

2025-2026

SECONDARY SCHOOL HANDBOOK





In some cases, the wording in this handbook may be slightly different than in the Elementary School Handbook to address the different perspectives present across the school.
Last Edit: July 2025





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MESSAGE FROM THE SUPERINTENDENT

A 2025-2026 Message From the Superintendent Greetings CIC Community!

On behalf of the Board of Directors of the Colegio Internacional de Caracas (CIC) and the school's leadership team, welcome to CIC for the 2025-2026 school year. It is an honor for me to lead this fine educational institution together with a great team of professionals that make CIC the school it is. We welcome back our returning families and are pleased to welcome in the new families who have chosen CIC as their new school. With each new year brings new opportunities; we invite everyone to become involved in the different activities that CIC offers.

CIC is accredited by Cognia and is authorized by the International Baccalaureate Organization to offer the IB Middle Years Program (MYP) and the IB Diploma Program (DP), recognized international organizations. Last school year, CIC adopted the Leader in Me Program, a leadership program for K-12 schools designed based on the 7 Habits of Highly Effective People by Stephen Covey. With the implementation of this program, CIC became the first school authorized by Franklin Covey to offer Leader in Me in Venezuela.

During this school year, CIC will continue to work to hold to the high standards set forth by these organizations, but also are the common expectations of our CIC community. As a matter of fact, this school year we will have our Cognia re-accreditation visit, an important event for the school and all its members. Additionally, CIC is also a member of the American International Schools in the Americas Association (AMISA) and the Association for the Advancement of International Education (AAIE).





MESSAGE FROM THE SUPERINTENDENT

At CIC, we place great importance on academic excellence and on the social and emotional development of our students. CIC offers a variety of extra-curricular activities that enrich the students' educational experience while preparing them to achieve their full potential and exercise the role of concerned and global citizens. I invite parents to work together as partners in the process of educating your children, please engage in the learning process and be part of this learning community.

As an international school, we embrace diversity and multiculturalism and welcome students from Venezuela and around the world.

As CIC's superintendent, I welcome you to our community.

Gustavo A. Sever, MAEd Superintendent





EMAIL DIRECTORY OF SECONDARY LEADERSHIP

Position	Name	Email
Administrative Assistant	Judith Ortiz	ortizj@cicaracas.com.ve
Accountant	Arlenys Garcia	arlenys.garcia@cicaracas.com.ve
CAS/AYA Coordinator	Onalis Velasquez	velasquezo@cicaracas.com.ve
Counselor Assistant	Stephen Ramsammy	ramsammys@cicaracas.com.ve
Community - Admissions	Celeste Manganelli	celeste.manganelli@cicaracas.com.ve
SS Principal / IB Coordinator	Mike East	eastm@cicaracas.com.ve
Human Resources Manager	Marialena Leandro	leandrom@cicaracas.com.ve
Superintendent	Gustavo Sever	gustavo.sever@cicaracas.com.ve
Technology Department	Leo Castillo	castilloc@cicaracas.com.ve





CIC HISTORICAL BACKGROUND

Colegio Internacional de Caracas has roots in Caracas since 1896.

Originally called Colegio Americano, the school merged with Academia La Castellana in 1971 and took the name Colegio Internacional de Caracas, or The International School of Caracas. CIC has a proven record of academic excellence and leadership among international schools in Venezuela.

CIC was an early adopter of the International Baccalaureate Diploma and Middle Years Programs, which have built a worldwide reputation for rigor, high standards, international perspective and effective university preparation. CIC is a non-for-profit civil association whose goal is to educate the children of its members. The courses offered are accredited by a US accreditation agency as well as other necessary agencies required to meet the respective accreditations.

CIC has two Annual General Meetings during the school year. In the fall, results of the audit report are presented to the members and Board elections take place. In the spring, the meeting focuses on the presentation and approval of the following school year's tuition. At each of these annual general meetings, the disincorporation of any inactive members can take place.





MISSION, VISION AND VALUES

Mission: To become the leading educational institution in learning experiences and innovation in Venezuela.

Vision: To develop students as global leaders for the well-being of society.

School Values:

Respect
Integrity
Honesty
Awareness
Responsibility
Nurturing through Love
Equality
Pursuit of Knowledge

Expected school-wide learning results

ESLRs are a set of expectations that articulates what each student should know, understand and be able to do upon leaving CIC.





STUDENT'S BILL OF RIGHTS

The CIC Student has the right to:

1. Safe and supportive learning environment, free from discrimination or harassment.
2. Be treated with respect and dignity by teachers, administrators and fellow students.
3. Prepared, knowledgeable and supportive teachers.
4. Clearly stated academic/behavioral criteria and timely feedback on their performance.
5. Fair and unbiased treatment from teachers in respect to grading policies, acknowledgement and classroom activities.
6. An academic challenge in his/her classes according to his/her ability
7. Express himself/herself freely provided that it is constructive and does not cause offense.
8. Assemble with other students in a peaceful manner.
9. Maximum use of school facilities (as budget allows) with the permission of the faculty.
10. Inquire with teachers about grades received or assignments given, provided it is done politely and respectfully.





STUDENTS RESPONSABILITIES

The Student has a responsibility to:

1. Respect others and their rights.
2. Be truthful and honest at all times.
3. Be accountable for all their actions or inactions.
4. Attend all classes on time and be fully prepared.
5. Ensure they seek an appropriate academic challenge in their choice of courses.
6. Follow through on all activities to which they commit themselves.
7. Promote and support all CIC activities.
8. Abide by the school rules, including the Uniform Policy.
9. Not slander or abuse others. This includes misuse of “virtual forums” such as the internet and e-mail.
10. Not damage or destroy school facilities, including books, electronic media and data.
11. Not reflect negatively on CIC.
12. Work Hard.

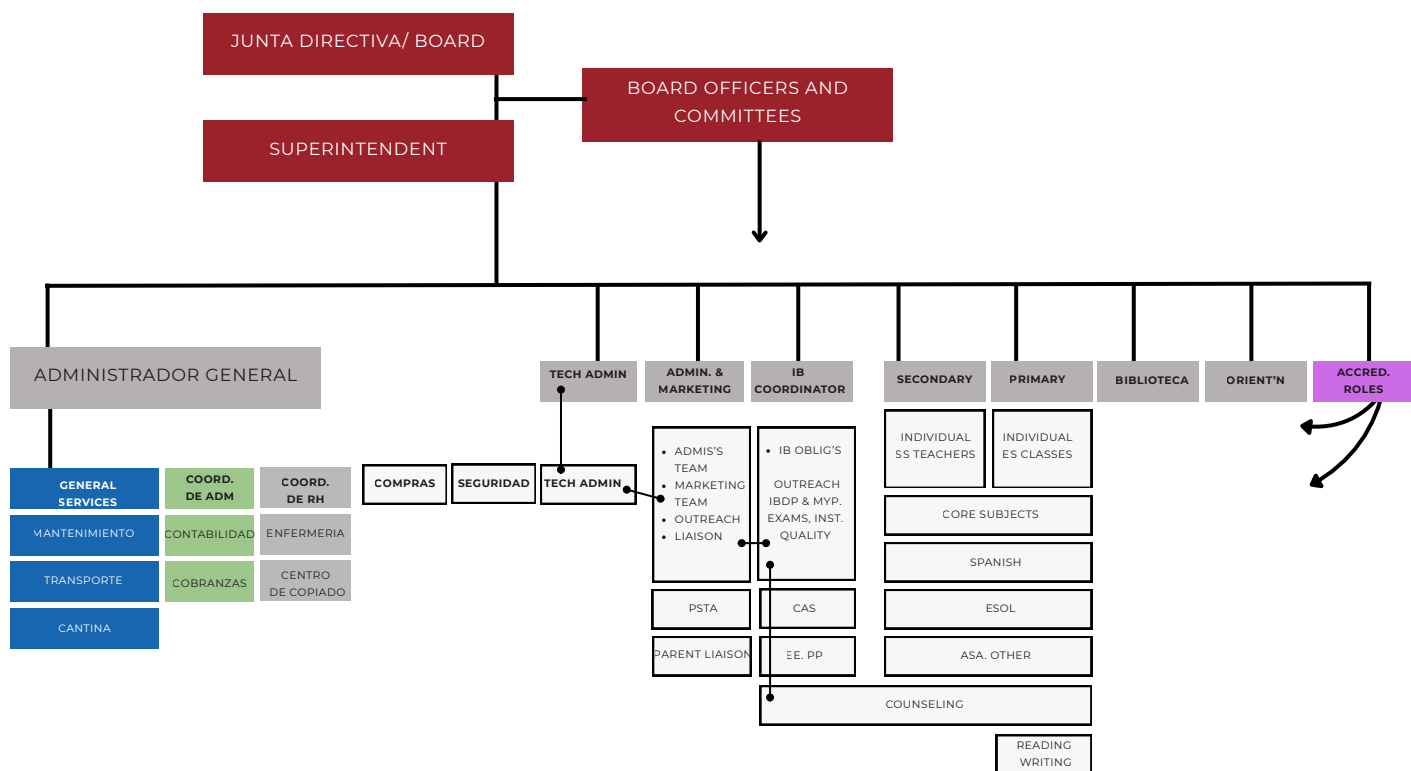
Teachers, administrators and counselors work to educate students so that they are aware of their responsibilities; the school looks to the wider community for support in this endeavor.

