



# Student / Parent Handbook



# WELCOME TO CEIA!!!

It is with great enthusiasm and pleasure that we extend a warm welcome to all of you as we begin a new school year at CEIA.

Our school handbook serves as a valuable resource that provides important information about school policies, procedures, and expectations. It is designed to help guide and support all members of our school community in achieving success and fostering a safe and inclusive learning environment.

I encourage you to familiarize yourself with the contents of the handbook, as it contains essential information that will help facilitate a positive and productive educational experience for everyone.


Should you have any questions or require further clarification on any aspect of the handbook, please do not hesitate to reach out to our dedicated team of educators and staff members.



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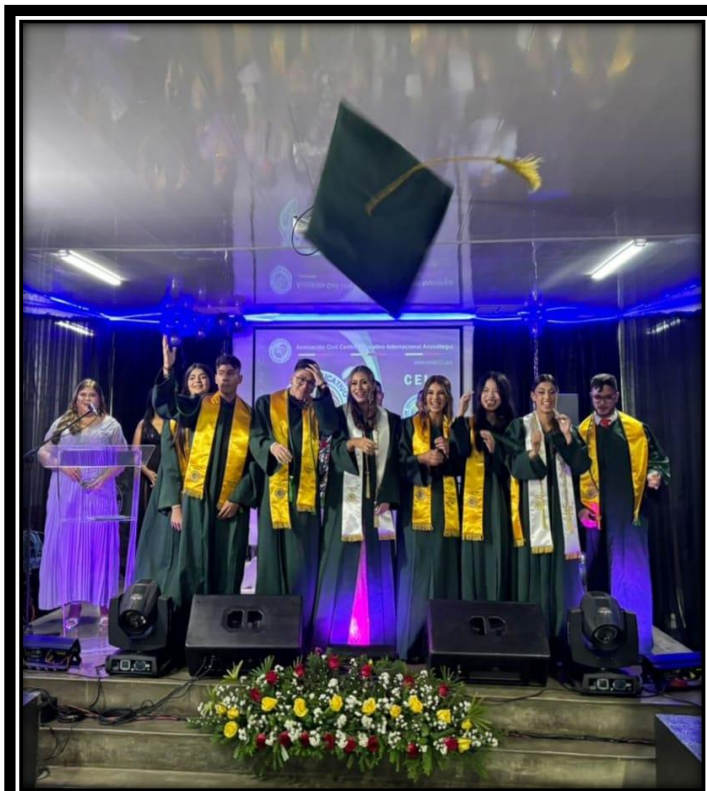
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*“Happy hearts, brilliant minds”*



## Director's Message



Greetings to the returning CEIA families and welcome to our school community to the new ones!

It is with great pleasure and enthusiasm that I welcome every one of you to a new academic year filled with endless possibilities and opportunities for growth and learning. As the Director of this esteemed institution, it is my privilege to lead and support our dedicated community of students, parents, teachers, and members.

Our school is not just a place where knowledge is imparted and exams are aced; it is a vibrant and dynamic community where dreams are nurtured, talents are discovered, and character is shaped.

At CEIA, we are committed to promoting academic excellence and cultivating a culture of respect, caring, responsibility, fairness, trustworthiness, and citizenship that nurtures the talents and potential of every student.

We are dedicated to providing a safe, inclusive, and enriching environment for all our students. Our mission is to foster a love for learning and empower every individual to reach their full potential.

As we embark on this new school year, let us remember that the key to success lies in collaboration, hard work, and a positive attitude. Let us support one another, celebrate each other's achievements, and learn from our setbacks.

I am confident that with the dedication and passion of our wonderful teachers, the support of our parents, and the enthusiasm of our students, we will reach new heights of academic excellence and personal growth.

I look forward to working collaboratively with each one of you to make this school year a memorable and successful one. Let us embrace each day with enthusiasm, curiosity, and a shared dedication to learning and growth.

Welcome once again to our school community. Together, let us make this academic year one filled with achievements, friendships, and wonderful memories.

If I can be of assistance in any way, please do not hesitate to come and talk to me. My door is always open.

Warm regards,

Ms. Daniela Medina  
Director, CEIA  
[dmedina@ceiak12.org](mailto:dmedina@ceiak12.org)



## Mission & Vision Statement, Core Values, and Beliefs

### Mission Statement:

CEIA empowers students to become confident and principled problem-solvers through a nurturing English education rooted in integrity, where students are challenged to develop the skills and character needed to thrive in an ever-changing world.

### Vision Statement:

To be a model of excellence in educating children to reach their full potential by fostering independence, social responsibility, and a passion for lifelong learning.

### CEIA Core Values Statements:

- CEIA promotes empathy as a genuine understanding of the feelings, interests, and points of view of others.
- CEIA values honesty as the foundation of trust in all human relationships.
- CEIA encourages responsibility for one's behavior and academic achievement as a hallmark of student growth toward maturity.
- CEIA fosters respect for self and others as essential for a caring, committed and peaceful community.
- CEIA promotes the importance of Venezuela's cultural, linguistic, and geographical context as a positive and enriching influence on our students' education.

### Beliefs about the School:

- We will create a challenging, engaging curriculum that reflects the most current understanding of the most effective practices found in today's successful schools.
- We will provide a solid core curriculum consisting of instruction in Mathematics, Science, English, Spanish, and Social Studies.
- We will promote instruction and development in physical, aesthetic, and creative expressions.
- We will provide a safe and supportive environment for growth and learning.
- We will differentiate instructional practices to meet the individual needs of a diverse student population while meeting the specific goals of the school.
- We will provide clear, consistent, effective communications for better staff/parent relationships.
- We will provide an environment for the integrated development of students that serves as a center for school community activities.



## CEIA School Faculty

<b>School Staff 2025-2026</b>		
<b>Administration</b>	<b>Name</b>	<b>e-mail</b>
Director	Daniela Medina	<a href="mailto:dmedina@ceiak12.org">dmedina@ceiak12.org</a>
Business Administrator	Damarys Quintero	<a href="mailto:dquintero@ceiak12.org">dquintero@ceiak12.org</a>
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Administrative Assistant	Dormeris Velásquez	<a href="mailto:dorvelasquez@ceiak12.org">dorvelasquez@ceiak12.org</a>
Psychologist	Kristy Amón	<a href="mailto:kamon@ceiak12.org">kamon@ceiak12.org</a>
<b>Early Childhood</b>	<b>Name</b>	<b>e-mail</b>
PreK 3-4 Teacher	Clara Adams	<a href="mailto:cadams@ceiak12.org">cadams@ceiak12.org</a>
PreK 3-4 TA	Valentina Silva	<a href="mailto:vsilva@ceiak12.org">vsilva@ceiak12.org</a>
Kindergarten Teacher	Elbani Pérez	<a href="mailto:eperez@ceiak12.org">eperez@ceiak12.org</a>
Kindergarten TA	Diana Silva	<a href="mailto:dsilva@ceiak12.org">dsilva@ceiak12.org</a>
<b>Elementary</b>	<b>Name</b>	<b>e-mail</b>
Grade 1-3 Teacher	Milagros Ramos	<a href="mailto:mramos@ceiak12.org">mramos@ceiak12.org</a>
Grade 4 Teacher	Laura Sebastiani	<a href="mailto:lsebastiani@ceiak12.org">lsebastiani@ceiak12.org</a>
Grade 5 Teacher	María D. Pérez	<a href="mailto:mperez@ceiak12.org">mperez@ceiak12.org</a>
<b>Secondary</b>	<b>Name</b>	<b>e-mail</b>
Language Arts	Johanna García	<a href="mailto:jgarcia@ceiak12.org">jgarcia@ceiak12.org</a>
Math	Carlos Marín	<a href="mailto:cmarin@ceiak12.org">cmarin@ceiak12.org</a>
Science	Luis Castañeda	<a href="mailto:lcastaneda@ceiak12.org">lcastaneda@ceiak12.org</a>
Social Studies	Angela Pereira	<a href="mailto:apereira@ceiak12.org">apereira@ceiak12.org</a>
<b>Specialists</b>	<b>Name</b>	<b>e-mail</b>
Library	Erimar González	<a href="mailto:egonzalez@ceiak12.org">egonzalez@ceiak12.org</a>
Spanish	Merileny Azuaje	<a href="mailto:mazuaje@ceiak12.org">mazuaje@ceiak12.org</a>
Spanish	Desirée González	<a href="mailto:dgonzalez@ceiak12.org">dgonzalez@ceiak12.org</a>
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Studio Art	Ariadna Mota	<a href="mailto:amota@ceiak12.org">amota@ceiak12.org</a>
Music and Drama	Moisés Pineda	<a href="mailto:mpineda@ceiak12.org">mpineda@ceiak12.org</a>



