

TEACHER HANDBOOK

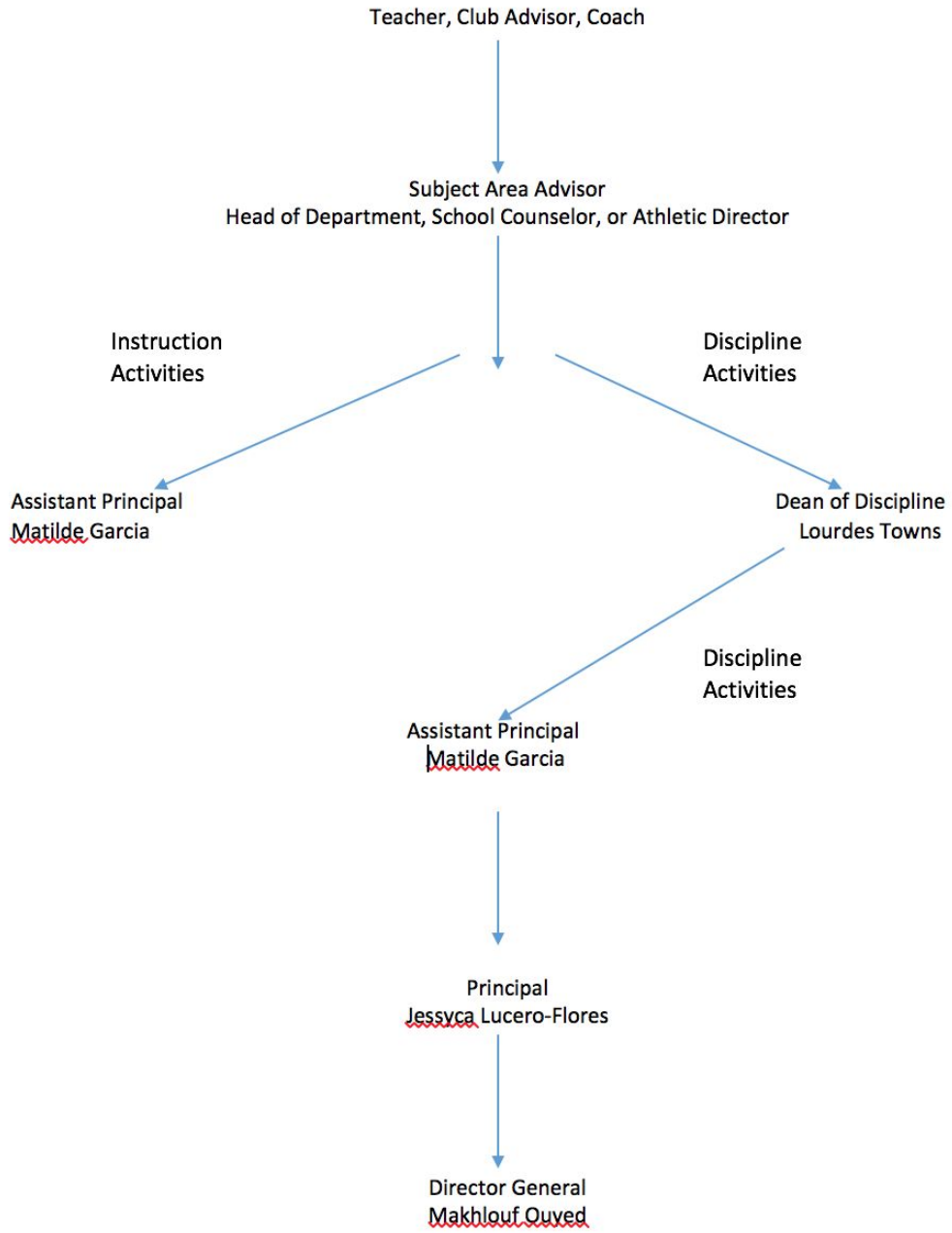
COLEGIO AMERICANO DE TORREÓN, A.C.



HIGH SCHOOL (IE-12 GRADES)

2016 – 2017

CAT High School
Communication Guide



Please follow this guide to resolve concerns most efficiently.

CONTACT INFORMATION

School Address/Phone Numbers

Paseo del Algodón #500 Los Viñedos Torreón, Coahuila

Telephone: 222-51-00

web: www.cat.mx

SCHOOL HOURS 7:15am - 3:15 pm

C.AT High School Directory

All departments may be reached through the switchboard (222-51-00)

High School Principal	Jessyca Lucero-Flores (ext. 3022)
Director of Academic Affairs	María Matilde García V. (ext. 3019)
Counseling Director and College Advisor	Ana Claudia Sada (ext. 3012)
IE – 12th Grade Counseling	Valeria Cano (ext. 3069)
IE -12th Grade Academic Counselor	Ricardo Del Río (ext. 3038)
Athletic Director	Héctor Gaytán (ext. 3011)
Technology Coordinator:	Carlos Ramírez (ext. 3016)
Librarian:	Andrea Bravin (ext. 3033)
Health Office	Jenny Puentes (ext. 3009)

TABLE OF CONTENTS

CAT Calendar	
Mission, Vision, and Shared Beliefs	
Expected School-Wide Learning Results	
General Expectations	
Professional Practices	
Job Description of the Classroom Instructor	
Guidelines for Professional Relationships with Students	
Guidelines for Absences	
Daily Procedures <ul style="list-style-type: none"> ● Classroom Care ● School Day Supervision 	
Academic Policies and Procedures <ul style="list-style-type: none"> ● Grade Reporting ● Changing Grades 	
Grades and Report Cards <ul style="list-style-type: none"> ● Online Gradebook Update ● Grading Scale ● Teacher Grading Systems ● Period Grading, Report Cards ● Parent/Teacher Conferences ● Semester Final Exams ● Gradebooks ● Nature and Frequency of Assignments ● Protocol Regarding Assignments ● Selection of Instructional Materials ● Utilization of Instructional Materials ● Writing Across the Curriculum ● Use of Rubrics for Written Assignments ● Plagiarism ● Technology 	
Library Policies and Procedures <ul style="list-style-type: none"> ● Class Visits ● Materials on Reserve ● Major Assignments ● Meeting Use 	