Students who ignore their responsibilities will be subject to counseling and consequences. The intent of this intervention is to help students learn from their mistakes and restore themselves to good standing. Restoration can be costly and will consider the needs of the wider community.





ORGANIZATIONAL CHART





GENERAL INFORMATION

Admissions Overview

As a small school, CIC takes pride in its very personal admissions protocol, and to this end, each family will receive an admissions experience that is informative and individualized. Usually, the admissions process will include a tour of the facilities and an explanation of the appropriate academic programs.

Parents will submit copies of all academic records for at least two previous school years, and copies of psychological/psychiatric evaluations, if available. Questions involving the following topics are addressed: recent psychological evaluations, assistance from special programs, and necessity for specific medication.

After receiving all the required admissions documents, each child will receive an entrance screening that includes intellectual and academic screening, fine motor skills evaluation, and language evaluation.





GENERAL INFORMATION

The results of the testing will confirm the placement of grade level, the possible need for ESOL services, the student's math level, and more. It is at this point CIC may offer a specific placement for the child. CIC utilizes testing, historical records, and advice from United States-based organizations to determine the appropriateness of the placement, because the school has the resources to address only mild learning difficulties. At the end of that initial academic year, all students are judged for success and, despite receiving support and/or modifications, re-enrollment at CIC for the next school year must be reviewed.

We believe that enrollment at CIC is a privilege and not a right. It is essential that once enrolled, families fully support the mission, vision and expectations stated across the campus.

Secondary School applications are expected to be 100% committed to obtaining entrance into accredited universities upon graduation from CIC.





GENERAL INFORMATION

Absolutely NO WEAPONS on Campus

Under no circumstances are weapons allowed on campus by any adult or student whatsoever. Regarding special events, students are discouraged from bringing “fake” weapons as part of presentations or costumes (like Halloween).

Policy on Private Security Guards and Chauffeurs

Students arriving on campus with chauffeurs and/or accompanied by body guards must be dropped off at the upper school entrance. Chauffeurs and bodyguards are not permitted beyond the general office area and must remain at the school's entrance. If the student requires help to carry his/her supplies, the person should walk with the student to the area where backpacks are placed and should then leave the school. The person assisting the student MUST be unarmed. CIC requests that if a chauffeur arrives early, he or she should wait for dismissal time in the parking lot area.

School Board

The CIC Board of Directors is composed of parents and works with the Superintendent to support the school's programs and formulate school policies. Candidates are elected to the Board at the October Shareholders' Assembly. A Board Policy Handbook can be found in the Superintendent's Office.





GENERAL INFORMATION

Parent Student Teacher Association (PSTA)

The PSTA of Colegio Internacional de Caracas actively supports a large number of volunteer activities. These activities include the Welcome Back Barbecue in September, the Halloween Carnival in October, and other events. The proceeds earned from a variety of events are used to sponsor on-going projects throughout the school year. At the end of the year, all PSTA funds are reinvested into the school. The PSTA is proud to be able to enhance the school environment, thus providing a better education for our children. The PSTA welcomes parents of students from grades Pre-Nursery through 12 and offers a wonderful opportunity to meet many people from all over the world while getting to know the school your child is attending. The PSTA Handbook provides additional information and can be obtained from the school Superintendent.

Insurance at CIC

The school carries medical insurance. Parents should ensure that their family insurance can supplement this amount in case of accidents at school. Contact the Business Office for details.





GENERAL INFORMATION

Tutoring

CIC teachers may not tutor their own students for pay. Each teacher will offer his/her time after school until 3.30pm. Students should check with teachers to see what day the teacher is available. The Superintendent of the school must be notified of students being tutored.

The Counseling Department can help parents find CIC tutors. Private after school tutors (other than CIC teachers or assistants) may not use CIC facilities to tutor CIC students unless approved by the Superintendent.

The Role of Shadows at CIC

Shadows are adult support figures for some students in the school they assist in, but not a substitute for teachers.

Recruitment of Shadows:

- The recruitment and fees of the tutor are the responsibility of the family.
- While CIC will be involved in providing suggestions and interviewing specialists to work as tutors, it is up to the family to decide who will support their children.
- The person who will be Shadow will have a trial day with their potential mentee at CIC as part of the recruitment process.
- CIC reserves the right to hire or not to hire the Shadow.



GENERAL INFORMATION

Attendance and Timetable:

- Once it has been decided that the student requires a Shadow, their presence is a requirement for the student to attend their day's classes.
- If for any reason the Shadow is unable to attend, it is mandatory for them to notify both CIC and the family as soon as possible.
- In such cases, CIC teachers will send work so that the student does not fall behind in the content of that day.

The Role of Shadows at CIC

Physical placement:

- It is expected that the Shadow be close to the student they are monitoring, though in some classes, such as PHE, this may not be appropriate.
- In all cases and at all times, shadowed students must be at least within visual range of their Shadow.
- This applies to classroom activities, transitions between classes, play and sports grounds, when their tutee goes out to the toilet, meal times and also in the case of field trips or visits outside CIC.



GENERAL INFORMATION

Adapting contents for classwork and assessments/Curricular Adaptations:

- When curricular adaptations are necessary, these must be designed on the basis of the contents shared by the teacher, the Shadow suggests the characteristics of the contents that are academically useful for the student, according to the level he/she can handle. Such adaptations must be communicated in a timely manner to the teachers.
- Thus, the Shadow may suggest if the same activity is presented in a different way, for example, that the student presents an oral paper or in the form of slides. In this sense, the advice of the Shadow is necessary in the adaptations of assessments and projects such as essays, team work, etc.
- Whenever requested by the Shadow, he/she can consult on such adaptations with Learning Resources (LR), or in the fortnightly meetings to be arranged with LR and/or Counselling and the Shadow.

Reach of Shadow's work:

- Shadows should only work with the students they are shadowing. Hence, they are not expected to participate as a student, nor as a Teacher's assistant, nor as a teacher in any lesson they are in, unless the teacher requests their assistance.





GENERAL INFORMATION

General rules in CIC:

- It's the Shadow's responsibility to read, and observe CIC policies (dress code, use of toilets, etc).

Exiting the Classroom For Self-regulation and Co-regulation:

- If the tutee requires leaving the classroom to self regulate or have assistance to regulate from their Shadow, there should be pre-established pauses and with a time limit, which impact as little as possible on the class dynamics
- When possible, it would be appreciated to discreetly let the teacher know about these pauses (for example, a gentle nod towards the door).
- Exiting to drink water, and to go to the toilet, can be implemented as alternative pauses to help with regulation. Please remember that in these cases, the Shadow must also step out of the classroom and keep track of where the student goes. Work being done in class must be completed in all these cases.

Crisis Situations:

- It's important that in crisis interventions, in which the Shadow is required to act as an authority and containing figure, these situations are managed in a conciliatory manner and supporting classroom teachers.
- The Learning Center or Learning Support reflection space can be used when needed.





BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

Standards of Behavior - Secondary School Behavior Policy

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

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

Secondary students must follow the Student Responsibilities noted above.





BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

Recommended Sanctions for Behavior not Meeting CIC Standards

In order to avoid indiscipline, it is better to create strong structures and expectations on students. In many cases, a lack of structure leads to misbehavior breaking out.

The following steps will be taken by the school when disciplinary infractions occur. The steps in dealing with student misbehavior at CIC are of a progressive nature in severity and will begin at different levels depending on the context, the infraction and whether or not it is a repeated Infraction.

Disciplinary matters are best dealt with on the spot, by the member of staff concerned, or the student(s) may perceive the member of staff as lacking authority. However, when the issue is of a serious nature then the member of staff should refer the student(s) on, in the following manner:

- If it is a minor repeated infraction, such as lack of concentration in class, or lack of homework, refer students to the Head of Faculty after the class.
- If a student is visibly upset, allow the student to go to the Counselor.
- If the student has defied a member of staff's authority, or the matter is very serious or a student is in any way a danger to others, send the student to the Secondary Principal.
- Avoid moving the student up the discipline structure too quickly.



BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

Essentially discipline outside of the classroom in Secondary works around the dynamic of the 'good cop' Counselor and the 'bad cop' Secondary Principal. Ensure you send students to the right person depending on the nature of the incident.

The Counselor should rarely be seen as a disciplinary figure by students. When there is a disciplinary issue that cannot be dealt with by the teacher, or that is highly serious in nature, the student should ideally be escorted to the Secondary Principal.

Minor offenses could include the following:

- Eating food during class hours, or chewing gum.
- Interruptions that harm the learning-teaching process, or disregard of given instructions.
- Distracting behavior, attention-seeking.
- Incorrect school uniform (if the student does not have the correct uniform, they should be sent to the Counseling Office, or they may be sent to the Superintendent's secretary to buy a school shirt).
- Inconsiderate conduct towards school personnel or materials.
- Inappropriate or distracting language/tone or actions.
- Inappropriate physical contact.
- Other small infringements.



BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

Severe offenses could include the following:

- Continually ignoring the teacher when corrected on minor offenses.
- Confrontation with adults.
- Obscene language.
- Harassment (physical, verbal or assault).
- Complicity in serious disorder or violence.
- Violating the Academic Honesty Policy or theft of intellectual material (can be dealt with after a class has finished).
- Intentionally damaging school property (could be minor, depends on the extent of the damage).
- Falsified grades or documents (can be dealt with after a class has finished).
- Possession of pornography (can be dealt with after a class has finished). In every case of indiscipline, the member of staff will have to judge how to respond appropriately.





BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

Tracking infractions and student concerns:

- CIC makes use of tracking documents that are kept online by the Counseling Office in a centralized folder.
- Tracking documents are used to place teacher concerns into one document for easy reference and may be created by the Superintendent, the Secondary Principal, the Counselor or the Learning Resources Specialist.
- There are also documents to log academic dishonesty, misuse of electronic devices and uniform infractions, also kept online by the Counseling Office.

Other points on discipline:

- Due to the loud and disruptive noise made by bouncing balls, balls must be carried along corridors and into classrooms, otherwise any teacher may take the ball for collection by the student at 3pm.
- Students may order food up to the first bell during break and during lunchtime. After the first bell, they may only order water.
- Students may not order food from outside of the school as it frequently arrives too late and disrupts learning, except with a teacher's permission and for a special event. The school canteen is where students go to eat.





BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

Consequences include:

- The student agrees to attend the Homework Club to make up for missing work/test.
- After school reflection. For this, the teacher must inform both the student and parents the day before by email.
- In school reflection time, out of classes, in one of the school offices. Teachers must send work.
- For severe infractions of school rules, students may be legally bound to avoid social interactions and to maintain their distance from others.
- For severe infractions of school rules, out of school reflection time (separación de compañeros). Teachers must send work.



BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

Academic Honesty

At CIC we highly value academic honesty. People who are academically honest have personal integrity, respect for the ideas of others and take responsibility for their own learning and actions. It is our expectation that students at CIC will practice academic honesty.

Below are three definitions to help students understand academic dishonesty:

- **Plagiarism** – taking the words or ideas of another person and submitting them as one's own.
- **Malpractice** – using a cheat sheet, copying from someone else's paper, pre-entering into devices and consulting them during a test, or other violations of testing or assignment expectations.
- **Collusion** – supporting malpractice by another student by allowing one's work or ideas to be copied and submitted for assessment.



BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

Every incident of academic dishonesty is dealt with on a case by case basis; however, students must understand that while the intent may play a role in escalating the severity of the consequences, work may still be considered plagiarized and/or dishonest even if the student “didn’t mean to copy”. Representing the ideas, work, or efforts of another person without citation is academically dishonest.

Please note that offenses of academic dishonesty are recorded and counted cumulatively through a student’s MS or HS career at CIC.

To avoid being dishonest, students must:

- Read and become familiar with CIC’s Academic Honesty Policy.
- Always follow CIC’s adopted style for referencing and citing sources.
- Behave according to teacher instructions during quizzes and exams.
- Inform the teacher if they have worked closely with another student.
- Accept help from others only when appropriate.
- Ensure that work is not done by tutors, parents, or others.
- Keep notes and rough drafts in case they are asked to show them.
- Avoid copying text from the Internet and trying to “change the words” to make it different.
- Keep track of all assignments and their due dates in an organized manner.
- Avoid helping others commit academic dishonesty.
- Take no inappropriate shortcuts to complete any assignment.
- Use artificial intelligence in an inappropriate way.





BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

Additionally, all external examination organizations have strict policies on academic honesty. All IB students must meet IB expectations. Infringements of these policies will result in the cancellation of the grade or score in the relevant subject and loss of the IB Diploma.

For more information, see the Academic Integrity Handbook.





BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

Attendance

In Venezuelan law, El Reglamento General de la Ley Orgánica de Educación (RGLOE) **Artículo 109** states: “La asistencia a clases es obligatoria. El porcentaje mínimo de asistencia para optar a la aprobación de un grado, área, asignatura o similar, según el caso, será del setenta y cinco por ciento (75%)”.

Therefore, attendance at CIC is taken very seriously for all classes to assure the school year is educationally valuable for each student. The educational program is based on the assumption that students will attend all classes. Daily school attendance is necessary, and the student must be in class to earn credit. Students who miss excessive days risk failing the semester, repeating a class, or being required to complete make-up work (that may include holiday work and/or retakes or an online course at the parent's expense).

The school calendar is sent to all parents in June (at the latest) of the previous school year. Parents are expected to arrange their vacations so that they coincide with the school's vacations. Extended vacations are not considered excused absences.





BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

Absences and Excuses

After any absence from school, a student must report to the Counseling Office. The absence will be deemed “excused” by administration if due to:

- Personal physical illness
- Family emergency
- National observance
- Religious observance
- School sponsored activity
- University related interviews or entrance exams
- Or other pre-approved events





BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

Tardiness

Any student receiving excessive tardies may be subject to the following:

There are two bells. The first bell is the notice for students to go to the classroom. Students must be in class by the second bell. After the second bell rings, if students are not in the classroom, they are tardy and must go to the Counseling Office to collect a late slip to take to their first block teacher. In addition:

- **5 tardies in a two weeks:** period will be dealt with by a meeting with the student, the parents and Counselor.
- **10 tardies in a month:** Mandatory parent meeting with the Counselor on campus, and the student will be in school until 3:00 p.m. in Reflection.
- **20 tardies in a semester:** Family meeting with the Superintendent. CIC reserves the right to set stringent attendance expectations for all students to assure excellence in education.





BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

Secondary School Work while Physically Absent

Any student who will miss class because of a planned event or extended holiday time must:

- Inform their teachers prior to leaving.
- Take/have their laptop, textbooks and readers with them.
- Log into Alma regularly

Planned absences and missed school work are only excused at the discretion of the administration. Unexcused absences will result in a zero for any missed work, exam, quiz or test associated with the class(es).

It is the student's responsibility to keep up to date, obtain necessary resources and complete work missed on days of absences. There are multiple ways to do this:

- On Alma
- Contacting classmates
- Contacting teachers directly to find out what has been missed.

Therefore it is unacceptable for a student to return to CIC and claim that they did not know that they had work pending.





BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

Students should submit work online, or immediately upon return. Failure to do so may result in no grade being awarded for those assignments. In some cases (for example, the work has already been marked and returned), it may not be possible to make up missed assessments or assignments.

Students who miss quizzes or tests should expect to take them on their first day of returning, unless they make other arrangements with the teacher concerned.

If a student misses a class during the day, but comes to school for other periods in the day, the student **MUST** meet with the relevant teacher(s) to make up the missed work, submit due assignments, and/or complete assessments missed **ON THE SAME DAY**. Students **MAY NOT** miss class because there is work due or a test/quiz that day and then attend the rest of school. If this happens, students must still turn in work or take the test/quiz while they are at school. Failure to make arrangements with the teacher will result in mandatory reflection for the student and possibly no credit or grade awarded for the missed work.

Teachers may choose to not accept make-up work from students if their absence is unexcused.





BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

Make up Time for School-sponsored Activities

When students miss school due to school-sponsored activities (e.g. VANAS events, field trips, etc), teachers make every attempt to honor the students' participation. As students cannot be expected to maintain school work during these immersive experiences, make-up time is provided to students in order for them to catch up.

Students must also be proactive in completing assignments ahead of travel and missed school. Students will complete work in each class based on the expectations from each individual teacher. All work must be handed in within two days of returning to school unless other arrangements are made with the teacher in advance.





BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

Schedule Changes

A student may change his/her schedule within the first two weeks with approval of the parent, teacher and Principal. Changes after the two-week period must be approved by the administration. A course will not appear on the student's transcript if it is dropped within this two-week period. Any course dropped after the two-week deadline will appear as a "1/2" on a student's transcript.

There are two exceptions to this rule:

Teacher-initiated changes may be made, for reasons of misplacement or academic needs, with no penalty to the student, and with the approval of the administration. In addition, International Baccalaureate full-diploma candidates may modify their schedule in their first year of the program, with the permission of the IB Coordinator and Principal, concerned teachers, their parents, and the administration. Other changes must be approved by the IB Coordinator, Principal, and Superintendent.





BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

Modified Curriculum for Talented Athletes

CIC offers a reduced core curricula program that allows young athletes to specialize in their chosen sport and offers time out of some formal classes. Families can choose one of the following three models and need to make their choices at the beginning of each semester for the whole of that semester:

- **Option 1:** The 6 Core Modified Sports Program (students may miss attendance in PHE and the arts)
- **Option 2:** The 5 Core Modified Sports Program (students may miss attendance in PHE, the arts and either Spanish or French)
- **Option 3:** The 4 Core Modified Sports Program (students may miss attendance in PHE, the arts, Spanish and French)





BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

While out at training/sporting events, students should maintain a log of their hours in order to gain half credits for their transcript. These hours should be signed for by both a parent/guardian and a coach/trainer. Half credits are available in the following two subjects:

- **PHE:** A half credit is available for 50+ hours of training and tournament attendance.
- **Media arts:** A half credit is available for 50+ hours of interviews, updating professional profiles, updating social media related to sport/field (but not personal social media).

Credits are not available in languages at this time.

Exam Period Attendance

Colegio Internacional de Caracas conducts Secondary School final exams at the end of each semester. These exams count as a minimum of 15% of the student's semester grade in Grades 11 and 12, or double-criteria in the MYP years and take place during the exam week. The exams will cover the material studied through the semester (or longer in the case of DP students). Students are expected to take all final exams and any missed exams may result in zero credit for the exam. Family or medical emergencies should be communicated to a CIC administrator.





BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

Secondary School Homework Policy

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

CIC strives to align student homework with the best practices in the field of education. To this end, students are commonly encouraged to complete learning objectives outside the school day. Based on Vatterott (2009) and others, CIC believes that home-based work should be meaningful with the following structure:

- Homework assignments have a purpose that students understand in advance.
- Homework objectives have been explained at school to students in advance.
- Homework has time limits and, wherever possible, differentiation (based on age or ability level).
- The regular completion of homework is positively promoted in class.





BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

- Overall, homework is a purposeful, successful, positive act for all students. Students must develop the skills to plan ahead and complete homework of high quality by established due dates. Also, in addition to the traditional disciplines, students may be expected to read nightly, study ESOL, or integrate other learning outside the school day.

Homework is typically used to develop established skills and to link classroom instruction with other objectives (like a project). As such, homework will always be reviewed to provide student feedback, but grading will depend on the teacher's objective and grades may be formative in nature.

In general for an average student per night,

- A MS student will be assigned a maximum of 20-30 min. homework per class.
- A HS student should expect 40-45 min. homework per class.
- Teachers will review all homework within a week if submitted for grading.

CIC Secondary School uses Alma, found at <https://cicaracas.getalma.com> as a learning management system. This will allow parents and students to monitor homework assignments, receive specific homework papers, guides or videos. Parents receive a password and code through the child's advisor or the Counseling Office.





BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

Missing and Late Policy

In the event a student does not hand in a piece of work or assignment the teacher can issue, at his or her discretion, an extension of between 1-5 days for the work to be completed. Any work handed in during the extension period should be marked normally. As we are an IB school, following the IB philosophy, there is never any penalty in the grade awarded for lateness (any consequence given is a disciplinary issue, not an academic one). The grade is placed in the system along with an 'L', to show that the work was handed in late.

Note also, that students who are not completing work should consider joining the Homework Club. In the event that a student fails to hand in any work, even after any extension period, the student receives no credit for the assignment. Students failing to consistently hand in work on time face a parent-teacher conference, as well as being referred to the Secondary Principal and Counselor.





BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

Study Hall Policy

Study Halls are for Grade 11 and 12 students. They have a set structure and a set of expectations.

- All students must report to their study hall at the start to register their attendance.
- Electronic devices must be given to the teacher, as in every other class.
- Students work with their screens turned towards the teacher.
- Students need to focus on their studies, or work may be assigned by the supervising teacher.
- Students sit separately unless they have permission to work on a group assignment.
- Students may go to work with another teacher, if that teacher has given them permission to do so.
- Study Hall is never sleep or rest time. If a student feels sleepy, they should be sent to the nurse.



BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

Secondary School Uniform and Dress Code

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

These uniform rules are discussed and shared with all CIC students at the beginning of each school year. Although it is easy to comply with this policy, the school expects the parents' and students' support so that the adherence to the policy does not become a distraction from the learning. Parents should check that their children have the required clothing and that they are wearing the correct uniform before they go to school in the morning.

Teachers on duty before the first bell and first period teachers should check to see that their students are in compliance with our policy. In addition:

- Students with repeat violations will not be allowed in class unless they are properly dressed, and parents may be called to bring their children any needed clothing.
- Students must be in uniform from the time they enter campus in the morning until they leave campus. Any missed classes due to arriving at school out of uniform will be considered an unexcused absence.



BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

- Students must fully change out of PHE uniform into full regular uniform.
- Hoods on school sweaters/jackets are for outdoor use only and not for the corridors or classrooms.
- School polo shirts are usually available at the School's store near the canteen.

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

General

- All clothing must be modest, neat, and clean with no rips or tears. Clothing may not be written on or stained.
- Clothing must be of solid color, and may not bear any alcohol, tobacco, or drug advertisements or symbols.
- No hats, bandanas, other head wear, or sunglasses, are permitted during the school day (except hats during activities in direct sun, such as on the athletic field).





BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

Pants and Skirts

- Solid colored, dark, navy blue full-length cotton formal pants that have belt loops that take a belt, or knee-length cotton shorts (Bermudas), or shorts with the bear logo (but not other sports shorts).
- Trousers and shorts should not be faded or have holes, rips, or frayed bottoms.
- Blue jeans or pants that appear and look like blue jeans are not allowed.
- Skirts are not allowed.
- Sweatpants/tracksuit bottoms are only allowed when special permission is given for religious/cultural reasons.

Shirts

- Blue polo shirt with CIC logo (Middle School, Grades 6-8)
- Tan/beige polo shirt with CIC logo (Grades 9-12)
- The collar of the polo shirt must always be visible even when an outer sweatshirt, sweater, or jacket is worn.
- Shirts worn under the polo shirt may be any color or style, but may not hang out beneath the polo shirt, or be visible at the neck or on the arms.





BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

Sweatshirts

- Only solid navy, or CIC-branded/customized sweatshirts may be worn. (Please make sure to purchase ahead of the cooler months)

Shoes

- Students are encouraged to wear comfortable dress shoes or sneakers. No crocs, flip-flops, or shoes with wheels may be worn.

Piercing/Hair

- Girls and boys may have piercings on their earlobes.
- Hair should be tidy. It may be dyed.

PE Uniform

- Secondary students are expected to wear the red CIC PHE Bear T-Shirt, solid navy or black athletic shorts, and appropriate running shoes, and socks during PHE class. The PHE teacher may adapt uniforms based on the needs of particular activities.





BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

Projecting a Positive School Image

CIC is a multicultural school with young children on campus. This comes with different expectations amongst the diverse community. When making decisions on campus, during class trips or events, or wearing the uniform outside of school, it is expected that students will project a positive school image, being polite, considerate and respectful of others.

Public Display of Affection

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





BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

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

Arriving and Leaving Campus

Campus is closed to students before 7:15am, or after 3:15pm unless the children are registered with after-school activities. Arrangements must be made to drop off or collect children between these times. Children may remain on campus after the dismissal only if participating in a school-sponsored, supervised activity.





BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

Parents collecting children may arrive early. After the bell, children are escorted to after school activities, or to their ride home at the front of the school. After this time, students are brought to the cafeteria, Elementary Office or Counseling Office to await pickup.

Students leaving the school early must be issued a pass from the Counseling Office.

Parents are requested to notify the teacher in advance when there is a need to take a child out of school early and are requested to schedule appointments after school, whenever possible.

Students leaving school with a friend must bring written permission from a parent to the Counseling Office, or students may call home to obtain permission.





BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

Campus Visitors

Parents, alumni, and visitors to the school are welcome. All visitors must first report to the security personnel for a visitor badge which should be worn while on campus, then to the Counseling Office. Students who wish to have a friend visit school must apply to the Counselor for permission with a letter from parents, at least one day in advance. Visitors may not attend classes unless arrangements are approved in advance, and therefore should only visit during lunch and/or study periods if they do not have the necessary approval.

Class/Club Activities Fundraising

Club activities, under the supervision of the teacher(s), may raise money in approved events. This money shall be used for previously approved purposes only and should be used exclusively for in-school functions or purposes. All money must be kept in the CIC Business Office in a club account, and supervised by the teacher in charge of the club/activity.





BEHAVIORAL EXPECTATIONS AND DISCIPLINARY ACTIONS

Use of Electronic Devices

Electronic devices whose main purpose are for personal entertainment and/or communication, such as, but not limited to: mobile phones, music devices, video game devices, and ear attachments are not permitted for use by students from 7.30am until 3pm. If seen they will be taken by the teacher/Principal and given to the Superintendent.





ACADEMIC PROGRAM REQUIREMENTS

Student Community Service Responsibilities, CAS and Graduation Requirements

CIC believes in the education of the whole student and that engagement in activities outside the classroom is a necessary and valuable aspect of education. To support this belief all students in Grades 6-12 are expected to meet our CIC citizenship objectives.

CIC also has a very strong tradition of community service led by the Ayuda y Amistad (AyA). This student-led organization supports several local orphanages through activities and fundraising. Students in grades 6-12 are expected to attend at least one AYA event in order to meet the grade requirements of the Citizenship Objectives. These have been developed based upon preparing for the IB DP Creativity, Activity and Service (CAS) component of the IB Diploma program and Community and Service in the Middle Years Program.

Depending on the grade level, students are expected to engage in activities outside of the classroom that allow them to meet a specific number of objectives. As they meet the objectives students must provide documentary evidence to show how this was achieved and also include personal reflections on the process and final results. Advisors provide feedback on student progress.





ACADEMIC PROGRAM REQUIREMENTS

Secondary School Advisor Program

The goal of the CIC Advisor Program is to ensure that each student receives regular guidance and support from at least one teacher at school, beyond that which is given in the normal classroom setting. Advisors meet regularly with a small group of students to develop quality-helping relationships with them, and to provide a structured environment, which promotes good study habits. The primary focus area of the Secondary School Advisor Program is on building positive relationships.

Health Program

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





ACADEMIC PROGRAM REQUIREMENTS

Promotion

Middle School: In the Middle School (Grades 6, 7 and 8), a student should master the skills necessary to succeed in the next grade; however, Venezuelan law states that promotion is automatic.

Grades of “2” or “1” for the year in any subject will require a conference between the parents and the school to determine the most appropriate preparation for the next year. This could include supplemental work over the summer, retaking exams before beginning the academic year, or tutoring during the following year.

High School: Venezuelan law states that promotion is automatic. High School progress (Grades 9-12) is based on the number of credits a student has earned. A student who fails a course earns no credit. Any failure will result in a careful review of the student’s record and progress. Students may be told to make up coursework, be required to retake exams before beginning the new academic year, tutoring during the following year, enrolling in accredited online courses, being required to repeat the course, or may be requested not to re-enroll.





ACADEMIC PROGRAM REQUIREMENTS

Graduation Ceremony Requirements

Students must earn a minimum of 24 credits in grades 9-12 for graduation from CIC. One credit is awarded for each full-time, full-year course. This should be confirmed by the student each semester to assure all obligations are met.

SUBJECT	ENGLISH	SCIENCE	SOCIAL STUDIES	FOREIGN LANGUAGE	PHYSICAL EDUCATION	FINE ARTS	MATHEMATICS	ELECTIVES
CREDITS	4	3	3	3	2/3	2	3	3/4

Transcripts

A transcript of each student's cumulative grades is compiled by the Counseling Office. Transcripts for seniors are sent to colleges by the Secondary School Counseling Office at the end of the first semester and again at the end of the year. Students or parents who need copies of a transcript may request one from the Secondary School Counseling Office. At least 48 hours notice must be given during the school year. At the end of the year transcripts will be available for students who have requested them, together with report cards, approximately one week after the last day of school.





ACADEMIC PROGRAM REQUIREMENTS

Certificate of Attendance

A Certificate of Attendance may be granted to students who have completed four years of high school, but who do not meet specific academic requirements for a diploma.

Exam/Final Semester Assessment

An exam will be given at the end of each semester that is weighted at 15% in Grades 11 and 12, or double criteria for the MYP years.

Exams in IB Diploma Courses (IBDP)

IB Diploma Program Participation

IB-registered students are required to take the IBDP exams during the IBDP scheduled exam periods. Students taking IBDP exams for external credit will take a mock exam each spring.





ACADEMIC PROGRAM REQUIREMENTS

IB Diploma Program Participation

CIC is an IBO World school that prides itself on creating opportunities for all to succeed and all students are encouraged to take on the rigor and challenge of the full IB Diploma program. The full IB Diploma Program involves a student taking 6 courses (3 at standard level and 3 at higher) plus completing three additional elements (a Theory of Knowledge course, a 4,000-word Extended Essay and completion of the CAS (Creativity, Activity, Service). Please see the CIC IB MYP/DP Handbook for more information.

However, the full Diploma course may not be suitable for all students and CIC graduation with or without DP certificates is another path available at CIC.

NOTE: STUDENTS WITH OUTSTANDING DEBTS, OVERDUE LIBRARY BOOKS OR OTHER INCOMPLETE OR UNFINISHED SCHOOL MATTERS WILL NOT RECEIVE THEIR GRADE REPORTS UNTIL THEY SECURE CLEARANCE. TRANSCRIPTS WILL NOT BE ISSUED TO STUDENTS OR SENT TO COLLEGES AND UNIVERSITIES IF THE STUDENT HAS OUTSTANDING DEBTS, OR UNFINISHED SCHOOL BUSINESS.





ACADEMIC PROGRAM REQUIREMENTS

Report Card Grades for Secondary School Students

Report cards are sent home at the end of each semester for Grades 6-12. Progress reports are emailed on the dates indicated on the school calendar. Also parent-student-teacher conferences are scheduled for each semester. Holistic reports may be emailed once per semester. A holistic report card describes a student's behavior as it pertains to the IB Student Learner Profile, as well as the Approaches to Learning.