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**CEIA FACULTY**



**Daniela Medina**  
School Director



**Damarys Quintero**  
Business Manager



**Dormeris Velásquez**  
Administrative Assistant



**Roger Carvajal**  
IT Coordinator



**Clara Adams**  
Pre-Kinder Teacher



**Valentina Silva**  
Pre-Kinder TA



**Elbani Pérez**  
Kindergarten Teacher



**Diana Silva**  
Kindergarten TA



**Milagros Ramos**  
1st-3rd Grade Teacher



**Laura Sebastiani**  
4th Grade Teacher



**María D. Pérez**  
5th Grade Teacher



**Erimar González**  
Librarian



**María F. Caraballo**  
Elementary ESL Teacher



**Andrea Agho**  
Secondary ESL Teacher



**Merileny Azuaje**  
Elementary  
Spanish Teacher



**Desirée González**  
Secondary  
Spanish Teacher



**Johanna García**  
Language Arts Teacher



**Carlos Marín**  
Mathematics Teacher



**Luis Castañeda**  
Science Teacher



**Angela Pereira**  
Social Studies Teacher



**Marcos López**  
IT Teacher



**Moisés Pineda**  
Music & Drama Teacher



**Ariadna Mota**  
Studio Art Teacher



**Joshue Roberts**  
P.E Teacher



## MAINTENANCE STAFF



**Elvis González**  
Maintenance Coordinator



**Nohemi Idrogo**  
Maintenance Staff



**Yamile Salazar**  
Maintenance Staff



**Mariela Marcano**  
Maintenance Staff



**Luis Guerra**  
Maintenance Staff



**José Lovera**  
Maintenance Staff



**Luis Ferreira**  
Maintenance Staff

## SECURITY STAFF



**Manuel Campos**  
School Bus Driver



**José Frontado**  
Security Staff



**Leoncio Rodríguez**  
Security Staff



**Ramón Arellano**  
Security Staff



**José Rojas**  
Security Staff



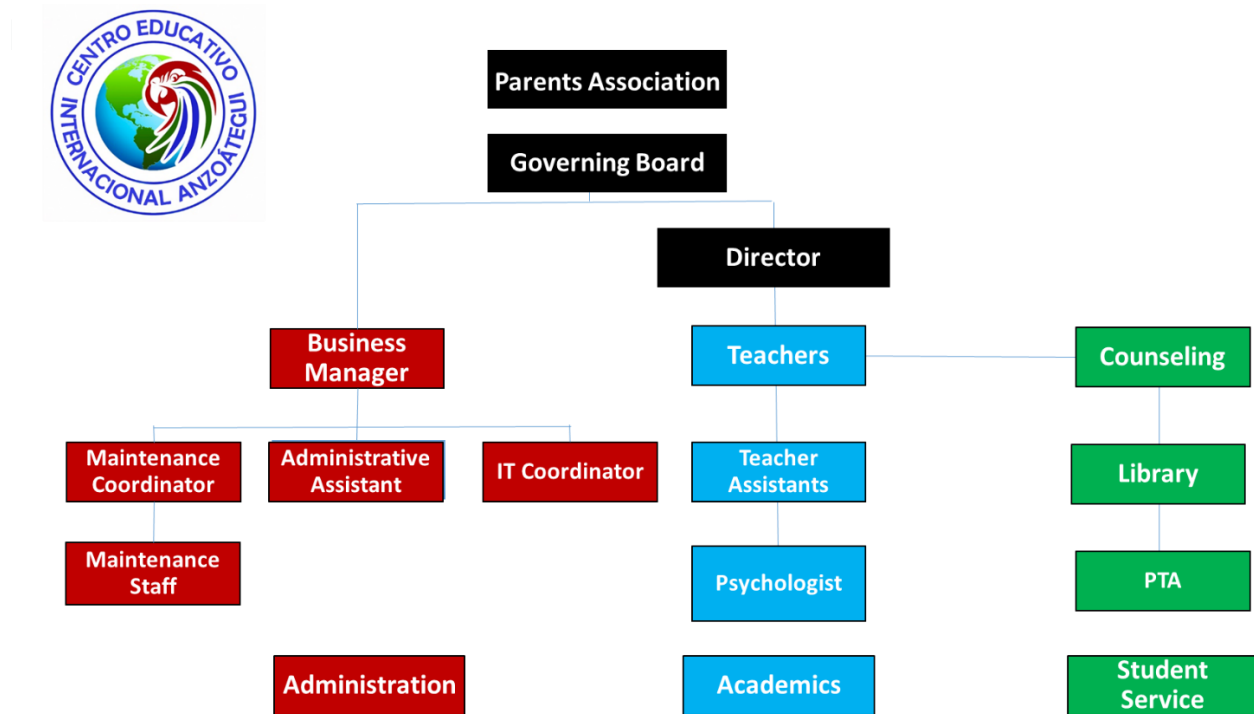
**José González**  
Security Staff



**Luis Lezama**  
Security Staff



## CEIA Organization Chart



### Roles in the Decision-Making of the School

#### Parents Association

- The final decision-maker on major policy issues and financial expenditures.
- Consider input and feedback from all stakeholders when making decisions.

#### Governing Board

- Provide input and feedback to the Parents Association/director concerning general policy/program issues.
- Function is advisory in nature with no decision-making authority on academics.

#### Director

- The primary decision maker on day-to-day operations and curricular issues.
- Provide input to the Governing Board.
- Serve as the liaison between the Governing Board and the School faculty.
- Considers input and feedback from all stakeholders when making decisions.

#### Business Manager

- Control school building maintenance, occupational safety and health, and financial management and accounting.
- Provides assistance to all stakeholders and facilitates the daily operations of the school.



## An Introduction to Our School

### History of Centro Educativo Internacional Anzoátegui:



This year marks the 69<sup>th</sup> anniversary of the official registration of the school. Centro Educativo Internacional Anzoátegui 2014 was first registered on June 21, 1956. The Mobil Oil Company leased 2 hectares of land to the school and for the construction of the school. Shares were purchased by many of the local petroleum companies at the time. Some are still operating in Anaco, like Schlumberger, others are gone such as Santa Fe Drilling, Mene Grande, and Mobil. In 1970 three more hectares were leased to the school and the gymnasium was built. During the years,

teacher housing, the Early Childhood Center, art studio, science lab, and library were added to the campus.

The school has seen many changes during the past 69 years and has survived the many highs and lows of the petroleum industry, the Venezuelan economy, and Venezuelan politics. The school began with an almost exclusively North American student body. That began to change in the 70's with the nationalization of the oil business and the formation of PDVSA (Petroleum Company of Venezuela). Enrollments were routinely over 100 and some years over 200. This year we are projecting between 65 - 75. Enrollment hit a low of eight students in the late 80's due to the worldwide decline of the petroleum industry.

There was an internal conflict in OPEC (Organization of Petroleum Exporting Countries) resulting in Saudia Arabia flooding the market with their oil. Companies in Anaco were operating with skeleton crews and mothers came into the school and the students did their study via correspondence. Since that low point, the school grew in the 90's culminating with the introduction of a full high school program in 2000.

There are some things about Centro Educativo Internacional Anzoátegui, however, that never change. The students experience an enjoyable and challenging education. The small class sizes promote strong relationships among students, teachers, and parents. Our mission of providing an exceptional North American and international education to our students have always remained constant.



## General Description

Centro Educativo Internacional Anzoátegui (CEIA) in Anaco, Venezuela, is a non-profit, independent, co-educational day school that offers an American-based, English language educational program to children between the ages of 2 to 19 in grades Daycare through 12<sup>th</sup>. The school was established in 1956 and is accredited by the COGNIA formerly AdvancEd. A Board of Directors, elected by an Association of Parents, governs the school.

## Accreditation

The school is fully accredited by the COGNIA. The school is also recognized by College Board as an approved site for ACT, SAT, and AP instruction and testing.

## Associations-Professional

The school is a member of the American International Schools in the Americas (AMISA), International Preschool Curriculum (IPC), National Collegiate Athletic Association (NCAA), Eastern Venezuelan Athletic Conference (EVAC), and the Venezuelan Association of North American Schools (VANAS).

## Finances

Approximately 100% of the school's income is derived from school fees.

## Enrollment

CEIA has a small student population, representing host country nationals and some from other countries.

## Facilities

The school is housed and located on a five-hectare, purpose-built campus located at Av. Jose Antonio Anzoátegui, Km 98, Anaco, Edo Anzoátegui, 6003, Venezuela. The facility is walled and secure. CEIA has a large, grassed playing field. There are 3 major buildings housing 22 classrooms, administration, an early childhood center, a library, 2 IT labs, 1 science lab, a cafeteria, a lobby with a stage, and a gymnasium. The campus includes teacher housing with nine individual houses. The school has 3 different internet providers including a satellite one and is completely networked and wireless. There are 25 computers for student use in the computer labs and classrooms. Sports facilities include a soccer field, golf course, tennis courts, and sand volleyball court.

## Security Surveillance

Our campus has a full-time security/surveillance service. There are security personnel at both gates during school hours and at the entrance to campus at all other times. These guards are able to contact the school office or local authorities if the need arises. CEIA also has cameras all around the campus areas and inside school common areas for more security. This School Video Surveillance Cameras system is managed only by authorized personnel and supervised by the school director.



## School Information

It is important even for a small school such as ours to have constant communication between the parents and the school. Parents who have questions, concerns or want additional information should first contact the appropriate teacher. If the teacher cannot satisfy a question, a concern, or a request for information, the parent should contact the Director or the office. The Director's e-mail is: [dmedina@ceiak12.org](mailto:dmedina@ceiak12.org)

## Governing Board

The Board of Directors of CEIA governs the school's operation and is the policy-making body for the school. The Board of Directors is entrusted to the survival and continual improvement of the school. The volunteer members put the needs of the students first and always think in the long term for the good of the school. The Board meets monthly and the Director makes it a point to bring to the Board of Directors' attention parental concerns, ideas, suggestions, etc. The Board listens to the concerns of the stakeholders of the school. All unresolved concerns brought to the Director are forwarded to the Board. Please see the Director before addressing a Board member if you wish something to be discussed.

## Personnel

The school employs a director and a coordinator of Informational Technology. In addition, there are nineteen full-time teachers. We also have two teacher assistants. The school business office is run by a business manager. The rest of our administrative staff includes one administrative assistant and a maintenance supervisor assisted by six custodians. CEIA has a security staff with 6 security guards and a bus driver.

## Parent Teacher Association (PTA)

The CEIA PTA is an important component of the school. All parents are automatically members, and many take an active role in the school community. Parents can volunteer to assist the teachers as room mothers, to work in the library, or on one of several committees for special events such as Teacher Appreciation Day, Halloween, Thanksgiving, Christmas, Mother's Day, and Field Day. A monthly PTA board meeting is held.

## Student Council (STUCO)

The Student Council is an elected body that promotes school spirit, advocates for improvement in the school, serves as a communication link between the student body and the administration, and provides various social Activities for students. This organization consists of all three class representatives, plus five school-wide elected officers: president, vice-president, secretary, historian, and treasurer. Campaigns and elections are held at the beginning of the school year. Students must have a GPA of 3.0 or above to be eligible to run for student body offices.

## Grievances

If you have any grievances, you should first contact your child's teacher, especially to resolve problems in the class. If the teacher does not satisfactorily resolve the situation,



parents should appeal in writing to the Director. If the decision is not satisfactory, parents may contact the Board in writing through the Director.

### Confidentiality

It is the policy of CEIA to protect the privacy rights of students. At times it may be necessary to involve public agencies regarding the welfare of students. CEIA staff will take appropriate measures to ensure the confidentiality of students is maintained during these contacts.

### Parent-Teacher Interaction

Parental involvement in a child's educational process is essential to a successful school. As CEIA strives to meet the needs of its students, routine parent conferences are held to keep parents informed of student progress and areas of concern. Teachers and parents are encouraged to schedule conferences to express concerns that need to be addressed. Parents should contact the main office to arrange a meeting with the teacher.

### Open House

Each year, an Open House is held for all parents. This program is intended to give parents a general overview of the school year; an introduction to the instructional staff and administration; and an opportunity to allow teachers to explain the organization and academic plan for their classes. Questions of a general nature pertaining to the total school program or to an individual class should be raised at Open House. Questions dealing with individual student progress should be left for Parent Conference Day and/or special appointments with teachers or the administration.

### Curriculum

The curriculum is that of U.S. public schools and instruction is in English. Spanish is instructed from grade 1 through grade 12. The youngest students, beginning at age two, are our Daycare. Students in Grades 1-5 are the Elementary school, taking most of their instruction in self-contained classes with one teacher. Students in Grades 6-8 form the Middle School, taking their instruction from different teachers depending on subject area. Students in Grades 9-12 make up the High School. High School students follow a standard course of study receiving credits toward the completion of requirements for a U.S. High School diploma. In addition, students in grades 11 and 12 may elect to study specific classes at the Advanced Placement Level.

### Academic Standards

CEIA follows the Common Core Standards and Michigan's K-12 Academic Standards from the United States. Students are expected to work diligently on their schoolwork. If students do not meet the academic standards set by the school, there may be disciplinary action and they may no longer be permitted to study at CEIA.

CEIA takes all measures to help students succeed in the classroom, but students must be responsible for their own academic work. Parents are contacted immediately if their child is in danger of not meeting the academic standards set by the school. Students involved in extracurricular activities must maintain high academic standards and will obtain



permission from all of their teachers to attend tournaments and other VANAS events that take place during the school year.