<ul style="list-style-type: none"> ● Circulation Procedures ● Ordering New Materials ● Copies ● Other Resources ● Electronic Resources ● Databases 	
<p>Student Attendance Policy and Procedures</p> <ul style="list-style-type: none"> ● Taking Attendance ● General Student Attendance Policies 	
<p>Discipline</p> <ul style="list-style-type: none"> ● General Policies ● Classroom Discipline ● Discipline Procedures ● Suggestions for Serious/Chronic Discipline Problems 	
<p>Student Dress Code</p>	
<p>General Information for Teachers</p> <ul style="list-style-type: none"> ● Announcements ● Break and Lunch Periods ● Electronic Use Policy ● Social Networking Sites ● HS Conference Room ● Faculty Lounge ● Keys ● Lost and Found ● Non-Smoking Environment ● Professional Dress ● Telephones ● Use of Copiers ● Semester Exam Policies ● Teacher Proctoring Policy ● Hall Passes ● Flag Salute ● Substitute Lesson Plans ● Payday 	
<p>Expectations Regarding Fundraising</p> <ul style="list-style-type: none"> ● Relationships ● Resources ● Gift Acknowledgement 	
<p>Other Policies and Procedures</p> <ul style="list-style-type: none"> ● Evacuation Policy ● Lockdown Policy ● Teacher Evaluation Policy 	

CAT CALENDAR

CAT Calendar for School Year 2016-2017

August 15	First Day for Students
September 7	HS Open House
September 16	Holiday
October 7	Professional Development Day
October 10	Beginning of 2nd Quarter
November 21-25	Thanksgiving Break
December 19- January 3	Winter Holidays
January 4	Professional Development Day
January 5	Beginning of 3rd Quarter
February 6	Holiday
March 17	Professional Development
March 20	Holiday
March 21	Beginning of 4th Quarter
April 10-21	Easter Holidays
May 1	Holiday
June 15	Graduations
June 16	Last Day Students

Extra Dates: ASOMEX EVENTS, ARTS FESTIVAL, OLWEUS ASSEMBLIES, STUDENT ACTIVITIES, SENIOR TALKS, ETC. *Please read emails for information.*

Please see our website and facebook page for further event and information updates throughout the year.

MISSION, VISION, AND SHARED BELIEFS

VISION

Excellence for Life

MISSION STATEMENT

Colegio Americano de Torreon is a bilingual bicultural nursery to 12th grade institution based on the best teaching practices. Through a rigorous college preparatory curriculum, we are dedicated to preparing our students to be socially committed leaders and responsible citizens who are successful in a global environment. Core classes are taught in English. Graduates earn a U.S. high school diploma as well as a Mexican “Bachillerato” certificate

SHARED BELIEFS

Every CAT graduate will:

1. Be prepared for university study anywhere in the world.
 2. Be fully bilingual in English and Spanish with motivation to develop a third language.
 3. Be highly qualified in the use of modern technology.
 4. Be globally aware and respectful of diversity through a deep understanding of their own cultural identity.
 5. Be socially proactive leaders and ecologically responsible global citizens.
 6. Have the right to grow and learn in a safe and healthy environment.
 7. Have parents who take an equal responsibility for being actively involved in their children’s education.
 8. Have access to a staff who is highly qualified, compassionate and committed to their success.
 9. Develop a love for learning.
 10. Have diverse opportunities to develop their athletic and artistic talents.
- SPEAKING ENGLISH** At CAT, 98% of the student body speaks Spanish as a native language and it is the language of instruction of a few classes. English is the official language of communication at the Colegio Americano de Torreón, although most of the time, it is only used within the classroom context.

EXPECTED SCHOOLWIDE LEARNING RESULTS

CAT students will be knowledgeable individuals who have the intellectual, creative, technological and organizational aptitudes necessary to succeed in the academic environment and in the work world.

CAT students will be effective communicators who have the skills necessary to interact in a global society.

CAT students will be critical thinkers who are able to examine a situation and respond appropriately.

CAT students will be conscientious individuals who can prioritize options, access and process information, manage time, and fulfill requirements.

CAT students will be collaborative workers who employ appropriate communicative and leadership skills to be productive contributors in a variety of settings.

CAT students will be concerned citizens who recognize their duty to participate in the democratic process.

GENERAL EXPECTATIONS

PROFESSIONAL PRACTICES

JOB DESCRIPTION OF CLASSROOM INSTRUCTOR

Assists in the implementation of the Mission, Vision and Core Beliefs of Colegio Americano de Torreon.

Teaches classes as assigned in accordance with Colegio Americano de Torreon, course outlines, departmental policies and goals, school and departmental grading policies, as well as other school regulations.

Respects the verbal or written confidences of students, except in cases where the health or safety of the student or others is involved. In these cases the appropriate administrator should be notified immediately.

Is obligated to read assignments given to students in a timely manner.

Handles routine discipline problems within the classroom and makes referrals to the Administration for serious infractions in accordance with school policies.

Carries out extra-curricular assignments as specified in the employment contract.

Participates in both formative and summative evaluations and makes good faith efforts to follow through on professional development strategies identified in these evaluations.

Keeps classrooms neat, orderly, and able to be used by other teachers assigned to share the room.

Interacts with students and colleagues on a professional basis in accordance with the policies specified in this handbook.

Reports unsafe building conditions or other safety hazards to the Maintenance or to the Principal.

Attends all department and faculty meetings and in-services, participates in the review and ordering of instructional materials in relevant subject areas, and performs other services for the department as requested by the head.