Grading

As an IB World School all marks are given according to the assessment criteria established by the IB Organization. Marks are given on a scale of 1 to 7, with 7 being the highest mark attainable. For those not familiar with the IB scale the following chart indicates the equivalent letter grades and percentages in comparison to the IB mark. Please note that IB Diploma courses are considered more demanding than regular classes. Grade Point Average (GPA) for Grades 9-12 are generally as follows:





ACADEMIC PROGRAM REQUIREMENTS

%	GPA SCALE	IB SCORE
97-100	4	7
95-96	4	7
90-94	3.75	6
87-89	3.33	5
83-86	3	5
80-82	2.75	5
77-79	2.33	4
73-76	2	4
70-72	1.75	4
67-69	1.33	3
63-66	1	3
60-62	0.75	3
55-59	0	2
<59	0	1



ACADEMIC PROGRAM REQUIREMENTS

ESOL Grading in the Secondary School

Classroom and external teachers assist ESOL students with the language necessary to demonstrate an understanding of the course content. Mainstream and ESOL teachers will collaborate to determine alternative assessments for ESOL students. Some courses may be taken by ESOL students on a pass/fail basis with administrative approval.

Confidentiality of Records

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

Disclosure of Discipline Records

Upon direct request from the colleges or the common application for information pertaining to a student's discipline record, the student must honestly and fully disclose if he or she has been subject to a disciplinary response including, but not limited to: probation, reflection periods, academic honesty, dismissal or withdrawal from the school. Upon direct request from the colleges or the common application for information pertaining to a student's discipline record, the CIC Secondary School Counselor will honestly and fully disclose if a student has been subject to a disciplinary response.





ACADEMIC PROGRAM REQUIREMENTS

If a student's disciplinary status changes after the filing of college applications, the student has the opportunity and obligation to inform all schools to which an application has previously been submitted or the school at which the student has submitted an enrollment deposit. The student should notify the college or colleges within two weeks from the date of the change in status. These policies are in compliance with the National Association for College Admission Counseling's Statement of Principles of Good Practice.

Release of Confidential Information During University Admissions Process

- I authorize the release of my son's/daughter's school transcript and other relevant school records to the colleges, universities and scholarship programs to which he/she applies.
- I understand that teacher and counselor recommendations are confidential documents and hereby waive access to them.
- I understand that it is the policy of CIC to inform colleges of serious disciplinary matters (i.e., those resulting in probation, reflection period, or dismissal, such as plagiarism/malpractice, physical or verbal violence) and authorize the release of that information.
- I acknowledge my student's obligation to be honest with the CIC Secondary School Counselor and with the Universities to which he/she is applying.
- I understand that it is the student's responsibility to notify the counseling office of those Universities and programs for which a transcript is needed and to do so at least two weeks before the due date.

All students must accept these criteria by initialing this policy.





SECONDARY SCHOOL ELECTRONIC ACCEPTABLE USE POLICY

General Expectations for on Campus Computer Use

The Secondary School utilizes a 1:1 laptop program. We have computers in all of our classrooms, and access to the Internet throughout the entire school. As users, we are all responsible for the care and maintenance of our computer hardware and software. The use of the school's computers and Internet is a privilege and not a right. For this reason, we expect all users to adhere to certain norms that will help preserve our computers in good condition and ensure wise use of our internet resources so they will be available for the use of the whole student body.

Acceptable Use - The primary purpose of the CIC COMPUTER NETWORK is to support and promote student learning at CIC. Although limited personal use can be authorized by prior arrangement, the primary use of your account must be in support of education and research and consistent with the ethos and curriculum of Colegio Internacional de Caracas.

Privileges - The use of the CIC computer network is a privilege, not a right, and inappropriate use may result in suspension or cancellation of those privileges. Based upon the terms and conditions, the systems administrators under the direction of the Director of Technology will determine inappropriate use. An account may be closed at any time without warning if such use is determined. In addition, the CIC administration may request the system administrator to deny, revoke or suspend specific user accounts.





SECONDARY SCHOOL ELECTRONIC ACCEPTABLE USE POLICY

Prohibitions - The following are examples that warrant a suspension from the CIC network:

- Use, saving or transmission of copyrighted or intellectual property without permission from the owner.
- Use, storage or transmission of inappropriate material such as political propaganda, threats, personal abuse and obscene materials use for commercial activities, including product advertisement, political or religious lobbying.
- Transmission of spam, viruses or any other harmful files use for illegal activities, including installation and distribution of “pirated” software downloading.
- Installing or executing non-academic files (music, video, .exe, games, utilities) without specific permission, accessing another user's folder or files without permission or using another user's accounts.
- Unapproved gaming or other action actively preventing the user or classmate from learning. If in doubt please check with the technology department.

Expectations - You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following use appropriate language at all times whilst using the email service, or any other communication program do not propagate any chain letters, political, religious or any other inappropriate attachments over the network do not reveal your personal details to any unknown source over the internet organize your network folder and clean out unused files to conserve storage space.





SECONDARY SCHOOL ELECTRONIC ACCEPTABLE USE POLICY

- **Reliability** - Although the CIC IT Department will make every effort to safeguard your data, CIC makes no warranties of any kind, whether expressed or implied, for the service it is providing. Use of any information obtained via the CIC computer network is at your own risk. CIC specifically denies any responsibility for the accuracy or quality obtained through its services.
- **Security** - Security on our network is a high priority. If you feel you can identify a security problem on the CIC computer network, you must notify a member of the CIC IT department immediately. CIC has the right to access and do what is necessary with your network folders and account at any time to maintain security and the efficient operation of the network and servers.
- **Vandalism** - Vandalism may result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm, destroy or modify equipment or data on the CIC computer network.





SECONDARY SCHOOL ELECTRONIC ACCEPTABLE USE POLICY

- **Capacity** - the CIC Technology Department will set limits on all data storage as necessary. The CIC computer network administrators expect that you maintain network storage space by deleting unnecessary files. The system administrators have the right to check personal network folders for non-school related files like photos or videos and delete them if they impact the functioning and performance of the system in any way.
- **Standard Software** - All computers on the CIC computer network have a default configuration planned and maintained by the IT Department. No installation of software is permitted without permission from a System administrator.
- **Data Back-Ups** - The IT Department makes every attempt to back-up the data on the servers only.





SECONDARY SCHOOL ELECTRONIC ACCEPTABLE USE POLICY

Secondary Student Technology Agreement and Responsibilities

- Students should know that CIC has an ethical commitment to buy the licenses for all the products we make available to the CIC community. The use of any pirated material is not permitted. CIC cannot copy material licensed to the school for students' personal home use.
- In addition to being responsible for taking care of the computers, any material that is borrowed (CDs, cameras, etc.) is the responsibility of the person using this material. All materials must be checked out through established norms, and if the item is lost or broken, it is the responsibility of the person who signed the item out to pay for its cost.
- It is school policy that the use of copyrighted material from the Internet or other sources must be duly credited. Not to do this is plagiarism and will be subject to disciplinary action.
- All users must login and logoff of the computer they are using. No one has permission to use another person's login, and login information should be kept private.
- Internet use is for school purposes only. Students may not download files, listen to or view online streaming content, or play online computer games unless explicitly approved.





SECONDARY SCHOOL ELECTRONIC ACCEPTABLE USE POLICY

- Students may access their email accounts on their own free time or if given teacher permission.
- Students will not pose as anyone other than themselves when sending email.
- The student will not read another user's email unless authorized to do so by the owner of the email account.
- The student will not send or forward email that is likely to contain computer viruses.
- Students may not access chat, instant messaging, or send inappropriate messages to other users. Students may only use Google Chat during designated times on the computer outside of the SS library office.
- Students may not use computers to produce documents that could make fun of others, or illegal documents (for example, false IDs).





SECONDARY SCHOOL ELECTRONIC ACCEPTABLE USE POLICY

- Users may not execute any program that is not licensed to the school and part of the package installed by CIC personnel.
- Each student has a personal login account that gives access to a home directory and folders on the common drive. This storage space is limited, and students should only use it to store school-related work.
- Students should not store games, photos, music, and/or video files on CIC computers unless they are specifically related to school projects.
- It is prohibited for users to access pornographic, hate, violence, or hacker sites.
- Users may not change any settings on school computers, install programs, and uninstall programs on any drive without the permission of the IT Coordinator.