### Testing Program

The Measure of Academic Progress (MAP) is a standardized test designed to enable schools to track student's academic progress during the school year. Based on internationally recognized reading and mathematical benchmarks, it assesses vocabulary, reading comprehension, mathematical literacy, and science for students in grades K-11. The test uses a broad cultural base and a combination of multiple-choice and open-ended questions and prompts. In addition to the MAP, students in Grades 8, 9, and 10 take the Preliminary Scholastic Aptitude Test (PSAT), while students in Grades 11 and 12 take the Scholastic Aptitude Test (SAT) and/or the ACT for university entrance. For those students participating in Advance Placement (AP) Classes, comprehensive AP Exams are taken each May.

### Assessment Policy

Students should be assigned no more than 3 major assessments on any given day. Students who miss a test or quiz due to an excused absence are expected to complete the test or quiz upon returning to school. Students have the same number of days to make up their work (test, quiz, assignment) as the number of days they were absent from school.

### Mastery Learning

Student learning is a top priority at CEIA. The faculty understands students have a variety of learning styles and learn at differing rates. As a result, students are granted multiple opportunities to demonstrate mastery of essential skills and material required for future success. Retakes are allowed, at the discretion of the classroom teacher.

### Gradebook (ThinkWave)

In a single quarter, students accumulate a variety of grades which include projects, homework, tests, and so on. These grades are used to report student progress and mastery in each class. You can find grades posted in ThinkWave. Your child's teacher will also use Google Classroom, Class Dojo, or other apps to post activities. However, please be aware that official grades are kept track of in ThinkWave.

### Grades Daycare, Pre-K and Kindergarten

Our youngest learners are assessed based on academic and behavioral standards. There are three levels of mastery: 3=student has mastered the concept, 2=student making significant progress towards mastering the concept, 1=student is currently developing the concept.



## Our School Day

### Hours

Regular Hours:	8:00 a.m. to 3:00 p.m.
ASA Hours:	Mondays – Thursdays from 3:00 p.m. to 4:00 p.m.
Friday Hours:	8:00 a.m. to 2:00 p.m.
Early Dismissal:	12:00 p.m. (on specially designated days on the calendar)

### Breaktimes and Lunchtimes:

Students have a 20-minute break in the morning at 9:20 a.m. to enjoy a nutritious snack. Lunchtime is as follows:

Early Childhood (Daycare-Kindergarten):	12:00 p.m. – 1:00 p.m.
Elementary (Grades 1-5):	11:40 a.m. – 12:20 p.m.
Secondary (Grades 6-12):	12:20 p.m. – 1:00 p.m.

Our brains and bodies need fuel to function properly and good food is always the best fuel. Although you may send a special dessert or sweet with your child, we always recommend a healthy and balanced meal for all children. If you have questions about something you would like to send to school with your child, please feel free to call the school.

Please provide a (thermal insulated) lunch bag and a thermos or water bottle for your student to bring to school each day. Once the thermos or bottle is empty students can refill with cold water dispensers in the lobby and cafeteria throughout the day.

### Morning Arrival

Students must be in their first class by 8:00 a.m. There will be a teacher on duty from 7:45 a.m. to 8:00 a.m. Students should move directly to their classes.



## General Information

### Students Dress Code

Dress code and attendance, while peripheral disciplinary issues are a way that we collectively demonstrate respect and responsibility to ourselves, one another, and our larger community. Since students attend CEIA in order to obtain an education, it is expected that their physical appearance be conducive to that end. Any dress or grooming that hinders the learning process and is disruptive or in poor taste will not be accepted by the school.

The school adheres to the observance of an appropriate dress code for its faculty and staff, students, parents, and visitors. Please be advised that the school may prohibit any person not wearing appropriate attire from entering its premises.

During school hours, early childhood, elementary, middle, and high school students are required to wear the uniform set by the school.

1. CEIA students must wear dark color (black, navy blue, dark gray) shorts, jeans, or slacks. All pants must be in one shade with no other color present. Leggings or Lycra are not permitted for girls unless they are joggers.
2. Short-sleeved knit “golf”-style shirt (w/collar) with official emblem. Color Requirements:
  - Daycare – Yellow
  - PreK-KG – Red
  - 1<sup>st</sup> - 5<sup>th</sup> Grade - White
  - 6<sup>th</sup> - 8<sup>th</sup> Grade - Light Blue
  - 9<sup>th</sup> - 12<sup>th</sup> Grade - Beige
3. The following are not permitted:
  - Torn, patched, or frayed jeans.
  - Shirts or sweaters turned inside out. Exposed undershirts or underpants.
  - “Flip-flops”, bare feet, torn or cut-up sneakers, beach sandals, slippers, crocs, shoes with skate wheels, open toes shoes, or high-heeled shoes.
  - Hats, baseball caps, etc. inside the buildings.
  - Any item worn or possessed judged by the school to be disruptive of student learning.
  - Visible tattoos and no body or face piercings are allowed other than in the ear lobes (no tongue or mouth piercings are permitted).
  - Sunglasses of any kind during the school day, unless the student has a medical prescription.
4. Students must present a neat and well-kept appearance. Clothes must be clean and neat, not ragged, frayed, or torn.
5. Student hairstyles will be neat and non-disruptive to learning.
6. Students must wear their uniform during the entire school day (except during P.E. and outdoor breaks).



7. The school uniform must be worn from Monday through Thursday. On Fridays and special days (with the authorization of the Director) students may come to school out of uniform but with the following restrictions:
  - Shirts must cover the back and abdomen, even when the student is sitting down.
  - No low-cut blouses are allowed.
  - Spandex or tightly fitting elastic pants are not permitted unless shorts or a skirt is worn over them.
  - No short shorts or miniskirts are permitted.
  - No beach sandals, slippers, open-toes, or high-heeled shoes are allowed.
  - No shoes with skate wheels are allowed.
  - T-shirts should not contain offensive or sexually suggestive messages or drawings, promotional messages for alcohol or tobacco products, or partisan politics.
8. Coming to school out of uniform on special days is a privilege that may be revoked for individual students, entire grades, or the entire school if students do not adhere to the above indications.
9. Earrings are also allowed but chains, studs, or body piercings are not allowed. Jewelry is not permitted in P.E. classes.
10. Sanctions for being out of uniform or in violation of the dress code:
  - Warning – by teachers or any staff member.
  - Contact parents for a change of clothing.
  - If a student comes to school in uniform but repeatedly shows up to class out of uniform, this will be treated as a disciplinary infraction.

### Parents/Guardians' Dress Code

At CEIA is imperative that students are taught by setting an example starting from home and their parents. CEIA parents/guardians are requested to come in proper clothing to school.

1. Clothes must fit. They may not be excessively tight or baggy.
2. Shirts must cover the upper and middle torso at all times.
3. Skirts and dresses must be at least mid-thigh in length.
4. No transparent clothing.
5. No low-cut necklines, exposed cleavage, or spaghetti straps.
6. Shorts must be hemmed and at least mid-thigh in length.
7. No mini-shorts or mini-skirts with spandex leggings underneath.

### Late to School

Students who arrive late to school must go to the office and register. There will be three (3) warnings: The first warning the student will be notified, the second warning the student's homeroom teacher will receive a notification, and the third one the student will receive a written notification which will be submitted to their homeroom teacher and keep it in their records and the student won't be allowed to enter to any of his/her classes until the parents come to school and explain the reasons of their tardiness.

It is the parents' responsibility to ensure that their children arrive at school on time.



Students who arrive after 8:05 a.m. are considered tardy. Parents of students who are frequently tardy will be contacted by phone or e-mail.

### After School Pick-up

Students who are picked up by parents or drivers should be met promptly at the end of the school day (3:00 p.m.) or after ASA (4:00p.m.). Students wait on the gym steps. Cars must make a line by the front gate, leaving a lane for traffic circulation. Please be prompt for pick-up. Please follow the instructions of school personnel in this regard.

### After School Hours

Students are not to be at school after hours unless they are here for a specific purpose under the direct supervision of an advisor or program.

### After-School Activities Program

The after-school activities program is held from 3:00 p.m. - 4:00 p.m. on Monday, Tuesday, Wednesday and Thursday. There are no after-school activities on Fridays. Students who stay for the after-school activities program will follow the same pick-up procedures as the 3:00 P.M. dismissal.

### Access to Campus and Student Parking

Only cars with the CEIA security card are allowed entry on campus. Security cards are available to parents in the office. The guards at the front gate have been instructed to make no exceptions to this rule. Student parking is restricted. Each year, the Administration will give permits based on each family's petition, to be made in writing to the Director at the beginning of each school year. In order to qualify for parking privileges, a student must possess a valid driving license. Parents should contact the Director's Office for further information.

### Closed Campus

Because of the need for campus security, CEIA is a closed campus for all students. Students having to leave school during the day for reasons of illness, doctor's appointments or other emergencies need to bring a note from a parent to the office prior to the time of pick up and must be picked up by parents or their representatives. Parents should note that CEIA is not responsible for students once they have left the school grounds.

### Student Visitors

To maintain a safe campus, the school restricts student visitors during class hours. Requests must be made to the Director in advance before the planned visit. Permission will be granted on a case-by-case basis. Alumni are welcome to visit but they cannot disrupt the learning.

### Permit to Leave School Before Dismissal

Occasionally, it might be necessary for a student to leave school before the end of the school day. A note from parents stating the reason is required and must be given to the



school administrative assistant. If the student is ill and needs to go home, the administrative assistant will call home and ask parents to come and pick up the student. In order to leave campus, students must present a pass to the guard at the Main Gate. Students will not be allowed to leave the campus during the school day without this pass.

### Birthday Parties

Birthdays and holidays are an especially exciting time for children and the CEIA will be pleased to help your child celebrate with classmates and staff. Please discuss this with your child's teacher prior to the date.

- Students are permitted to share their birthdays with their classmates. Parents may provide refreshments, a cake, and drinks.
- If a child is having a private party at home and inviting the whole class, invitations may be distributed at school, only if all the students in the class are being invited.

### Tutoring

It is each teacher's professional responsibility to assist each student individually to the maximum extent possible. CEIA suggests that parents do not engage a private tutor unless the student's teacher and/or the Director recommends it.

### Language of Inclusion is English

CEIA is mindful of the power of language and words and acknowledges that what individuals say, and how individuals say things, directly affect a person's perception of intention, goals, and values. We encourage the development of positive means of communication that foster a sense of community and acceptance. To facilitate an accepting community students and teachers should, when in a group, use a language which is common to all members of the group—English.

### Posters & Posting Information

All student groups/community groups must have permission from the Director to post any information/news in the school building. Any unauthorized posters will be removed.

### School Supplies

Students should come to school each day with the materials they need for learning. Although your child's teacher may provide a more specific list, students generally need the following each day: pencils, sharpener, pens, notebook paper, ruler, backpack or schoolbag, water bottle or thermos, and their lunch and snack. We also ask that students in Pre-K and Kindergarten pack a change of clothes and that all students have an extra shirt in their bag or in the classroom.

### Lost and Found

The lost and found area is located near the Administrative Office. Items found should be turned into this area immediately. All unclaimed items will be donated to a charity at the end of each school year.