Adheres to all institutional policies and procedures as specified in this handbook, departmental handbooks, the Student-Parent Handbook, and with other directives as issued by the Principal.

Arranges for guest speakers, films, field trips, special activities, and other educational experiences which will enrich the subject area for which he or she is responsible with the approval of the administration.

Is punctual at all class meetings, parent conferences, faculty meetings, supervisory assignments, and student assemblies as required. Only the Principal can excuse attendance from any of these functions; permission to miss any event is to be obtained well in advance.

Teachers are to conform to professional standards of dress, language, and conduct in accordance with the policies specified in this handbook.

Teachers are strongly encouraged to participate in workshops, to join professional organizations to visit other schools and to seek additional formal training. Requests for time off to pursue such activities should be made at least two weeks in advance.

GUIDELINES AND PROFESSIONAL RELATIONSHIPS WITH STUDENTS

All those employed by Colegio Americano de Torreon should recognize that while on campus or at any school related event they are role models who are called to treat each student with respect and care. Faculty and staff members must maintain professional relationships with students both on and off the campus.

Faculty & staff should not be connected to students on social media through their personal accounts. Any use of social media to connect with a club or team should use a separate work related profile. Use of social media should be for communication of school related events.

A faculty or staff member may not associate or be present with students or be party to activities where civil law and/ or school rules are violated.

Students must be viewed as the “restricted individuals” they are, that is, they are not independent. Wherever they are and whatever they do should be with the explicit knowledge of the parents or guardian. They are not adults and are not permitted independent decisions. All involvements/interactions should be approached from this premise.

Caution and professional attitudes are to be observed in all interactions with students.

Students are never allowed to go to a faculty/staff member’s home unless it is a school-sponsored activity. Such activities would require the written permission of the parents, other adult chaperones, and the expressed and detailed knowledge/permission of the school administration.

Driving students is prohibited unless it is to or from a school-sponsored activity, which requires parental permission slips that indicate that the transportation is by the faculty/staff member’s personal vehicle. The school administration must approve any use of personal vehicles to transport students.

Student trips must have a sufficient number of adult chaperones to preclude the appearance of inappropriate personal involvement with students.

Games or sports activities with students should be engaged in only in the presence of others, or in a place openly accessible/visible to others.

A faculty or staff member may not date a student. A breach of this code will result in immediate dismissal.

Faculty and staff members must avoid assuming the role of a “father or mother figure”, which tends to create an excessive emotional attachment for all parties.

Teachers/staff members must respect the physical boundaries of their students. Students must never be touched punitively, nor should they be touched in any way that could be construed as inappropriately affectionate.

Faculty and staff must never exploit their authority in their dealings with students.

While in a room with a student/students present, the door should remain open, or there should be clear visibility through door windows.

Discussions of a sexual nature must always take place in an appropriate educational context.

Sexual jokes, slang or innuendo must be avoided when interacting with students.

Topics or vocabulary, which could not comfortably be used in the presence of parents or the school principal, should not be employed with students.

Alcohol should not be consumed in the presence of students, unless the administration has authorized its use at a school-sponsored event, nor should it be used irresponsibly prior to attending school events.

GUIDELINES FOR ABSENCES

Full-time faculty and administration members are required to be on the Colegio Americano de Torreon campus from 7:15 a.m. to 3:15 p.m. daily regardless of teaching schedule.

If a teacher or administrator or counselor must submit a request to attend an off-campus workshop or activity at least two weeks in advance of the event. After it is approved by the Vice Principal in consultation with the Principal, a "Faculty Off-Campus Request" form can be submitted. ***For personal absences the request must be submitted directly to the Principal.*** In addition, if a teacher or administrator will be absent from campus for more than 90 minutes during the school day, even if he/she will not need a substitute for a class, he/she must fill out the gold "Off-Campus Request" form and submit it to the Vice Principal.

A teacher or administrator may occasionally need to leave campus for less than 90 minutes, but these instances should be rare in their occurrence and brief in their duration. You must sign out if you do leave campus and have a leave slip signed by Human Resources.

A substitution request should be filled in (including room number, seating chart and assignment return location) by all faculty members who know ahead of time that they will be absent and miss a class; this form should be submitted to the Vice Principal by noon the day prior to the absence.

Faculty members who are ill and will be absent from school must let the Principal's administrative assistant and the Vice Principal know by 6 am, or earlier if possible. You may call to leave a message or email.

- The message must include teacher's name, periods the teacher will need a substitute for that day, room number(s) where classes meet, the location of the seating chart, and the location where the substitute may leave the finished student work.
- An assignment for the classes to be missed must be submitted (preferably by email) to the Principal's administrative assistant and the Vice Principal. Assignments should include a written component and should occupy the entire period. If hand-outs need to be copied for a class, the amount for each class must be included in the assignment.
- Teachers are discouraged from asking a substitute to accompany a class to the lecture hall or to supervise the handling of dangerous supplies.

An emergency lesson plan assignment must be filed with the Vice Principal and Principal at the beginning of the school year, and each subsequent quarter in case of an unexpected absence.

DAILY PROCEDURES

All Faculty members must be on campus by 7:30 a.m.

Faculty members who substitute during the first block of the day (first or fifth periods) must report to the main office to check for a substitution assignment before 7:30 a.m.

Faculty cell phones must be silenced during class time unless an exception is made by the administration.

Each faculty member will check his/her mailbox, email, and voicemail before beginning school and before leaving campus in the afternoon.

Faculty members will take attendance each period of the school day in accordance with the school's attendance policy.

Faculty members will check the students' dress and appearance and distribute dress code violation slips if necessary.

Faculty members must use the school-wide Teacher's Plus program daily to take attendance.

At a minimum, faculty members must update their online grade books biweekly.

Faculty members should be in professional dress from 7:30 a.m. – 3 p.m.

Prep periods should be used for Colegio Americano de Torreon business.