SECONDARY SCHOOL ELECTRONIC ACCEPTABLE USE POLICY

- Computers in classrooms are for teacher use. Students may not use them without express teacher permission.
- Printers and scanners are exclusively for school use. Students must bring a teacher note to the lab to obtain permission to print in color.
- The school has the right to monitor all students' access to computer equipment as well as files stored by students on the school's computer systems. Teachers' logins give them access to all students' home directories.

All students must complete an Electronic Acceptable Use Policy form.





SECONDARY SCHOOL ELECTRONIC ACCEPTABLE USE POLICY

Privacy and Passwords

Students are provided with personal network space in which to save their work. This space is treated by the CIC administration like a school locker. It is respected as belonging to an individual, but it is open to inspection by CIC administrators should there be a due cause (e.g. virus, inappropriate content, exceeding storage limits, etc.).

Students should never use someone else's password and/or access their account without permission. Any attempts to "hack" into accounts or determine others' passwords will be treated as vandalism.

Inappropriate Content, Language or Use

No profane, abusive or impolite language should be used to communicate using CIC electronic resources. Content should not be accessed which is not in line with the rules of school behavior. A good rule to follow is never access, view, or send materials that you do not want all teachers or parents to view while sitting next to you. Should students encounter such material by accident, they should report it to their teacher immediately. inappropriate content, language, or use.

If a website or online activity becomes a distraction from learning, this site or activity will be blocked by CIC network administration. Repeated access to an inappropriate site will be referred to the administration.





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SECONDARY SCHOOL ELECTRONIC ACCEPTABLE USE POLICY

Social Networking/Cyber Bullying

Online safety is a personal responsibility. It is important that students are aware of the implications of their actions online, both on themselves and on others. The actions students take on social networking sites like Facebook can impact the student, the school, and family. It can also provide sensitive information to online predators. Students should keep themselves and the people they know safe by carefully screening who their online “friends” are and what information they share as well as locking down privacy settings.

Cyber-bullying is not tolerated at CIC.

If the actions of students outside of school have an effect on students feeling unsafe or uncomfortable at school, then the CIC administration will act and remedy this. Additionally, if members of CIC staff or its community are targeted, then the school administration will get involved. CIC feels that what is published online -whenever it was published-is addressed as if it was done during the school day and can be viewed by the entire community.





ACADEMIC, ATHLETIC AND ACTIVITIES AWARD CRITERIA

Academic Distinctions

An Honor Roll may be generated at the end of each semester (this is not a school requirement) in the secondary school. Students in yearly grades 6-10 (MYP) that meet the following requirements may be recognized each semester for their academic achievements:

- MYP students (grades 6-10) who earn a class average (all classes) of 5.25 or above with no individual class grade below a 4.0 earn Merit.
- MYP students (grades 6-10) who earn a class average (all classes) of 5.5 or above with no individual class grade below a 5.0 earn Honor Roll.
- MYP students (grades 6-10) who earn a class average (all classes) of 5.75 or above with no individual class grades below a 5.0 earn High Honor Roll.
- MYP students (grades 6-10) who receive ESOL support of any kind may not earn academic distinctions.





ACADEMIC, ATHLETIC AND ACTIVITIES AWARD CRITERIA

Students in yearly grades 11-12 (IB diploma or CIC diploma) that meet the following requirements will be recognized each semester for their academic achievements:

- 11-12 CIC diploma students (only) who earn a class average (all classes) of 5.25 or above with no individual class grade below a 4.0 earns Merit.
- 11-12 CIC diploma students (only) who earn a class average (all classes) of 5.5 or above with no individual class grade below a 5.0 earns the Honor Roll.
- 11-12 CIC diploma students (only) who earn a class average (all classes) of 5.75 or above with no individual class grade below a 5.0 earn the High Honor Roll.
- 11-12 IB diploma students (only) who earn a class average (all classes) of 5 or above with no individual class grade below a 4.0 earns Merit.





ACADEMIC, ATHLETIC AND ACTIVITIES AWARD CRITERIA

- 11-12 IB diploma students (only) who earn a class average (all classes) of 5.25 or above with no individual class grade below a 4.0 earn the Honor Roll.
- 11-12 IB diploma students (only) who earn a class average (all classes) of 5.5 or above with no individual class grade below a 4.0 earn the High Honor Roll.

Note that a student who is absent more than 10 days in any semester, is not eligible for Honors or High Honors.

Student Awards

Grade Level Awards: Based on enrollment, up to two awards may be given at a particular grade level. The selected categories will usually be Achievement, and Improvement. There is also one special award for Middle School and one special award for High School.





ACADEMIC, ATHLETIC AND ACTIVITIES AWARD CRITERIA

CIC Grade Level Awards Examples (A)

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

Improvement: The Improvement Award is given to the student(s) that have shown a significant amount of improvement throughout the school year with overall behavior, attitude or academics.

CIC Awards for Citizenship and International Understanding

1 of each may be given to exemplary students from 6-8 and one for 9-11.





ACADEMIC, ATHLETIC AND ACTIVITIES AWARD CRITERIA

CIC Grade Level Awards Examples (B)

- Citizenship Award Criteria: “The student demonstrates good citizenship through positive involvement in the school community and community at large, shows respect for others and the goals and values of CIC as an institution, and impacts constructively on peers by setting a positive example of group involvement and personal integrity.”
- Presidential Education Awards for both Academic Excellence and Educational Achievement. These two awards are given to 8th grade students at the graduation ceremony Criteria for these awards can be found at: <http://www2.ed.gov/programs/presedaward/index.html>
- Educational Achievement is based on GPA, testing, and teacher recommendation: The purpose of this award is to recognize students that show outstanding educational growth, improvement, commitment or intellectual development in their academic subjects. It is meant to encourage and reward students who work hard and give their best effort in school, often in the face of special obstacles to their learning.





ACADEMIC, ATHLETIC AND ACTIVITIES AWARD CRITERIA

President's Award for Educational Excellence

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

The student(s) must:

- Show tremendous growth but did not meet all the criteria for the President's Award for Educational Excellence.
- Demonstrate unusual commitment to learning in academics despite various obstacles.
- Maintain a school record that would have met the school's selection criteria for the President's Award for Educational Excellence but illness, personal crisis, or special needs prevented the student from maintaining such high standards despite hard work.
- Achieve high scores or show outstanding growth, improvement, commitment or intellectual development in particular subjects, such as English, math, science, etc.
- Demonstrate achievement in the arts such as music or theater.





ACADEMIC, ATHLETIC AND ACTIVITIES AWARD CRITERIA

Additional Awards Given to Graduating Seniors

- “CIC SPORTSMANSHIP AWARD”: To the senior who demonstrated outstanding esprit de corps, class and courtesy while a member of CIC’s varsity teams.
- “SANDY BLANCO MEMORIAL CITIZENSHIP AWARD”: To the senior who did the best job at making the senior class and the school a better place for students.
- “CIC AWARD FOR INTERNATIONAL UNDERSTANDING”: To a student who is a good representative of his/her country, with a positive attitude toward the life and culture of others, able to converse in at least two languages, a contributing force in the life of the school, with the ability to bring different people together into a sense of community, thus furthering the cause of international understanding.
- “GOSS THEATER AWARD”: To the senior who made a superior contribution to the theater arts program.
- “CAS AWARD”: To the senior who was a superior model in creativity, action and service.
- “AYA AWARD”: To the senior who made a superior contribution to the AYA program.

Note: It is not guaranteed that all individual awards are designated each school year.





CO-CURRICULAR PROGRAM

Model United Nations

Since 1990 CIC has been the host of the South American Model United Nations, SAMUN. Students from schools all over South America play the roles of delegates representing member nations and international agencies. Activities of both the General Assembly and Security Council are simulated. Middle School students prepare for the Junior Model United Nations, JMUN, in their humanities classes. They are joined by students from other schools in Caracas for a convention at CIC in the spring.

Community Service

Students in grades 6-12 are expected to attend at least one AYA event in order to meet the grade requirements of the Citizenship Objectives. Please refer to the CAS Handbook for more information.