## Student Lockers

All students in Grades 6-12 will be issued a locker. The lockers must be kept locked. Problems with lockers should be brought to the attention of the homeroom teacher. The lockers are school property, and school authorities have the right to open and check lockers at any time, as well as to assess students for damage to lockers. CEIA is not responsible for the safety of any items left in a school locker.

## School Liability

CEIA assumes full responsibility for the supervision of CEIA students during the regular instruction day (8:00 a.m. – 4:00 p.m.) and during all school-sponsored events including after-school activities. CEIA is not responsible for the supervision of students on campus outside these times. Each year, parents are asked to complete a waiver absolving CEIA from any liability when children are on campus outside regular instruction hours and not in a school-sponsored activity.

## Health Services

It is important, for your child's safety and health, that we have an Emergency Form on file with pertinent medical information concerning each child, such as medication being taken, serious health conditions, and your family doctor's name and phone number. A form to collect this information is sent out at the beginning of the school year. The school staff is equipped with first-aid kits for small emergencies. We will notify you when a serious health condition occurs so you can refer it to proper medical authorities. If your child is ill, please do not send him/her to school. If ill, children do not profit from their school experiences, and there is a risk of infecting other children and adults. CEIA is willing to send assignments home if the illness is extended.

## Medication Policy

No medication, including over-the-counter medication (Tylenol, acetaminophen, ibuprofen, and Panadol), is given without parental consent. All medicine is brought and kept in the Office to be administered by the administrative assistant. Parents may request that a child carry and self-administer their medication. This may especially be desired in the case of an asthma inhaler. Information and request forms are available at the office.

## Health Information Forms and Exams

Parents are asked to update student health forms yearly. Physical and psychological exams are required on entrance and every two years thereafter.

## Vaccinations

Required vaccinations include:

- Diphtheria, Tetanus (Td) (seven years at 7-12 yrs, then every ten years) Diphtheria, Tetanus, Pertussis (DPT) (seven years)
- Measles (MMR) Meningococcal – ACW35Y Polio
- Yellow Fever
- Other recommended vaccinations:
- Haemophilus B Influenza (Hib) (age four or under) Hepatitis A



- Hepatitis B Influenza (annually)
- Typhoid (every three to five years) Varicella

## Emergency Procedures

Each family should provide the office with emergency information, including the correct residence address, and an emergency contact person, and telephone numbers.

The office will establish an Emergency Phone Tree and WhatsApp group shortly after the beginning of the school year. These will consist of contact information including the names of all parents with the home and work phones listed. That said, our campus is situated in a safe area and consists of a closed campus with its own security wall and guards. A comprehensive Emergency Procedure Manual outlining precautions and procedures for potential crises or trauma-inducing events has been developed. You may rest assured that we are prepared, and we will use our best judgment in dealing with any eventuality that may arise to ensure the safety and welfare of your children.

## Student Attendance

Attendance is a key ingredient in student academic success and is, therefore, of primary concern. Regular school attendance is essential for student success. When students miss school, they miss learning opportunities, which can affect their performance and their grades. The school calendar will allow your family to plan vacations and trips during scheduled school breaks.

Students should not miss more than 30 school days, regardless of the reason. Students who miss more than 30 school days may be retained in their grade, at the discretion of the school administration.

The following policies are designed to encourage regular attendance:

- The School Offices should be notified of an absence either through phone, email or note.
- Regular and substantive attendance is required to attain credit for a course. For a full-year course, this means that students must not miss more than ten percent of class meetings. Extensions to this rule may be made for extenuating circumstances. Students will be warned when they approach this limit, or if they appear to be on a pace to exceed this limit.
- A formal administrative review will be required to grant credit where the above attendance guidelines have been exceeded. Continued enrollment at CEIA will also be reviewed in such cases.
- All absences are counted when computing the attendance requirement.
- Students missing two or more classes in a school day are considered absent for the day.
- Absences for days missing immediately preceding and succeeding holidays, are considered when reviewing attendance patterns.



- Absences incurred before a student arrives at CEIA may count towards this total if the student does not produce satisfactory records of attendance at his or her previous school.
- If a student is to be excused from a particular Physical Education activity for medical reasons, a note from a doctor is required. This note should be handed to the Physical Education teacher.
- Parents should also notify the Director's office of any significant medical concerns.

### Absences Due to Illness:

If your child is sick, please contact the school before 8:00 a.m. to inform your child's teacher. Use the school's official number to call for absences due to illness or send an email. If a student is absent, please make arrangements to pick up your child's work from the teacher. Students must make up any work missed during an absence.

### Attendance Policy for Illness

Please keep your child at home if any of the following symptoms or signs are present:

- Elevated temperature (greater than 100 F or 38 C,)
- Diagnosed with a strep infection-your child should be on antibiotics for 24 hours before returning to school,
- Acute cold with discolored nasal discharge, sore throat, or persistent productive cough,
- Vomiting, nausea, or severe abdominal pain during the night or in the morning,
- Repeated diarrhea during the night or in the morning,
- Pus-like discharge from eyes, with redness and itching, and
- Suspected and/or untreated communicable disease (some examples include: chicken pox, impetigo, scabies, hepatitis, conjunctivitis, ringworm, etc).

### Extended Absences and Planned Absences:

Absence to extend vacations is strongly discouraged. If you plan to have your child out of school for any number of days, you must submit a letter to the administration explaining the nature of the absence. This letter should be submitted one week prior to the absence so that the teacher can prepare work for the student.

### School Sponsored Absences

Students participating in school sponsored activities must have written permission and must obtain this permission in compliance with the procedures indicated by the Director, teacher, or sponsor of the group involved. Students who miss classes as a result of participation in school-sponsored activities are not considered absent for that day or part of the day. They are still expected to complete make-up work for classes missed.

### Truancy

If a student skips a class either by staying out of school without the school's permission or not attending the class while in school he or she may be subjected to disciplinary action. All missed work/assignments will need to be completed before returning to class.



## Tardiness

Tardiness impedes the efficient start of class for all students and it is important to be in school on time. Students who arrive at school after the start of classes must report to the Administrative Assistant's office for a late slip.

## Excused or Unexcused Absences/Tardiness

- An excused absence/tardy is an illness, emergency, or unavoidable official appointment which has been verified with an authentic note signed by parents and/or appropriate authorities. Students are responsible for making up all work missed during the absence within a reasonable timeframe set by the teachers. It is highly recommended that family trips not be scheduled during the regular school calendar. While the absences may be excused, the student will still be required to turn in all of the missing work, without the benefit of having it taught to them in class.
- When students are absent from school, the following procedure must be followed:
  1. The parent or guardian must call the school office before the school day begins to verify the absence and the circumstances.
  2. When the student arrives the following morning, a written note must be submitted (signed by a parent or guardian) to the Main Office. This note must explain the reasons and circumstances of the absence (doctor appointment, illness, legal appointment, etc). If illness-related, a doctor's note should also be submitted.
- An unexcused absence/tardy fails to meet the above criteria. Students are not permitted to make up any graded work missed during the absence/tardy. Therefore, any tests, quizzes, or assignments missed due to an unexcused absence/tardy result in an automatic zero in grades 9-12. Elementary and middle school teachers may use discretion. Parents are contacted in the case of an unexcused absence/tardy.

## School absence for a Sports Tournament or Competition

- When a student has a competition on a regional or national level the athlete's club or federation must submit a letter to the school as a confirmation of any student participation. This letter must be submitted at least one (1) week prior to the tournament, so the teachers can make the accommodations for the students. While the absences may be excused, the student will still be required to turn in all of the missing work, without the benefit of having it taught to them in class.
- If the letter is not submitted on time, it must be sent as soon as possible and the parent or guardian should notify it. Parents' notifications won't be considered unless the letter is sent afterward.
- If the criteria mentioned above are not followed, the student will be considered absent and he/she can't retake any tests, quizzes, or assignments missed.



### Leaving Early

- Occasionally, it might be necessary for a student to leave school before the end of the school day. A note from parents stating the reason is required and must be given to the School administrative assistant. If students must leave early due to illness, emergency, or unavoidable appointment, the student must:
  1. Inform the supervising teacher as to the circumstances related to the early dismissal.
  2. Go to the office and report to the administrative assistant. The administrative assistant NOT the student will call home for parental permission to leave school grounds and to ensure transportation arrangements have been made.
  3. Wait in the main office until parents have arrived or parental permission is given for alternative transportation.
  4. Sign out at the main office.
  5. In order to leave campus, students must present a pass to the guard at the Main Gate. Students will not be allowed to leave the campus during the school day without this pass.
- Students must follow all necessary procedures to report the absence the following day in order to be marked as excused.

## Admissions

Admission to CEIA is open to students of any race, religion, or ethnicity who can benefit from the educational services currently provided by CEIA's programs.

### Placement/Admission Requirements

The professional staff, under the supervision of the Director, shall determine admission to the school; however, the Director shall give the final answer on the matter. Admission shall be based on data submitted as required by the school to determine the potential of the applicant to benefit from the educational program available and the capacity of the school to meet the educational needs of the applicant.

### Physical/Behavioral/Learning Difficulties or Special Needs:

CEIA counts with a Psychology Department which aims to provide support to the teaching staff and students and the best tools to facilitate the teaching and learning process. We urge parents of students with mild special needs to contact CEIA administration prior to determining if placement at CEIA will be possible. In most cases, families will need to provide the support services needed. Each case will be considered according to the student's needs and the school's resources available to address/assist them.

If a learning disability is diagnosed, CEIA will consider the child's best educational options, including individualized approaches with existing CEIA resources (which usually do not include certified special education teachers), and requiring additional resources provided by parents. If CEIA determines that it is beyond CEIA's capabilities to cope with the student's learning disability, CEIA may decide not to re-enroll the student for future school years. The school reserves the right to appoint its own specialists to evaluate the child.



### All Prospective Students Must Submit:

- A completed CEIA Registration Form
- A completed Parents Pre-Registration Questionnaire
- Copies of previous school records of the last two (2) academic years (if applicable) including: Transcripts or report cards
- Standardized test scores (if available)
- Confidential records (if applicable) Psychological assessments, special education or learning support documentation
- A completed Teacher's Questionnaire or Recommendation Letter
- Writing sample (part of admissions testing).
- Immunization records or results of full physical and physiological exams by a licensed physician, including any recommendations for limitations on the full range of school activities such as PE and class trips, and noting any allergies, ongoing medical conditions or medications that continue to be required over an extended period of time.
- Copy of prospective student's birth certificate, ID or passport
- Copy of both parents'/legal guardians' ID, or passport
- Four (2) photos

### Admissions Procedure

- Admissions Testing
- Students applying for all grades may be requested to participate in a series of placement tasks, such as a readiness test in early childhood grades and an oral interview. In elementary/secondary grades, a writing sample and a reading and math assessment are requested. Students with limited English applying for grades DC-5 will be tested in Spanish. Admissions tests will be scheduled by the school's admin assistant.

### Age Requirements

- By October 1st of the academic school year, the student must be the corresponding age to apply to:
  - Daycare: 2-years old
  - PK 3 – 3-years old
  - PK 4 – 4-years old
  - Kindergarten: 5 years
  - 1st Grade: 6 years
- Other Grades criteria will be placed in the appropriate grade according to admissions testing and other admissions evaluations. Reports from previous schools will be a factor.
- In higher grades the student's records from the previous school and admissions tests as well as age will be considered as criteria for grade placement. If the student comes from a school accredited by a CEIA-recognized regional accreditation agency with an English-language curriculum, grade placement indications from the previous school will be followed as a matter of course, with pertinent indications from the Admissions Committee regarding courses/credits required



for graduation.

