status and would be reassessed nine weeks after acceptance. If sufficient progress in English-language proficiency has been made (i.e., oral comprehension, writing, reading, and general academic performance), the student would be removed from Provisional Status. If there is insufficient improvement in English-language proficiency, the administration would make a recommendation regarding the student's continued status at the school.

Grades 9-10: If academic requirements are met and space is available, a student should generally score around the 70th percentile or better on the SLEP examination for entrance into CIPLC.

Grades 11-12: If academic requirements are met and space is available, a student should generally score around the 75th percentile or better on the SLEP examination for entrance into CIPLC.

ESL TESTING INSTRUMENTS: 1.) Language Assessment Scales

2) SLEP: Secondary Language English Proficiency

BOD Approved September 2003
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Attachment “CC”

Substance Abuse Testing Procedures CIPLC Faculty and Staff

1. Testing dates

tri-yearly programmed testing: November, February, May
(approximately every 90 days)
additional testing for cause as determined by superintendent

2. Random selection process (for approx. 20% testing rate per year)

determination of number tested each date
faculty/staff list checked for accuracy
software utilized for selection
random selection completion

3. Notification process

format for notification (written)
time between notification and testing

4. Third Party Administrator

selection of TPA
location for testing
testing process and superintendent oversight
verification and mailing of test samples

5. Notification of test results (negative result)

documenting test results
Third Party and superintendent check/balance
notifying faculty/staff members
superintendent/BOD communication (what type and to whom)

6. Notification of test results (positive result)

process for notifying
next steps – follow-up testing? work arrangements (leave with or w/o pay, etc.)
superintendent/BOD communication (what type and to whom)

7. Process for testing for suspicion or cause

method of determination
notification and testing date
location of testing and TPA

Independent Study and Distance Learning

When deemed necessary or appropriate by the administration, a student will be permitted to enroll in an independent study or distance learning course. The School Counselor and Principal must recommend a student’s enrollment in an independent study or distance learning to the Superintendent for final approval.

As part of the process for making a final decision related to a recommendation, the Superintendent should consider, but not be limited to, the following criteria:

1. Enrollment in an independent study or distance learning course will not be granted if CIPLC offers a comparable course that is available to the student;
2. A student may take no more than one (1) independent study or distance learning course during a given semester;
3. A student must be under the direct supervision of a teacher approved by the Superintendent; and
4. A detailed program of studies and evaluation criteria must be developed for the course of study.

Courses taken in the CIPLC Virtual High School Program (VHS) are not considered independent study or distance learning courses under this policy. VHS courses are offered during the regular course selection process and are thus considered part of CIPLC’s own academic program. The criteria and process for enrollment in and completion of VHS classes are outlined in the CIPLC Student-Parent Handbook.