Classroom Care

The lights in the classroom are to be turned off when the classroom is not in use. The teacher of the last class for the day should turn off the lights, close the windows, and lock the doors.

All staff members should report, in writing, or e-mail any maintenance and/or janitorial needs to the Principal's assistant immediately. All such requests are to be given to the Director of Maintenance; no staff member is to give directions to the janitorial or maintenance staff.

Care should be taken to leave the classroom neat and orderly after each period because many classrooms are used by more than one teacher.

School Day Supervision

At various times throughout the school year, Faculty members may be assigned other supervisory duties (i.e., standardized testing, special class meetings, special events, etc.) by the Administration. Every attempt will be made to publish these special proctoring assignments sufficiently in advance.

Faculty members automatically assume supervisory responsibility when they open any school facility for students, graduates, or outsiders.

All student meetings for co-curricular activities before, during, or after school must have the coach or faculty moderator present. No group of students may be allowed to use any school facility without a faculty member being present.

No teacher is allowed to keep an entire class after school without specific and prior permission of the Administrative office. Individual students may be asked to remain after class or after school for specific reasons, for any reasonable length of time.

No student or group of students may be left unattended in a classroom, the gym, the locker room, or any other area of the Colegio Americano de Torreon campus. Faculty members are to supervise their classrooms and the corridor areas near their classroom between periods. **Greet your students at the door before each class.**

At the beginning of the school year, every faculty member is assigned a specific location to proctor at each of the following activities:

Lunch/Assemblies/Conferences, etc.

Faculty members are required to report to the scheduled area within 5 minutes of the beginning of the lunch period. and remain for the duration of the activity. Each faculty member will actively supervise their area and correct any inappropriate behavior when it occurs. In addition to addressing the inappropriate behavior directly, the faculty member will inform the appropriate Dean of Discipline of all extraordinary discipline problems.

ACADEMIC POLICIES AND PROCEDURES

This section of the Faculty Handbook should be considered in the context of the Student-Parent Handbook which is published annually.

Grades and Report Cards

Philosophy of Grading:

A teacher expresses his/her evaluation of a student's achievement in a class through grades. Although "percentage grades" and various types of point systems can be used to objectify the teacher's grading system, it should be remembered that the teacher's judgment is used in selecting the materials upon which the percentages and point system are based. These premises should be kept in mind when assigning a grade and when discussing a grade with either a student or a student's parent. Grades should be as "fair" as possible and should reflect primarily the teacher's judgment of a student's academic achievement, although the student's progress and effort may be taken into consideration.

Online Grade Book Updates: Colegio Americano de Torreon uses the Teacher's Plus Platform for grade reporting. Parents are given log-in credentials in order to view their child's grades online through the site. Teachers are required to use this system as their electronic grade book and as a place to post assignments daily. Teachers are expected to update grades biweekly.

Grade Reporting

Colegio Americano de Torreon uses the Teacher's Plus platform for grade reporting at the end of each grading period and each semester. Teachers are required to accurately complete and submit grades according to deadlines listed in the school calendar or as mentioned by Administration. Electronic grade reporting, verifications sheets, and any other required reporting forms must be returned on or before the deadlines specified in advance. ***There can be no extension of these deadlines.***

Changing Grades: In the event a grade needs to be changed after verification sheets have been handed in, the teacher must submit the grade change to the Vice Principal of Academic Affairs. Any changes must be completed within 7 calendar days of the date that grade verifications are submitted by the teachers.

Grading Scales

<u>Secundaria (IE-9)</u>		<u>Prepa (10-12)</u>	
A+	97-100	A+	98-100
A	93-96	A	94-97
A-	91-92	A-	92-93
B+	87-90	B+	90-91
B	83-86	B	87-89
B-	80-82	B-	85-86
C+	77-79	C+	82-84
C	73-76	C	79-81
C-	70-72	C-	77-78
D+	67-69	D+	75-76
D	63-66	D	72-74
D-	60-62	D-	70-71
F	59 or Below	F	69 or Below

Teacher Grading Systems

Each teacher must construct a grading system for his/her class in accordance with and compatible with Colegio Americano de Torreon reporting systems and policies. He/she must also keep in mind the following principles in constructing a system for a particular class:

- Grades should indicate ACADEMIC achievement only, behavioral issues should be handled by the dean's office.

Period and Semester Grading

Each semester is divided into three grading periods. This is not by chance and reflects an important aspect of the grading philosophy at Colegio Americano de Torreon. Each ten week progress report (along with regular updates in Teacher's Plus) provides for an early warning for students in terms of their progress. Progress report grades and final semester grades reflect the cumulative work of the student for that semester. The progress report grades are snapshots of the student's performance at that time.

A letter grade is assigned at the end of each grading period. This grade must reflect the actual grade a student has earned up to this point in the semester. Teachers must be able to account for assigned grades on the basis of graded work, (exams, quizzes, homework, etc.) and NOT on what the teacher "anticipates" or "thinks" the students might earn at a later time or even on what the students "should have" earned.

A letter grade is given at the end of the semester. It is the only mark that is entered on the student's official academic record. The grade MUST be based on all work done over the entire semester and a semester final exam.

Parent-Teacher Conferences

Parent-Teacher Conferences take place at the request of the Principal, counselor, or other. All faculty members are required to be present for Parent-Teacher conferences. A faculty absence would be considered comparable to an absence on a school day.

Semester Final Exams – Make-up Exam Day

Because of the importance of final exams, the following guidelines should be adhered to throughout testing to help ensure a fair and academically honest setting:

- It is expected that there will be several versions of the final exam.
- It is expected that faculty members will be actively monitoring students throughout the exam.
- In addition, the following procedures will be followed:
 - No cell phones on person. Cell phones may not be used as calculators.
 - Backpacks/bags will be put in the front of the room when possible.
 - Sweatshirts, especially those with hoods and/or pockets, should be removed when possible.
 - No student prepared notes/note cards will be used.
 - No student shall leave the room until all students have finished the exam.