CEIA may consider and accept students with limited English up to the 9<sup>th</sup> grade depending on program capacity. They will be supported by an ESL specialist until minimum English proficiency is acquired.

Students applying for admission to grades 6-9 must show evidence of sufficient ability to work in English to permit them to do grade-level work with some help from ESL and/or classroom teachers. They must also demonstrate ability to successfully complete all graduation requirements.

### Priority of Admission:

Students will be admitted within the following priorities whenever enrollment must be limited, as long as they meet all other CEIA admissions requirements. The factors below will be considered together to choose the most qualified and deserving applicants.

- Children sponsored by shareholders are guaranteed admission against subscribed shares, up to a limit of three students above the class-size limits proscribed by Board Policy.
- Admissions test results.
- Children who are holders of foreign passports, with first priority to shareholding firms.
- English-speaking children.
- Siblings of current CEIA students and/or students enrolled for the following school year, taking into account admissions test results as well as grades and recommendations from the previous school. (A marginally-qualified applicant who has siblings in CEIA may not have priority over a highly qualified applicant with no siblings in the school.)
- Other applicants from the local community, taking into account admissions test results as well as grades and recommendations from the previous school.

### Admissions Decisions

For enrollment during a current academic year, decisions are made once an application is complete and space availability is confirmed. Local limited-English-speaking students will not be accepted in the school after six weeks into the first semester and 4 weeks into the second semester of the school year except in extenuating circumstances. For students applying for the following school year, admissions testing will begin on April 1. Beginning May 1<sup>st</sup> and following careful review of all applications on hand at the time (with interviews and or/testing if applicable), CEIA will provide notification of the admission decision based on the following four categories:

- Accepted: The applicant has been fully accepted for admission at CEIA and a space is reserved for him/her in a particular grade level if enrollment is formalized during the month following acceptance.
- Accepted Wait List: The applicant has been fully accepted for admission at CEIA but no space is currently available at the appropriate grade level. Parents will be notified when a space becomes available according to published admissions



priorities.

- **Conditional Acceptance:** Applicant's acceptance in CEIA is subject to a specific set of conditions as stipulated by the CEIA admissions committee. Students accepted under this category will need to re-apply for the following academic year.
- **Denied:** The applicant does not meet CEIA's eligibility requirements for admissions or the applicant cannot benefit from CEIA's services.

## School Fees and Payments

The school fees, policies, and payment schedules are detailed in a separate handout. These are available in the main office. Students whose parents owe tuition or fees from the previous year may not be reenrolled in CEIA for a new school year. The total tuition must be paid in full for the current year for a student to attend classes at CEIA.

## CEIA Program of Studies

### Academics

The school follows a North American Elementary and Secondary School curriculum. Our program offers language arts, mathematics, social studies, science, physical education, and Spanish and a variety of electives. Textbooks and supplementary materials are current and are obtained from the United States. Although the essential character of the school is American, we have modified our curriculum to reflect the international composition of the CEIA community and the Venezuelan setting of the school. For example, our social studies curriculum emphasizes communities, Venezuelan studies, world geography, and world history. At the grade 11 and 12 level, students have the opportunity, over this two-year time-frame, to take up to eight Advanced Placement courses. This often results in the granting of sophomore status when attending universities in the United States.

The curriculum of the school is dynamic, with constant attention to revision and fine-tuning. The staff and administration, through in-service training, strive to keep abreast of the latest developments in education worldwide. Moreover, individualization of instruction to meet the needs of every child is a broad goal of the school's instructional program. Thus, students in the same class may be using a diversity of materials and may be learning essential skills through varying methods and techniques.

CEIA conducts a regular classroom program for Daycare (age 2) through grade twelve. The best way to understand your child's program is to visit the school and speak with your child's teachers. We always appreciate parental interest and involvement.

### Spanish Instruction

Spanish instruction is required of all students in grades 1 through 12.

### English as a Second Language (ESL)

Since many of CEIA's students come from non-English speaking backgrounds, ESL lessons are required and available for those deemed necessary. Based on research



regarding best practices and language learning, our ESL program begins with grade 3. Students without English are given intensive ESL lessons as a substitute for special classes until such time as deemed necessary.

### Computers & Digital Technology

CEIA has two PC labs. Computer instruction is integrated into the CEIA program from PK through Grade 12. In the Elementary (grades PK-5), basic computer literacy and computer-assisted instruction are introduced. In the Middle School, students further improve their keyboarding, online research, and application skills. By the end of 9th grade, students are expected to be able to independently use computers to complete their academic assignments with the aid of email, document creation, collaborative media, multi-media design, presentations, and chart and website creation. Students in Grades 6 to 9 learn the finer points of web-based research and the habits required to become critical and ethical consumers and producer of information. Advanced computer applications are also offered to high school students such as web programming, coding, and robotics. CEIA has a dedicated service line and is networked campus wide for both Internet, intranet services and wireless internet connections. All users must subscribe to CEIA's Acceptable Use Policy to optimize the responsible use of the Internet and digital tools.

### Field Trips / Study Trips

Various classes throughout the year make use of field trips. Parents will be asked to fill out a parental permission slip in order for students to participate on field trips. In most cases, field trips are not optional and are a part of the regular school day. Students are expected to attend unless they have extreme circumstances preventing them from doing so. Field trips are an important resource for student learning and often provide social as well as academic development opportunities. A class field trip or school-sponsored event is a required academic activity, and thus all students in related classes are required to attend. Unless administrative approval is granted, non-attendance at a field trip will be considered an unexcused absence.

Several Real-Life Experiences are repeated trips from previous years. Students and parents will be given ample opportunity to discuss said trips and field necessary questions. Many of the trips will be individual student funded with ample CEIA staff members responsible for all trip details. All CEIA staff members are encouraged to plan appropriate experiences outside the school campus. There will be educational objectives provided for each excursion. The rules and guidelines for such out-of-school trips will be stricter than those observed daily at school. Trip leaders and staff members will provide detailed guidelines for all to follow.

### Student Services

Student Services have been established to facilitate academic, social, and emotional growth in students. The Director and the psychology Department help students deal with academic difficulties and are available for individual counseling related to self-esteem, problem-solving, social skills, and other social and emotional concerns.

The Director works to help both students and parents understand students' abilities,



aptitudes, and interests. Assistance is also given to help students choose and apply to colleges and universities. Other services provided include:

- Placement Testing
- Administration of standardized tests (MAP, PSAT, SAT, ACT)
- College Counseling
- Assisting with the identification of students with special needs or learning differences
- Counseling and testing of students with academic and emotional needs



## Character Counts Program

Character Counts! is a character-education and ethical decision-making program incorporated into the CEIA curriculum at all grade levels. Developed by the Josephson Institute of Ethics, the Character Counts! program is based on six core values, or "Pillars of Character: "It promotes six "pillars of character"--caring, citizenship, fairness, respect, responsibility, and trustworthiness--to reinforce a safe and positive school environment conducive to teaching and learning. Students and their families are expected to model good character at CEIA, during the day and when participating in extra-curricular activities and community events. Character Counts! helps people make appropriate choices every day. CEIA educates students to become caring, respectful and responsible citizens and family members. Our school is safe and welcoming, with climates that foster learning and character development.

### Pillars of Character

#### **FAIRNESS**

Play by the rules;  
Take turns and share;  
Be open-minded; listen to others;  
Don't take advantage of others;  
Don't blame others carelessly.

#### **RESPONSIBILITY**

Do what you are supposed to do;  
Persevere: keep on trying!  
Always do your best;  
Use self-control;  
Be self-disciplined;  
Think before you act – consider the consequences;  
Be accountable for your choices.

#### **TRUSTWORTHINESS**

Be honest;  
Don't deceive, cheat or steal;  
Be reliable – do what you say you'll do;  
Have the courage to do the right thing;  
Build a good reputation;  
Be loyal – stand by your family, friends, and country.

#### **CITIZENSHIP**

Do your share to make your school and community better;  
Cooperate;  
Stay informed; vote!  
Be a good neighbor;  
Obey laws and rules;  
Respect authority;  
Protect the environment.

#### **RESPECT**

Treat others with respect, follow the Golden Rule;  
Be tolerant of differences;  
Use good manners, not bad language;  
Be considerate of the feelings of others;  
Don't threaten, hit, or hurt anyone;  
Deal peacefully with anger, insults, and disagreements.

#### **CARING**

Be kind;  
Be compassionate and show you care;  
Express gratitude;  
Forgive others



## CEIA Curriculum

### Early Childhood - Daycare, Prekindergarten, Kindergarten

CEIA is proudly an International Preschool Curriculum school. CEIA offers a higher level of quality international early childhood education. CEIA Early Childhood Education is open to children beginning with 2 years of age and is organized into four developmental levels:

- Daycare
- Prekindergarten 3
- Prekindergarten 4
- Kindergarten

The curriculum builds upon each child's life experiences and is designed to develop each student socially, emotionally, and intellectually. Through theme-based, hands-on, and collaborative lessons, the teachers ensure a balanced and stimulating school experience, fostering a creative and interactive learning environment that nurtures student development. Upon completion of the IPC academic program, the student should be able to read, write, and speak comfortably in English and Spanish and be able to comprehend appropriate mathematical concepts and skills.

### Elementary Grades 1 – 5

CEIA's Elementary School is dedicated to providing a challenging learning environment which is child-centered, well-balanced and aims to develop the whole child. Our school is a center of inquiry, creativity and joyful learning, with students coming together to learn, to dream and to grow. It is within this environment that parents join with caring, experienced professionals in forming a strong partnership that makes each child's learning – academic and social – the focus of everything that we do. Our child-friendly program, with its small class sizes and personalized attention, provides each child with the tools required to reach their academic potential and be happy, considerate members of our learning community. The staff that comprise CEIA's Elementary School – from our instructional assistants, to our teachers, to our administrators – all share a common bond. We care deeply about each of the children that we have the privilege of working with, and it is that bond that drives us to do everything that we can to ensure that each child obtains a love of learning that will contribute to his or her later successes.

The CEIA curriculum is based on the Common Core Standards. Common Core Standards summarize what students are expected to learn as they advance from kindergarten through grade 8. The standards are designed to reflect the knowledge and skills that our young people need for success in college and careers. A common set of learning goals helps teachers and parents ensure students are challenged and making appropriate progress. Why Common Core Standards? CEIA has joined a national movement to adopt common standards and assessments for English language arts and mathematics. Common standards allow for collaboration on best practices and professional development. Common learning goals provide a clear vision of what educators and parents should aim for. These learning goals help ensure that students meet college and work expectations, are prepared to succeed in a global economy and society, and are



provided with rigorous content and application of higher knowledge thinking. Benchmarked against international standards, the Common Core Standards assist students in their preparation to complete the requirements for enrollment at universities around the world. In English language arts, Common Core Standards are organized into the following four groups: (1) reading, (2) writing, (3) speaking and listening, and (4) language. Literacy standards that focus on reading and writing instruction during history/social studies, science, and technology are included. In mathematics, standards demonstrate an emphasis on number sense and algebraic thinking. These practices deepen understanding of mathematics and enhance students' problem-solving abilities. These practices rest on important "processes and proficiencies" including problem-solving, reasoning and proof, communication, representation, and making connections. These practices will allow students to understand and apply mathematics with confidence.