Sports

CIC offers a range of athletic activities for all students. Competitive seasonal sports include basketball, volleyball and soccer (football). Teams play against regional and other international schools.





CO-CURRICULAR PROGRAM

Music

The school offers several activities. Each year, different opportunities arise.

Drama

Every year the school hosts productions in the Secondary School. Parents are encouraged to attend.

Clubs

Faculty members sponsor a wide range of clubs such as the Green Team. Please be aware that these vary year to year depending on student interest and staff sponsorship.





CO-CURRICULAR PROGRAM

Student CIC Sports Agreement Criteria

- The use of tobacco, drinking of alcohol or use of illegal drugs during the sports season at all practices, matches and tournaments are NOT allowed. This includes all transport time and free time during matches and tournaments under the supervision of CIC staff.
- Athletes must attend all officially organized tournament events.
- Athletes will behave in a sportsmanlike manner and show respect to other teams, coaches, athletic directors, teachers, spectators and umpires.
- Athletes will dress appropriately, ripped clothes or designs, which include inappropriate language, alcohol related product advertising or drugs are not acceptable.
- Students will make sure they bring the correct team uniform and equipment.
- Athletes will be aware of all practice, match and tournament schedules and make sure they arrive on time for all organized events. Arrival and departure time will be determined by the team coach or athletic director.





CO-CURRICULAR PROGRAM

- Athletes unable to attend practices, matches or tournaments should inform their coach ahead of time. Students missing more than three practices or matches without justifiable cause may face a reflection period or removal from the team.
- Athletes will comply with the normal CIC rules for students as stated in the CIC handbook. Athletes are expected to maintain high academic standards and behavioral expectations set forth in this CIC student handbook. Any athlete receiving a failing grade on a progress report/report card or earning a GPA below 2 may have their continued involvement in after school activities assessed. Failure to comply with any of the preceding may result in suspension from game(s) or practices, or if traveling with the team, being sent home at the parents' expense.

All students must accept these criteria by initialing a CIC Student Sports Agreement.





STUDENTS SERVICE

Lost and Found for Secondary School Students

Lost and found articles should be turned in to the Elementary Office. Unclaimed items will be donated to charity at the end of the school year. To prevent loss or theft, students should not leave book bags or personal belongings around the campus unattended. CIC is not responsible for loss or theft of personal items on campus.

Students should report lost or stolen items immediately to the teacher or an administrator. Students should clearly identify their personal belongings. Students are advised not to bring valuable items to school, which have no use in the classroom setting. All items will be held in the Elementary Office until the end of term where they are publicly displayed then donated. Students missing items should check this location for lost items periodically.

Remember that students may store valuable or large items in the school offices.

After School Care

In order to provide a safe environment, no secondary student may remain on campus after 3:15pm without specific permission from a CIC supervisor.





STUDENTS SERVICE

School Nurse and Student Health

The responsibility of the school nurse is to give first aid for emergencies, treat minor injuries and illnesses, and lead health measures at CIC. The Nurse Office has beds that are available to those students who are too ill to remain in school and are thus waiting for a ride home. Additional nurse and health guidelines include the following:

- A student returning from an absence due to infection or contagious disease is required to present a doctor's note to the school nurse prior to returning to class.
- Any student required to take prescribed medication during school hours is to bring the medicine in its original, labeled container to the Health Center with a note from the parent giving permission to administer the medication and instructions on dosage and frequency. No medication can be given to a student without the parent's permission.
- A note is required from the parent or guardian if a student is to be excused from PHE.

NOTE: ALL MEDICINE MUST BE KEPT IN THE HEALTH CENTER AND DISTRIBUTED BY A NURSE





STUDENTS SERVICE

Driving Privileges

Students may be allowed to drive to and from school and park on campus as long as they meet specific requirements. Any irresponsible driving will result in this privilege being immediately withdrawn from the offending student.

- A student wishing to drive and park on campus must bring a photocopy of a valid driver's license, the car's registration papers, and the car's insurance papers. This is the only car the student is allowed to bring on campus and all documentation will be submitted to the Counseling Office.
- A student who drives to school may not take other students in his/her car without the express permission of those students' parents/guardians and the prior notification of school administration.
- Students may not "hang out" in their cars during the school day.





STUDENTS SERVICE

- Students may not go to collect or retrieve items from their car, during the school day without prior permission from a teacher.
- All those wishing to have this privilege must have at least a 2.0 average.
- Documents needed on file at CIC include a copy of current Driver's License and Health Certificate, a copy of current insurance policy, a copy of car's registration, and the car's year color, model, license plate number and parents' mobile phone numbers.

All student drivers must accept these criteria by initialing the CIC Student Driving Privileges form.

Lockers

Each student in grades 6-12 is offered a locker for his/her personal possessions. Students may use these lockers to keep their possessions.

Safety Drills

Fire, bomb, earthquake and lockdown drills are scheduled periodically throughout the school year. Classroom teachers will give students specific instructions. Students are required to remain silent and walk efficiently during such drills to simulate and prepare for possible threats.





CHANNELS OF COMMUNICATION

CIC is committed to strong and open communication, and The Board of Directors recognizes the need for proper communications between and among students, parents, teachers, administration and the Board. To assist in achieving this objective, the following general procedures are recommended for all concerned parties:

- A.** When a concern arises, the best person to see is usually the classroom teacher (and secondarily, the school Counselor). An appointment may be made by calling or visiting the school office.
- B.** Problems which cannot be resolved through a conference with the teacher or counselor may be discussed with the Principal/Superintendent. Appointments may be made by calling or visiting the main office. The Superintendent is happy to discuss any questions related to the general operation of the school or to school policies.
- C.** The Superintendent is the normal channel of communication between the Board and the public. Individual board members do not directly involve themselves in administrative matters involving students, teachers and administrators.





CHANNELS OF COMMUNICATION

D. Requests for changes in school policy and appeals of decisions made by the Superintendent may be addressed to the Board. All communications to the board should be in writing and should be addressed to the Chairman, Board of Directors, Colegio Internacional de Caracas. Decisions about school policy will be made only by the Board acting as a whole in a regular or special meeting.

E. All paying parents of students are members of the International School Association. Their rights are expressed by electing a Board of Directors at the Annual General Meeting.

Complaint Procedure

From time to time, parents or other citizens may have problems or concerns that they wish to bring to the attention of appropriate school officials. To assist parents in this regard, the following general guidelines may be helpful:

A. Any concern regarding a school-related matter should first be raised by the parent with the staff member most directly involved (i.e. questions regarding the content of instructional materials or homework assignments should be raised with the teacher involved).

B. If the matter remains unresolved, the parent may wish to speak with the administration. Appointments can be scheduled by contacting the secondary office.





ACADEMIC RESOURCES

Using MLA Style Writing Guidelines for CIC Documents

In the Secondary School, CIC uses a style of formatting for writing that is called "MLA", which stands for "Modern Language Association" - an academic association that has been around since 1883. The MLA format for writing research papers is generally simpler and more intuitive than others, and is the format CIC students use for literature, English, and humanities papers. Be careful: CIC does not generally adhere to the Chicago Manual of Style (CMS) or the American Psychological Association (APA).

If a teacher does not specify which format you should use, the assumption is MLA. MLA is very clear with the writing format - the appearance, layout, and the way students do citations. It is generally not up to the student to creatively format his or her paper - if a student is unsure how to format a paper, teachers are available to support the process.

There are many websites that can assist the CIC student, including the MLA website itself, Modern Language Association, at www.mla.org.





USE OF ELECTRONIC DEVICES

This expectation is enforced in the following way by teachers:

- All cell phones, smart watches and tablets are not allowed during the school day from 7.30am until 3pm. They should not be brought into school.
- Earbuds must not be worn, unless a teacher gives permission.
- If the teacher gives permission, students may listen to music from their laptops only.
- If a student brings cell phones, smart watches or tablets, they are stored in the Superintendent's office until 3pm.
- The school Counselor keeps a list of students breaking the policy.

Sanctions:

- First offense: The student receives the device at the end of the school day from the Superintendent.
- Second offense: The Superintendent gives the device to the parents of the student.
- Third offense: The Superintendent organizes a meeting with students and parents.