Semester Final Exams will be given on the published day and time only. Students may only make up semester Final Exams on Make-up Exam Day. Faculty cannot make private schedules or arrangements for students to take final exams. Students who do not avail themselves of the opportunity to make up missed Final Exams on Make-up Exam Day will not have further opportunities to make up exams. Any exceptions to this policy must be approved by the Vice Principal.

Faculty Availability after June Grades

Students and parents often have questions about June grades. In order to respond to any questions, faculty should regularly check Notre Dame email and voicemail through the end of June. If summer commitments or other situations prevent this, notification should be given to the Vice Principal of Instruction.

Grade books

Electronic and print grade books are legal documents, therefore, teachers are to keep an accurate record of all items, which comprise a student's grade. This information is to be available to the Department Heads, Administration, and parents during a conference. Faculty need to adhere to the grade posting dates found on the school calendar.

A copy of all semester exams and the percentage the exam counts toward the final grade shall be filed with the department head and the Vice Principal of Instruction at the end of each semester.

Nature and Frequency of Assessments:

Methods of assessment should reflect the outcomes we want students to obtain. Since we want students to be able to use knowledge creatively and to communicate about their learning, our assessments should require them to do so. Objective tests and quizzes are tools for determining knowledge of course content, but they are not the only, nor always the best, way to assess students.

Assessments should be sufficiently diverse in character that students with different learning styles all have an opportunity to succeed. Assessments should be sufficiently frequent that students have many opportunities to perform.

Based on these considerations, teachers should observe three policies concerning assessment:

- Within each nine week grading period, a minimum of eight minor assignments (e.g., homework, quiz, etc.) shall be administered and graded.
- For each nine-week grading period, a minimum of two major assignments (e.g., project, exam, essay) shall be administered in each class. All tests/exams shall have a written component.
- A total of ten assessments will be found in the grade book for each nine-week grading period (two major and six minor).

Protocol Regarding Assignments

Class assignments need to be varied within the teaching period. No teacher should engage a class in a single activity (i.e., lecture, worksheets, etc.) for the entire 45-minute period. Exceptions to this policy would be a “hands-on” class like art, acting, physical education, or band.

“Extra Credit” may be offered at the discretion of the teacher but should never replace the original stated objectives. Extra credit should adhere to the stated scope and sequence of a course, and it must be available to all students in a given course.

If “participation” is a factor in determining grades, the basis for said participation must be substantiated or documented. A teacher who plans to include “participation” must delineate to students in the course expectation sheet the way(s) in which it will be quantified. Students must be made aware of their achievement in participation throughout the semester.

Written work should be returned to students within the grading period during which it was assigned. Assignments should be posted in Teacher’s Plus as they are given and must include date assigned and date graded. All assignments must be graded in a reasonable amount of time. This policy reinforces the idea that assignments are also teaching tools for students; i.e., assignments should be assessed and returned to students with ample time to give them the benefit of learning from them for future exams or assignments. No test should be given and no project assigned that is not graded, corrected and returned to the student.

Selection of Instructional Materials

Teachers are encouraged to keep up with the newest textbooks coming from publishers by reading professional journals, attending conferences, and visiting displays of educational materials. Since most courses of study require materials other than textbooks to help the students meet the objectives of the course, teachers are encouraged to explore and incorporate any/all resources that can supplement their texts.

No teacher is permitted to require that students purchase supplementary texts or materials other than notebooks and the like, without the explicit approval of the department head and the Administration. Once a text has been adopted for a course, an instructor is required to make use of the text.

Individual teachers, as well as departments, are asked to think out their needs for instructional materials and textbook changes as far as possible in advance. If the school cannot plan textbook changes ahead of time, the cost of books and the unavailability of used texts can be prohibitive for students some years. The cost of instructional materials other than text must be carried by the department's annual operating budget according to the guidelines established.

If a teacher finds some text that might be useful for a class, the teacher should send for an examination copy. If, after study and analysis, the teacher is convinced that it would benefit the implementation of goals in the course and the department, adoption of the textbook should be requested at a department meeting. The department chairperson and other members of the department must examine the text under consideration. If the text is considered to be the best possible to implement the objective of the department, the department chairperson should present a request for its adoption to the Academic Council.

The department head is responsible for notifying the Curriculum Coordinator and Vice Principal of texts to be used for a given school year.

Utilization of Instructional Materials

Instructional materials are defined as all print and non-print instructional materials used in the school. They include books, magazines, newspapers, pamphlets, films, audio and visual tapes, records, pictures, slides, transparencies, microfilms, websites, databases, podcasts, blogs, and other instructional resources.

The administration of Colegio Americano de Torreon believes in the appropriate instructional use of print and non-print materials and encourages the utilization of the same. Although the administration delegates authority for the selection and use of these materials, it is school policy that the use of any instructional resources by faculty and staff will conform to the regulations of this policy.

It is also the policy of the school that every reasonable effort will be made to protect students from inappropriate use of instructional materials not currently owned by the school. Violation of the policy will be deemed to be outside the employee's scope of employment. If the school is found liable for any damages as a result of litigation arising out of this policy, the employee will be required to remunerate the school for all legal fees and other associated court costs in addition to any monetary loss for general or punitive damages due to litigation.

The following general regulations must be followed:

Teachers will make every effort to protect students from conditions harmful to learning or to physical/emotional health and safety.

Teachers will not intentionally expose students to embarrassment or disparagement. The foremost consideration in the use of instructional materials is whether they contribute to the fulfillment of the curriculum and whether the teacher is knowledgeable about the materials and has thoroughly considered their potential effect on students.

Video Materials

Teachers will not use televised programs that have been aired on subscription/pay channels (e.g., HBO, Cinemax, Showtime, Disney, etc.) unless authorized in writing by the subscribing agency.

Teachers should show no more than two (2) full length films a semester including those used by their subs.