### Middle School Program (Grades 6-8)

The Middle School student is given a chance to explore and mature under the close supervision of teachers experienced in the needs of early adolescents. Students go to the classrooms of different academic disciplines for instruction. Core courses include English Language and Literature, Social Studies, Science, Spanish, and Mathematics. In addition to the core subjects, Middle School students take Art, Music, Computers, and Physical Education.

### High School Program (Grades 9-12)

The High School program of studies allows students to meet the requirements for obtaining a standard American High School diploma following the system of credits used in the United States. Students enrolling after grade nine will be required to select courses appropriate for their grade and to complete any other required courses not already taken.

### Graduation Requirements

All students at CEIA must enroll in a program leading to a U.S. High School Diploma. The core classes required in high school are, in part, based upon the majority of university entrance requirements. High school students are required to earn 26 academic credits according to the following program:

Subject	Credits Required (1 Credit is a full year)
English	4 Credits
Math	4 Credits
Science	4 Credits
History	4 Credits
World Language	2 Credits (must be 2 credits of the same language)
ICT	1 Credit
Physical Education	1 Credit
Electives	6 Credits



Course Sequence:

- English:** Literary Analysis and Composition I (9<sup>th</sup> Grade)  
Literary Analysis and Composition II (10<sup>th</sup> Grade)  
American Literature (11<sup>th</sup> Grade)  
British and World Literature (12<sup>th</sup> Grade)  
Or: Advanced Placement English courses (11<sup>th</sup> and 12<sup>th</sup> Grade)
- Math:** Algebra I (9<sup>th</sup> Grade)  
Geometry (10<sup>th</sup> Grade)  
Algebra II (11<sup>th</sup> Grade)  
Pre-Calculus (12<sup>th</sup> Grade)  
Advanced Placement Math courses (11<sup>th</sup> and 12<sup>th</sup> Grade)
- Science:** Biology (9<sup>th</sup> Grade)  
Chemistry (10<sup>th</sup> Grade)  
Physics (11<sup>th</sup> Grade)  
Advanced Placement Science courses (11<sup>th</sup> and 12<sup>th</sup> Grade)  
Or: Physical Science (9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> Grade)
- History:** World Geography (9<sup>th</sup> Grade)  
Modern World Studies, or World History (10<sup>th</sup> Grade)  
US History, or Modern US History (11<sup>th</sup> Grade)  
US Government, and Politics or US and Global Economics (Civics)  
Or: Advanced Placement History courses (11<sup>th</sup> and 12<sup>th</sup> Grade)

Transfer students who have entered CEIA from schools with less than 7 possible credits per year will be evaluated by the Director on a case-by-case basis. Any course taken outside of school does not replace or modify CEIA's course load requirements. Online courses that are approved by CEIA and carry a GPA indication will be accepted toward meeting CEIA graduation requirements.

### High School Class Load

A full-time student at CEIA must be enrolled in a minimum of six classes per semester, of which four must qualify as core courses each semester. Exceptions to this case load requirement must be approved by the Director.

Grade nine, ten, eleven, and twelve students typically take eight classes per semester. Students in 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade may take AP courses.



## Class Rank

CEIA does not subscribe to the policy of ranking students in order of academic achievement. We instead share an understanding that such practices are counter to the need to develop intrinsic habits and a love of life-long learning. The school, therefore, does not report the rank of its students, except when required or advantageous for college admissions.

## Credit

Credit is awarded only at the end of each semester; partial credit for less than one semester cannot be permitted.

## Deadline for Enrollment Credit

Students in grades 9-12 who enroll at CEIA after the first day of the sixth week of the first semester will not receive credit unless the student is transferring into CEIA from another North American curriculum school. Likewise, no student will be admitted for credit after the first day of the fourth week of the second semester, unless the student is transferring into CEIA from another North American curriculum school.

## Repeating Courses

A student may repeat a class at the recommendation of his/her teacher and/or the Director. Credit is earned for the repeated class and both grades will appear on the transcript. A second credit earned through repeating a course will count as an elective credit and will not fulfill any of the minimum graduation requirements. A student may not take a course more than twice.

## Independent Study

On occasion, students may wish to take special courses in which they are particularly interested or are in need of for one reason or another. Students are encouraged to explore such alternatives. These independent study programs can be pursued through such means as summer school or correspondence courses. CEIA may recognize credit earned in such a manner. Only in exceptional cases will an independent study course be granted during the school day. The criteria include one or more of the following:

1. Students in grades 11 and 12 who have completed all CEIA course offerings in a subject area and wish to continue studies on a higher level.
2. Transfer students who require a special program in order to meet graduation requirements;
3. Students medically excused who need an independent study in lieu of a required course;
4. Teacher recommendation;
5. A particular course cannot fit into the student's schedule.

In order to receive credit for independent study, the program must be approved in advance by the Director after receiving a syllabus (projects and due dates) signed by the student and his/her advisor.



## Advanced Placement Enrollment

AP courses are open to all students who have done well in the prerequisite courses and have obtained a recommendation from the teacher of the AP course in which he/she wishes to enroll. As with all courses, CEIA teachers and the Director will advise on course selections based on previous academic performance and future goals.

## Educational Materials

The teaching materials at CEIA are current publications with most originating in the United States. All students are issued most, if not all, the educational materials required for their learning program. Exceptions to this would include physical education clothing, calculators, flash drives, pencils, pens, and notebooks for different subjects. All students are responsible for the proper care of their workbooks and textbooks. The workbooks are the students' property, but textbooks must be returned, in good condition, to the school at the end of the school year or at the time of withdrawal. In case of loss or damage, replacement costs will be charged. Students will be expected to return the specific textbook assigned to them when books are collected.

## After School Activities

CEIA students participate in a variety of club activities, which change from year to year according to the resources in the community. During the week there is an After School Activity Program. Several sports are frequently offered as well as various activities which have ranged from art, music, dance, Spanish, crafts, reading, ESL, and clubs of many subjects.

## Assessment & Grading

### Overall Philosophy about Assessment

The designing of assessments is an integral part of the overall curriculum design process. Assessment is an ongoing process aimed at understanding and improving student learning. It involves making expectations explicit and public, setting appropriate criteria and high standards for learning quality, systematically gathering, analyzing and interpreting evidence to determine how well performance matches expectations and results and using the resulting information to document, explain and improve performance.

### CEIA Grade Scale Equivalent

Letter Grade	Percent	GPA Points	Letter Grade	Percent	GPA Points
A+	98-100	4.0	D+	67-69	1.3
A	93-97	4.0	D	64-66	1.0
A-	90-92	3.7	D-	60-63	0.7
B+	87-89	3.3	F	>60	0.0
B	84-86	3.0	S	Satisfactory	0.0
B-	80-83	2.7	U	Unsatisfactory	0.0
C+	75-79	2.3	W	Withdrawn	0.0
C	74-76	2.0	I	Incomplete	0.0
C-	70-73	1.7			



## Report Cards/Parent-Student-Teacher Conferences

The academic year is divided into quarters. You will receive a report card soon after the end of each quarter. In addition, days will be set aside for Parent-Student-Teacher Conferences after the second quarter report cards are distributed. The purpose of the conferences is to enable parents to receive first-hand accounts of their child's progress from his/her teachers. Conferences are held in January at the end of Semester I.

We also encourage parents to arrange additional conferences with teachers throughout the year. We will do our best to keep you up-to-date on your child's progress; however, if you have any questions, please do not hesitate to contact the school to arrange a meeting.

## Homework Expectations

CEIA expect students to be independent learners. By definition, independent learning may involve completion, consolidation, review or extension of in-class work that supports student learning and performance. Homework should be considered practice (formative assessment) to support the instruction and learning occurring in the classroom. All homework should be based on the following criteria:

- The assignment is directly tied to and is an outgrowth of classroom instruction.
- The assignment is clear and well-defined.
- Homework is meaningful and has a purpose such as practice or review.
- The assignment is able to be completed by the student independently.

Homework is an extension of classroom work completed outside of school and not under the direct supervision of the teacher. Homework is a valuable learning tool that reinforces what was taught in class and provides for additional practice so the student retains learned material better. Please see the following guidelines that have been set up for the students and teachers.

- Pre-K                      brief tasks
- Kindergarten            10 minutes
- Grades 1 and 2          30 minutes
- Grades 3 and 4          45 minutes
- Grades 5 and 6          60 minutes
- Grades 6 to 8            1.5 hours
- Grades 9 to 12          1.5-2 hours

## Tutoring

At times, teachers may feel it is in a student's academic interest to have additional help after school or even during the summer. It is the parent's responsibility to contact a tutor to make arrangements. We ask that the parents inform the school of their decision so that the teacher can work with the tutor if necessary. Please note that CEIA staff are not allowed to tutor their own students.

## Study Time

Monday through Friday of the school year, a Study Time is offered to Secondary students. One purpose of Study time is to provide our students a supervised space for completing



assignments after school. Its other purpose is to give students having difficulties completing assignments in a timely manner, a place to focus on their student obligations. Please understand our supervisors will not be tutoring students. If we require a student to attend a Study Time, they will miss any after school activities in which they normally participate. If the student completes the assignment before the Monday Study Time, the teacher will confirm this with the supervisor and attendance will not be deemed necessary.

### Academic Honesty Code

Academic honesty requires that students produce work that is their own. In contrast, academic dishonesty is a student's attempt to claim and show possession of knowledge and/or skills that he or she does not possess. The well-being of the school community depends on each student's accepting responsibility for his or her personal conduct in both social and academic endeavors.

CEIA students are expected to prepare their own schoolwork to the best of their ability for evaluation by our faculty. Students who are not academically honest at CEIA will face academic and disciplinary consequences. Academic dishonesty includes, but is not limited to:

- Taking assignments and copying all or part of it and presenting it as one's own.
- Sharing work for the purpose of copying and allowing another person to present it as their own.
- Giving information or answers from quiz or a test to other students.
- Fabricating or inventing information or falsifying research or other findings.
- Using or consulting unauthorized materials or using unauthorized equipment or devices on tests, quizzes, assignments or examinations.
- Using any portion of a paper or project to fulfill the requirements of more than one course unless the student has received prior permission to do so.

### **Disciplinary Action for Student Violations of The Academic Honesty Code**

The teacher will address any academic honesty infraction initially and may forward the matter to the principal. Repeated offenses will be recorded and could lead to further disciplinary action including-- but not necessarily limited to--the following:

- A referral describing the incident will go into the student's file.
- Repeated academic dishonesty may make the student liable to have their educational setting re-defined on a permanent or long-term basis.

All students at the CEIA are expected to conduct themselves with the highest standards of honor.



## Homework and projects

All assignments are to be completed individually by the student unless explicitly stated otherwise by his/her teacher.

## Quizzes, Tests, and In Class Writing Assignments

No help of any kind may be given or received during completion of a quiz, test, or writing assignment. Students may not discuss any details regarding quizzes, tests, or writing assignments taken previously with classmates who have yet to complete the assignments. Students are not allowed to pass tests/assignments from previous years to future students of the same course.

## Plagiarism

No idea, which either misrepresents the author's opinions or is not fully cited, may be borrowed. This prohibition includes the entire spectrum of potential abuses from directly copying another's work to using a particular phrase without crediting the author from whom it is borrowed. Ultimately, the power of this code lies solely in the willingness of each member of CEIA to monitor his/her own behavior and demand the highest possible ethical standards from himself/herself, his/her fellow classmates, and his/her teachers. Any conscious bending of these standards weakens the community of trust and respect that we value so highly. Usually, questions of ethics are the outward signs that an individual's conscience believes the action to be undertaken is improper. If a student has any questions regarding the ethical purity of behavior, he/she may be contemplating, he/she should ask a teacher for an assessment of the behavior BEFORE engaging in it.

## Suspension

Students may be suspended from participating in activities for repeated or serious infractions of the CEIA Code of Conduct or the school's guidelines on tobacco, alcohol, and illicit drug use.

## Expulsion

Students may be expelled from CEIA by the Director if student behavior is not modified to no longer be a threat to the safety, health, or welfare of the student or the school community.

# Discipline

CEIA recognizes and accepts its responsibility to create, foster and maintain an orderly and safe class environment. Inappropriate behavior by students on school premises, school-sponsored transportation, or at school-sponsored activities that injure self or others, damage private or public property, involve drugs or alcohol, impede or obstruct the learning process, or disrupt classes and/or the operation of the school will not be permitted. Every individual is entitled to courtesy and consideration in relationships with fellow students and adults. Individuals must earn this courtesy and consideration by extending the same respect to each person they meet during the course of the day. Staff, including administrators, and teachers, must use their training, experience and authority



to create schools, and classes where effective learning is possible. Students are expected to come to school and to attend each class ready and willing to learn. Parents should be aware of their children's activities, performance, and behavior in school and are asked to cooperate and consult with the school to prevent or address problems.

Student conduct is handled in a fair, firm, and friendly manner at CEIA. Our holistic approach helps students develop positive self-concept, a sense of responsibility, and an understanding of how to work cooperatively with others.

### Discipline Policy Principles

The CEIA discipline policy is based on the following principles that govern our actions when dealing with student behaviors:

- The focus will be on responding to the behavior of a student, not on judging the student.
- Understanding that all students are human and will make mistakes, every disciplinary situation is treated as an opportunity to teach expected behaviors and reinforce values.
- If inappropriate behaviors continue after a discussion with a staff member has occurred, the student will complete a reflection form in which he/she will:
  - Describe the nature of the offense/incident in his/her own words
  - Describe how his/her behaviors violated CEIA values
  - Describe how his/her actions impact him/herself and/or others
  - Identify the action step(s) necessary in order to correct the behavior
  - Designate a time for a follow-up conversation with the teacher regarding future behaviors
- Consequences are based on the assumption that behavior change is most effective when the consequence follows naturally from and immediately following the offense.
- Being truthful, admitting to one's mistakes, and accepting consequences are an important part of the process of learning from one's mistakes and moving forward in a positive way.
- Parents have a responsibility to ensure that the behavior of their child does not take away from the opportunity for all students to have a safe and positive learning environment. As such, parents will be our partners in sharing responsibility for administering appropriate consequences for misbehavior.
- Understanding that every child and every situation is unique, all consequences may be adjusted at the discretion of the school administrator.

### Four Levels of Unacceptable Behavior

The policy outlined below defines four levels of unacceptable behavior based on the impact they have on the student or others:

**LEVEL 1: Productive Personal Environment** (Behaviors that occur in the classroom and interfere with a student's own productive personal environment)

- Examples include: off-task behavior; unprepared for class; compliance with teacher request



- Responsibility of teacher
  - Teacher should document inappropriate behaviors in the classroom and apply appropriate classroom consequences
  - Range of consequences includes: discussion with student; student reflection form (for repeat offenses); parent notification; parent conference
- Responsibility of Director:
  - Involvement if second parent conference is necessary

**LEVEL 2: Productive Classroom Environment** (Behaviors that occur in the classroom and interfere with the learning of others)

- Examples include: disrespectful or defiant behavior; excessive talking out of turn; failing to comply with reasonable request of teacher; disturbing another student; inappropriate use of equipment; out-of-seat behavior; failure to follow classroom procedures affecting others
  - Responsibility of teacher
    - Teacher should document inappropriate behaviors in the classroom and apply appropriate classroom consequences
    - Range of consequences includes: immediate verbal correction; completion of student reflection; student-teacher conference; parent notification; parent-student-teacher conference; referral to principal for repetitive behaviors that continue after parent-student-teacher conference
  - Responsibility of Director:
    - Involvement for repetitive behaviors

**LEVEL 3A: Orderly Environment** (Behaviors that occur outside the classroom that are not intended to cause physical or mental harm to another individual, but do negatively affect an orderly environment)

- Examples include: disruptive hallway behavior; inappropriate cafeteria behavior; disruptive behaviors at a school activity; disruptive behaviors or aggressive play at recess; tardies to class; disrespect toward an adult outside the classroom; repeated failure to report for a conference with a teacher
  - Responsibility of staff member addressing behavior
    - Address the inappropriate behavior immediately and/or refer to the counselor or principal for more serious or repeated offenses
    - Range of consequences includes: if possible, consequence should be a natural consequence related to the behavior (ie a student misbehaving at lunch recess will be denied the opportunity to attend recess for a period of days); completion of reflection form; verbal warning; verbal and/ or written referral to Director
  - Responsibility of Director:
    - short-term “re-definition” of educational setting (ie a student must stay home and complete work outside of school)

**LEVEL 3B: Orderly Environment** (More serious offenses inside or outside the classroom that jeopardize an orderly environment)



- Examples include: destruction/defacement of school property (including damage to computers resulting from inappropriate handling/horseplay); verbal arguments/name -calling/bullying; inappropriate language and gestures; derogatory comments about the culture/language/ ethnicity of others; insubordination; forgery; cheating/plagiarism
  - Responsibility of teacher:
    - Teacher should document event and refer to Director
    - Range of consequences includes: automatic referral to Director; parent conference; remuneration for expenses incurred by school/others; short-term “re-definition” of educational setting; long-term “re- definition” of educational setting for repeated offenses

#### LEVEL 4: Safe Environment (Behaviors that endanger the safety of self or others in the environment)

- Examples include: any behavior that is intended to cause another individual physical or mental harm; bullying (including cyber-bullying); theft; physical fighting (physical aggression intended to provoke or intend harm); threats; intimidation; gross disrespect for adults; weapons; sexual harassment; alcohol/tobacco/drug use or possession; severe destruction of property
  - Responsibility of staff member
    - Immediate referral to Director
    - Range of consequences includes: parent conference (required); short or long-term re-definition of student’s educational setting; other consequences at discretion of Director

Discipline is not a great problem at CEIA. However, there are instances when students step beyond the bounds of acceptable behavior. Teachers will make the school's expectations for student behavior clear in the first weeks of school. In general, the CEIA Code of Conduct is based on respect: respect for yourself, others, authority, property, and learning.

#### CEIA's Code of Conduct

- Show respect for each other's personal property by:
  - Asking permission before touching someone else's belongings; and
  - Avoiding loss or damage to borrowed items
- Show respect for school property by:
  - Taking proper care of playground equipment, library materials, and all other CEIA property
  - Returning used or borrowed items to their proper places
  - Obtaining permission before entering other classrooms
- Show respect for each individual's:
  - Physical well-being by refraining from hitting, kicking, pushing, hurting (etc.) each other
  - Emotional well-being by refraining from name calling, insults, being impolite,



- discouraging others, or using bad language
- Academic well-being by allowing each other to concentrate on his/her work and being considerate of each other's learning styles
- Socio-cultural well-being by respecting cultural uniqueness, including each individual's race, religion, nationality, language background, and social situation
- Show respect for all staff and personnel.
- Show respect for the school's time schedule and rules by:
  - Arriving promptly to all class sessions
  - Remaining in your class until the teacher gives you permission to leave for your next class, for break, etc.
  - Eating snacks at snack time in appropriate areas
- Show respect for the school's environment by placing all trash in the trash bins placed around the campus.

### Appropriate School Attire

When dressing for school and selected school sponsored activities, CEIA students are asked to consider CEIA's context as an educational institution in an environment which includes diverse belief systems and cultural practices. Students should always dress appropriately for school. This includes clothing and jewelry that does not contain statements or insignias of questionable taste or advertises, promotes or contains references to drugs, sex, violence or alcoholic beverages. It also includes wearing clothing that does not prevent you from taking place in regular school activities. Clothing should be selected to avoid showing undergarments and bare midriffs. Clothing or jewelry that references religion in a respectful way without making efforts to convert others is allowed. The Administration has the right to decide on issues of questionable attire not specifically mentioned above.

### Harassment

Students have a right to a life free from harassment and discrimination and a legal right to an education free from sexual harassment or discrimination of any kind. Thus, the purpose of this policy is to provide, as far as possible, a safe, pleasant, nondiscriminatory, and humane atmosphere for learning. This applies to the conduct of all students at CEIA while at school, on any school premises, or while under the supervision of a school authority, or for conduct while not at school, but is a school-sponsored event. A "school-sponsored event" shall include, but is not be limited to, school field trips, athletic contests, musical, artistic and intellectual events wherein the school district is a participant, no matter where those trips, contests or events are held, including the period of transportation to and from those trips, contests and events, and the transportation to and from school.

#### Examples of Student Harassment

- Verbal abuse or name-calling, of a demeaning, derogatory or threatening nature
- Verbal, written or graphic references of a demeaning, derogatory or threatening nature



concerning another pupil's capacity, physical attributes, appearance, grooming, hygiene, clothing, race, religion, sex, family or national origin

- Defacing of school property with written or graphic materials
- Theft, damage or destruction of another's physical property or property under another's control, such as school texts, library materials, and athletic equipment
- Physical assault of another pupil, or threatening to do so
- Creating an atmosphere which creates a hostile environment for another pupil
- Cyber-bullying
- Any other conduct, whether intentional or unintentional, which results in harassment of the nature described above

### Reporting by Staff

All staff members of the school, including teachers and support staff, will be asked to watch for cases of pupil harassment and to report cases to the Director.

### Tobacco, Alcohol and Drugs

CEIA is a smoke, alcohol, and illicit drug-free campus. It is strictly forbidden for students to use, to possess, or to be under the influence of alcoholic beverages or illicit drugs or to smoke on the campus/CEIA Rec. Club or at any CEIA-sponsored activity off the campus. Students failing to comply with this policy may be suspended from school for a period not to exceed five school days. Subsequent violation of this policy may result in expulsion from the school. Visitors and guests are expected to follow these same guidelines.