Students will not be exposed to “X” rated films or videotapes. Materials designated with an “R” rating may only be used under the following conditions:

- The materials must be approved by the appropriate department head and the Vice Principal prior to their use.
- Parents will be notified of the intended use of these materials and given the opportunity to remove their student from the presentation
- Attention will not be called to students whose parents have excluded them from a presentation. These students will receive an alternate assignment to be completed in a place outside the setting where these materials are being shown.
- The materials must be relevant to the curriculum being studied and appropriate for the students being taught.

The materials must be thoroughly reviewed by the instructor prior to use.

Writing across the Curriculum

As writing is both an expressive skill as well as a critical thinking tool, it is an integral part of the Mission of Colegio Americano de Torreon. Teachers are encouraged to assign writing tasks where appropriate in their curriculum. When including formal writing tasks (e.g., paragraphs, reflections, essays), teachers should be aware of the level of writing ability of each grade.

Use of Rubrics for Written Assignments

Teachers who assign formal writing tasks should always use a rubric or scale to facilitate the understanding of objectives and grading procedures for students and parents as well as the actual grading of the essay by the teacher. Since each teacher will have his/her own objectives in mind when assigning an essay, a rubric should be as detailed as the teacher deems necessary. As a general guide, teachers might consider the following factors when drawing up the rubric:

- Communicability and Organization: Is the paper fluent and coherent? Is its purpose/main idea clear to the reader? Does it have problems with paragraphing/logical sequencing/cohesion between parts of the paper?
- Content and Development: Are the ideas presented relevant to the assigned topic? Is there adequate support for the main idea? Is there an adequate balance between concrete support and analysis?
- Style: Are the writer's stylistic choices appropriate for the aim, audience and occasion of the essay? Is there a generally consistent voice or point of view?
- Grammatical Conventions: Is there generally good control of grammatical conventions?
- Mechanics: Are there errors in spelling, capitalization, punctuation, indentation, etc.?

Obviously, all teachers would not be expected to grade writing tasks with the kind of detail expected in English classes. It is hoped, however, that teachers would evaluate form as well as content so that students realize the importance of writing skills across the curriculum.

LIBRARY POLICIES AND PROCEDURES

The library is here to support teaching and research needs of the faculty and students. Teachers are encouraged to come to the library for a quick review of its resources and how the librarian can help them and their students. A few minutes of collaboration makes a huge difference in the quality and success of your students' experience.

Class Visits:

Please discuss library assignments with the librarian in advance and schedule class visits beforehand. The calendar can fill up quickly and it works best to have only one class at a time in the library.

Please forward a copy of all assignments that might require research (print, Internet, etc.) to the library. It helps the librarian help your students.

A note or phone call is required when you send students to the library during the class time.

Classes must always be accompanied by a teacher.

Please keep classes quiet and on task when in the library.

Materials on Reserve

If a faculty member so desires, books may be placed on reserve. These books may be a faculty member's personal copy or from the library holdings.

Major Assignments

The librarian should be informed of major assignments that require library research before these are given to the students so that the librarian can see if there will be enough information available.

Make-Up Examinations

Because of the layout of the library and the nature of the librarian's work, the librarian cannot adequately monitor students taking make-up exams nor can the librarian promise a quiet atmosphere; therefore make-up examinations may not be given in the library.

Meeting Use:

Please schedule any needed meetings or activities as far in advance as possible.

Please do not eat in the library at any time. The librarian wants to keep the library clean and odorless.

Circulation Procedures:

Staff may check out circulation materials for the semester.

Students check out books for 2 weeks at a time, or, let the librarian know in advance, overnight only.

If many students need to share a few resources, please give the librarian advance notice before making the assignment. The books will be put on reserve, and students will be able to make print or digital copies at no cost.

If several classes or grades are using identical materials, the librarian will temporarily put the items on reserve. Reserve materials are not circulated in order to provide availability to every student.

Ordering New Materials:

Help the librarian improve the library's collection. Familiarize yourself with what the library has and suggest additional material needed by your students.

It takes time to order, receive, and process materials, so please plan ahead.

Home Access to Library Databases:

The library provides 24/7 access to the library catalog and a collection of academic research databases used on college campuses.

When using electronic resources for research, students need to learn to make informed decisions about what is an appropriate website to cite, and what is not. In using electronic resources students should address three criteria:

Authority: A source that supplies reliable information. (The author provides the information in the document; the publisher makes the information available to the public.)

Objectivity: A source that engages the topic factually and impartially. **Accuracy:** A source that has correct, up-to-date information.

Authority of Web Documents

(Note: Any personal website or blog is not considered a reliable source.)

- Who is the author and what are his/her qualifications? The author should have the credentials to support the information he is providing. ■
- Who is the publisher of the document? What is the domain (.com= commercial, .edu= educational institution, .gov= government, .org= organization)? Is the domain relevant to the topic that you are researching?

Objectivity of Web Documents

- What is the objective of this website? Is its purpose to educate or advertise?
- Is the author/publisher part of a larger organization? Will this company be biased regarding the information it is providing? For example: If you need information on the health effects of smoking, you might go to lungusa.org, the website for the American Lung Association. You may not want information from philipmorrisusa.com, a cigarette manufacturer.

Accuracy of Web Documents

- Consider the timeliness of the information. Is the information timeless or ever-changing due to advances in the field of study?
- When was the website created? Updated?
- If students can determine that the information on a website is accurate, objective, and published by a credible institution, they have found a website that is appropriate to use in their research. The library is here to support your teaching and research needs. Please come to the library for a quick review of it

STUDENT ATTENDANCE POLICY AND PROCEDURES

Taking Attendance

All faculty members are expected to adhere to the following procedures when taking student attendance:

Complete the attendance-taking process on Teacher's Plus within the first ten minutes of the block.

Mark "absent" any student not in class when the second bell rings.

If a student enters tardy, send them to the office for a pass and correct the attendance when a student enters class late. Keep accurate records, as 3 tardies equals one absence.

Do not allow students to take attendance.

General Student Attendance Policies

All faculty members are to adhere to the following general policies on student attendance:

No student is to be admitted to any class after the second bell rings unless the student has a pass, tardy slip or detention slip. No teacher is to make exceptions to this policy.

Students are to be taken out of class for counseling or administrative purposes only. Exceptions to this rule must be cleared by an administrator in advance. Unless a counselor or administrator must see a student immediately, teachers may require a student to remain in class if their leaving will cause the student to miss very important material (i.e., quiz, test, presentation, etc.). As a courtesy, the teacher will contact the counselor or administrator in this regard.

Under no circumstance is a student to miss class time to work on an assignment for another class (even with the permission of both faculty members involved!) ***Seek administrative permission.***

A student who suffers a minor illness or injury while in the classroom is to be sent to the HS Office accompanied by another student. The teacher must contact the Office so they are aware of the situation and will be expecting the student.

If a student is injured during class an injury report must be filed in the Office.

If a student is seriously ill or injured while in the classroom, the teacher should immediately contact the Office, which will take appropriate action. Do not send a seriously ill or injured student out of class.

Physical education accidents and athletic injuries may be handled by instructors and coaches concerned, but an injury report must always be filed in the Office.

Requests from parents that their son/daughter be excused from school for an extended period of time are to be approved by the Principal. If the student or parent first contacts a faculty member instead of the Principal, the faculty member will inform the student/parent of the appropriate procedure.

Students should always receive academic credit for work missed and made up because of an excused absence. ***No credit is to be given in the case of unexcused absence.***

Classroom instructors should bring to the attention of the Office any attendance problems that they may notice.

DISCIPLINE

- **General Policies**
- **Classroom Discipline**
- **Discipline Procedures**

STUDENT DRESS CODE

GENERAL INFORMATION FOR TEACHERS

- Announcements
- Break and Lunch Periods
- Electronic Use Policy
- Social Networking Sites
- HS Conference Room
- Faculty Lounge
- Keys
- Lost and Found
- Non-Smoking Environment
- Professional Dress
- Telephones
- Use of Copiers
- Semester Exam Policies
- Teacher Proctoring Policy
- Hall Passes
- Flag Salute
- Substitute Lesson Plans
- Payday

EXPECTATIONS REGARDING FUNDRAISING

- Relationships
- Resources
- Gift Acknowledgement

OTHER POLICIES AND PROCEDURES

- Evacuation Policy
- Lockdown Policy
- Teacher Evaluation Policy

PLAN BOOK

Lesson planning is an important responsibility of each teacher. Teachers are expected to engage in various types of lesson planning:

1. Quarterly, semester, and/or yearly plans
2. Unit/thematic plans
3. Daily lesson plans

Daily lessons are to be planned thoroughly one week in advance of the scheduled class, and recorded in the Plan Book provided for that purpose. Lesson plans should contain a daily objective and the activities that the teacher plans to employ to meet that objective. This is vital to the learning process. Lesson plans will be reviewed periodically by Department Chairs, Principal (American Plan subjects) and/or the Director of Academic Affairs (Spanish Department).

THIS AND THAT NEWS

When necessary, the *This and That News* will be distributed to all teachers (in teacher mailboxes; however it will always be available on this website).

The purpose of the this and that is to keep staff and students informed of the events, activities, policies, and/or any other important information. Teachers wishing to make announcements must do so by submitting information (in writing) to the HS Office (Jessyca) before 12:00 p.m. on the day *before* scheduled distribution.

The This and That is our only means of mass communication among the teacher and student body, *therefore, it is critical that all Teachers read any and all announcements.* The This and That will be written in English. Therefore, for those staff members who are not fluent in English, it is expected that they assign a student to read any and all This and Thats that pertain to students. Remember, not doing so can and will seriously effect needed “communication”!

ROOM SECURITY

Windows and doors should be locked during lunch and following seventh period, and at all other times when the room is not in use. Adequate security of grade books, money, equipment, tests, etc., is the responsibility of the teacher. Remember that locked desks and rooms do not necessarily guarantee safety.

ROOM APPEARANCE

Teachers are responsible for keeping their classrooms neat and clean. Students should be held accountable for picking up papers, etc., at the end of each period.

Take advantage of bulletin boards and wall space to help create an attractive and stimulating learning environment. Display student work, classroom and school rules, emergency evacuation plans, and the unit currently being covered. Use bulletin boards imaginatively and change them regularly--students like it, parents like it, (your Principal likes it) and it can be an effective teaching tool.

CONFIDENTIALITY

As professional educators we are often in possession of information which has the potential to affect a student's personal, as well as academic life. This is true for information about academics, discipline, or from the Guidance Office. Teachers are expected to treat sensitive information responsibly.

HALL PASS

Students are not allowed to leave class (for any reason) without the teacher's blue *Hall Pass!* **DO NOT** use substitutes!

Students are to be encouraged to take care of bathroom needs between classes and during breaks. It is suggested that students not be permitted to go to their lockers once class has begun, even if they have forgotten necessary materials (help them develop responsibility).

Remember, it will always be your prerogative to say NO!

PROFESSIONAL ATTIRE

Professional staff members should dress in keeping with the standards of their profession, the weather, and cultural mores of the host country. It is especially important to keep in mind that in México the dress code for professionals tends to be somewhat on the conservative side. **Levis/jeans**, whatever the color, are not considered professional attire. Please wear slacks. On No Uniform day, teachers may wear jeans, however, shorts, flip flops, or general beach attire are not acceptable for teachers.

T-shirts are not to be worn. All shirts (for the guys) must have collars.

Male teachers (and male students) must refrain from wearing facial jewelry during school hours.