## CEIA Child Abuse Policy

Child abuse and neglect is a growing concern in schools throughout the world. Child abuse and neglect is a violation of children's human rights and an obstacle to their education and development. Schools hold a particular institutional role in society to protect children and to insure all children are afforded a safe and secure environment in which to grow and develop. Schools and educators, having the opportunity to observe and interact with children over a long period of time, are in a unique position to identify children who need help and protection. As such, schools and educators have a professional and ethical obligation to identify children who are in need of help and protection and to take steps to ensure that the child and family avail of the services needed to remedy any situation that constitutes child abuse or neglect. In addition to protecting children from abuse and neglect, schools must also protect them from suspected or identified abusers and sex offenders.

All staff employed at CEIA must report suspected incidences of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered abuse or neglect. Staff members must also report suspected or identified child abusers and sex offenders. Reporting and follow through of all suspected incidences shall proceed in accordance with administrative regulations respective to this policy. Furthermore, the Director, after consulting with the Board President, may determine to report cases of suspected child abuse/abusers and neglect to appropriate employment sponsor, to the



respective embassy, to the appropriate child protection agency in the home country, and/or local authorities, if that is determined to be the appropriate course of action.

The schools' orientation procedures include guidelines as to what adults working in school should do in the event that they become aware of child protection concerns. Staff will be informed of changes to policy and procedures and updated in good child protection practice through staff meetings and the faculty handbook.

CEIA will make child protection a part of every aspect of the school. As such, CEIA will distribute this policy annually to all stakeholders through Faculty Handbooks, Parent Handbooks, and the CEIA web site. In the case of a staff member or community member is reported as an alleged offender, CEIA will conduct a full investigation following a carefully designed course of due process.

## **Facility / Staff Code of Conduct**

Centro Educativo Internacional Anzoátegui will do everything possible to keep children safe. All adults that work at CEIA must sign this Code of Conduct and they promise to follow rules all the time, just like students are expected to.

They will:

- treat all students the way they would like to be treated by being kind and fair.
- help students do better on their schoolwork by telling you what you've done well, and also by nicely suggesting what you could do better.
- always use respectful and nice words. They will never tell inappropriate jokes or make you uncomfortable by saying bad or mean things to students.
- respond if they think a student is being abused or harmed by someone else. They will tell the Director of the school. It is a law that adults need to help children that are in trouble.

Adults working at Centro Educativo Internacional Anzoátegui are all required to follow this Code of Conduct. It is important that you tell your parents or another adult if one of your teachers is breaking one of these rules.

## **Internet Use Policy**

Network resources are provided for students to conduct research and communicate with others in relation to schoolwork. Internet access is also provided for educational purposes, which include use of Web information for classroom activities, educational research, and professional or career development activities. Please note that any reference to the school network service also includes using the school's Wi-Fi, and in some cases, any use of the internet while on campus or during school activities.

Access to the network service is given to students who agree to act in a responsible manner. Access is a privilege, not a right. Students are responsible for good behavior on school computer networks just as they are in a classroom or school hallway. Communications on the network are to be considered public in nature. General school rules for behavior and



communications apply. CEIA may block general access to restricted websites and IP addresses and search words. This does not exclude all searches and websites that are not age appropriate.

Based on the guidelines outlined below, the CEIA faculty will deem what is considered inappropriate use. On identification of inappropriate use of network services by the administration or faculty, student access may be denied or revoked at any time.

### Unacceptable Uses

The following uses of the CEIA computer network and Internet are considered unacceptable for students and staff, but are not limited to:

1. Users will not use the school system to access, review, upload, download, store, print, post, receive, transmit or distribute:
  - pornographic, obscene or sexually explicit material;
  - obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
  - materials or information that use language or images that are inappropriate in the education setting or disruptive to the educational process;
  - materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
2. Users will not use the school's network to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
3. Users will not use the school's network to engage in any illegal act or violate any local or international law(s).
4. Users will not use the school's network to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school's software, hardware, or wiring or take any action to violate the school's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
5. Users will not use the school's network to gain unauthorized access to information resources or to access another person's materials, information or files without the implied or direct permission of that person.
6. Users will not use the school's network to post private information about another



person or to post, transmit, or distribute personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

7. Users will not use the school's network to violate copyright laws or usage licensing agreements or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet. Any text copied or quoted from the Internet needs to be properly sourced.

8. Users will not use the school's network for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school. Users will not use the school's network to offer or provide goods or services or for product advertisement. Users will not use the school's network to purchase goods or services for personal use.

9. Access to certain social networking Web sites such as, but not limited to, Facebook and Twitter is not permitted from the school's network. The list of prohibited Web sites is subject to change at any time without prior notification.

### Musical Devices and Cell Phones

Students are free to bring laptops computers to school and use them in class if the teacher allows it. Students may also use cell phones to listen to music at break times or take photos but are not permitted to call or text during the school day. No listening devices are permitted during class time.

## Tuition

CEIA is supported almost entirely by the money received from the tuition paid by the students it serves. Although we do everything in our power to keep our fees as low as possible, rising costs for personnel, educational materials, and supplies make it necessary to raise the fees from time to time.

### Payment Methods and Instructions:

- The annual tuition is payable by check, transfer or cash in US dollars.
- All the monthly payments are payable by transfer or cash in US dollars, or by bank transfer in Bolivares.
- Checks are to be made payable to: Centro Educativo Internacional Anzoátegui. Ask the Business Manager for wiring instructions.
- Once payment has been made to reserve the tuition and parents decides not to



register his / her child, 30% of the amount canceled will be withheld.

**Bank Charges:** As per Board Policy all bank charges incurred to CEIA's account including charges for receiving wire transfers or foreign checks from foreign banks will be billed to the pay

### Late Enrollment:

Students enrolling during the first quarter will be charged the full fees for the year. Students who enroll after the first quarter will be charged pro-rated school fees in accordance with the approval of the CEIA Director. Registration and capital levy cannot be waived or pro-rated.

### Early Withdrawal Refund:

No early withdrawal refunds may be paid after 90 days of attendance.

**For more information about the application procedure, contact the Business Manager**

## Expectations – CEIA Parents

CEIA students will be more successful in achieving desired outcomes if parents:

- Help foster student pride, confidence and a positive attitude in school and teachers
- Support school policies on behavior, dress code and attendance.
- Ensure students arrive to school on time.
- Provide the time and environment for students to complete homework.
- Encourage students to take responsibility for completion of homework assignments
- Are cognizant of and communicate to teachers about the level of ease or difficulty students experience with homework
- Initiate and encourage discussions with students on local, world or family issues, in a manner that significantly engages students and stimulates thinking
- Bring problems, concerns, and criticisms directly to the appropriate teacher for clarification or resolution
- Take an active role in the PTA, volunteer Activities, and school events
- Keep Director informed of special needs and circumstances pertaining to your child and his/ her learning (i.e., divorce, death in the family, etc.)
- Carefully monitor the student's outside of school activities after school hours and on weekends
- Dedicate time and thought to the continual improvement of CEIA

### Parents at CEIA

Parents are welcome at CEIA at any time. For everyone's security, we need to identify who is on campus at any particular time. To diminish classroom interruptions, parents should not visit classrooms without previously arranging with the teacher. If you need to speak to a teacher on short notice, contact the Director's office. CEIA values the voice of the parents and staff.



## Parent Involvement

The PTA is a non-profit organization consisting of all parents, teachers, and an elected PTA committee of the school community. The aim is to promote and enhance the international character and values of the education offered at CEIA and to forge a unified, vibrant, and caring community in support of student education. Through close co-operation among the parents, staff, Board of Directors, and others associated with the school, the PTA assists in developing and extending our relationships.

The PTA helps to organize, and sponsor, various events throughout the year. Fundraising is also a part of PTA activities. If you have any ideas of projects or social events that might be appropriate for the future, please let us know. If you would like to get involved, please attend a PTA meeting held and communicated regularly. This is a great way to learn about new developments and gives you the opportunity to contribute to the direction of the school. All parents can join the PTA and are encouraged to do so.



## APENDIX A

### Policy Review and Acknowledgement

\*\*\*Sign and return to your child’s homeroom teacher.

I have received and reviewed the Centro Educativo Internacional Anzoátegui’s Parent/Student Handbook and agree to its contents.

Parent’s Signature & Date \_\_\_\_\_

Student’s Signature & Date \_\_\_\_\_

### Parent Consent - Media

\*\*\*Sign and return to your child’s homeroom teacher.

As the Centro Educativo Internacional Anzoátegui continues on its path toward excellence, we will be enhancing the Web site and publishing materials to distribute to families and the public. We will also be involved in social media initiatives that will teach the students the latest forms of communication and increase awareness of our growing school.

This waiver is for you to sign and give your consent to use pictures and/or videos of your child for school-sponsored media publications. If at any time you choose to revoke your consent or feel that a particular photo or video featuring your child is not something you want to share, please tell the director immediately and the item will be removed from any and all publications.

Please check the formats for which you give consent to have your child included:

- \_\_\_\_\_ Yearbook
- \_\_\_\_\_ Newsletter (published online and in print)
- \_\_\_\_\_ Website
- \_\_\_\_\_ Instagram site
- \_\_\_\_\_ Facebook site
- \_\_\_\_\_ YouTube (short videos featuring school-sponsored activities)
- \_\_\_\_\_ Blog
- \_\_\_\_\_ All of the above

By signing this form, you give the Centro Educativo Internacional Anzoátegui permission to use photographs and/or videos of your child and family in the checked formats above for the 2025-2026 school year.

Student Name: \_\_\_\_\_

Parent Name (print): \_\_\_\_\_

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



## Parent Consent - Medication

\*\*\*Sign and return to your child's teacher.

The health and well-being of our students is of the utmost importance to us. Therefore, the school has decided to provide a Consent Form for medications to all the parents. Please be aware that school staff will always call parents before administering medication also if you give your consent. This consent form is in case we are not able to reach the parents. See the options below for medications that we will have available at school:

1. Advil
2. Tylenol
3. Paracetamol

If you do give consent to the school to administer medication and your option is not listed, please provide it for your child with his/her name clearly marked on the medication. Please circle whether you do or do not give consent with the option you choose.

Student Name: \_\_\_\_\_

Parent Name (print): \_\_\_\_\_

I do / do not give my consent \_\_\_\_\_

Type of medication to be administered: \_\_\_\_\_

Amount to be administered: \_\_\_\_\_

## Parent Consent - Internet Use

\*\*\*Sign and return to your child's teacher.

I understand and agree that Centro Educativo Internacional Anzoátegui is not responsible for the contents of the Internet. I understand that teachers are asking students to locate information for school assignments on the Internet and that the School's computers can provide such access.

I permit my child, who is between the ages of 2 and 18, to use the computers in the Computer Room with supervision of a teacher. I indemnify and hold Centro Educativo Internacional Anzoátegui harmless from any and all liability for injury to my child arising out of his or her use of the computers in the Computer Room.

I understand that my child must abide the Internet Use Policy and follow the teacher's instructions. I have explained the Internet Use Policy to my child. I understand that if my child refuses to follow the Internet Use Policy, he or she may be restricted in use of the School's computers.

I give my child permission to use the School's Computers with Internet access for educational use.

Student Name: \_\_\_\_\_

Parent Name (print): \_\_\_\_\_

I do / do not give my consent \_\_\_\_\_

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

Date: \_\_\_\_\_