SUPERVISION

When assigned supervision duties teachers are expected to meet the following criteria:

1. Teachers are to arrive at their supervision station promptly. **PUNCTUALITY** is extremely important.
2. Teachers are to stay for the entire supervision period.
3. Teachers are expected to provide pro-active supervision. Any and all student misconduct or violations of existing policies or behavioral expectations must be immediately remedied.
4. **IMPORTANT:** If an emergency situation (other than absence) prevents a teacher from fulfilling their assigned supervision duty, it is the teacher's responsibility to find a replacement.
5. In or out of the classroom, effective management begins during the first day of school. It is expected that all teachers clearly establish and maintain high expectations of behavior for students. School control and discipline is **EVERYONE'S** responsibility. Thus, teachers who are not on official duty are still expected to effectively remedy any student conduct that is not appropriate.

FLAG SALUTE

All teachers are required to attend, and 1st Period Teachers are responsible for supervising their 1st Period students. (Please do not bring coffee or other drinks to the Flag salute)

It is our expectation that **ALL** students demonstrate respect at **ALL** times. This includes:

1. No talking, laughing, etc.
2. Arms at the side (no arms folded).
3. No gum chewing.

CAFETERIA SUPERVISION

Teachers assigned cafeteria supervision are expected to be proactive in fulfilling their responsibilities. This includes:

1. Reminding/insisting that students dispose of their trash and keep the cafeteria area clean.
2. Ensuring that no food or drink is allowed on the second and/or third floors.
3. Ensuring that students do not borrow money inside the cafeteria.
4. Ensuring that students do not “cut” in line.
5. Ensuring that students treat all cafeteria personnel respectfully.

FIRST DAY (or two) OF CLASS

The first few days of class are extremely important for establishing the following:

1. Clearly defined classroom standards/expectations (in writing) and clearly defined consequences (in writing) must be distributed.
2. Course syllabi/course outlines (in writing) must be distributed. (send one copy to department head and one copy to Principal’s office)
3. Textbooks are distributed. (Make sure that all students write their names in textbooks and that your list is accurately recorded)

TEACHER "OFFICE HOURS"

Recognizing that some students may not completely understand the course content that has been taught on any given day, teachers are expected to establish a schedule whereby students can meet with the teacher on an individual basis.

This concept is designed for those students who are legitimately “trying”. It is not to be used as an alternative for those students who are not attentive or do not attempt to “focus” in the normal classroom environment.

SUBSTITUTE LESSON PLANS

On those days a teacher is absent, it is the expectation that viable, meaningful activities take place in their absence. Recognizing that the substitute teacher will more than likely not be able to “teach” classes, the following policy must be followed:

1. Two (2) days of assigned material (textbook problems, worksheets, etc.) must be submitted to the secondary office. In the event of teacher absence these materials will be given to the substitute teacher before 1st period.

It is imperative that the students are informed all work will be graded and recorded. In addition, it is the teacher's responsibility to prepare the following:

1. A copy of the teacher's daily schedule.
2. A list of student names for each class.
3. A seating chart for each class.
4. A list of any classroom rules and procedures.
5. All necessary materials.
7. The name of one student in each class who can help the substitute.
 - See your Department Chair if you need guidance or recommendations regarding Emergency Lesson Plans.

PAYDAY

Salaries are paid bi-monthly (on the 15th and on the last day of the month.) If the payday falls on a weekend or during a scheduled vacation period, staff members will receive their pay on the day prior to the weekend or vacation.

TIPS, REMINDERS AND RESPONSIBILITIES

1. Most disturbances begin with minor infractions. Neglected, they will more than likely become major disturbances. Teachers must be prepared to recognize and resolve initial student issues before they become **SERIOUS**.
2. Meaningful, interesting, and challenging classroom instruction on a daily basis will create a serious approach to learning for students.
3. Students are expected to be in the classroom BEFORE the tardy bell rings. It is imperative that teachers enforce this policy rigorously and consistently.
4. Maintain an orderly and disciplined classroom at all times.
5. Provide the motivation necessary for a positive classroom environment.
6. Keep accurate records of student tardiness and absences.
7. Observe deadlines for reports, grade recording sheets, etc., as required by the administration.
8. Do not excuse students from class unless absolutely necessary.
9. Become familiar with and observe all school policies, administrative rules, and dept. procedures.

10. Encourage students to care for and take pride in textbooks, materials, and classroom facilities.
11. Monitor student performance carefully and keep parents informed of progress.
12. Work toward a positive, cooperative and helpful relationship within the department and throughout the school.

PURCHASE REQUISITIONS

Requests (***Purchase Requisition form***) for instructional and/or support materials must be submitted to your Department Chair for approval. Dept Chair will submit form to the Principal's office for authorization and forward to Business Office for processing.

WORK/MAINTENANCE REQUISITION

Classroom maintenance/repairs requests must be submitted (***Service Requisition Form***) to the Secondary secretary (***Claudia***). Please let the office know if the work requested is not completed.

NOTE: Foreign staff living in school housing should follow the same procedure for domestic maintenance/repairs.

FIELD TRIP REQUESTS

Field trips are designed for enriching and extending the educational experiences of students. Thus, ***FIELD TRIPS SHOULD BE RELEVANT TO THE INSTRUCTIONAL ACTIVITIES WITHIN THE CLASSROOM.***

Field trips must be authorized by the Department Chairperson and the Principal ***a minimum of TWO WEEKS before the proposed activity.***

Finally, if approved, Parent Consent Forms must be distributed and returned before a student is allowed to participate.

LOST/DAMAGED TEXTBOOK FORM

1. When a teacher realizes that a student has lost a textbook, a "***CHARGE FOR LOST/DAMAGED BOOKS AND MATERIAL***" form (available in the office) must be filled out in triplicate.
2. After the student signs this form he/she is expected to take a copy home to inform parents.
3. Teachers must submit the other two copies to the Business Office.
4. After the textbook(s) have been paid for the Business Office will notify the Secondary Office, at which time a replacement textbook will be given to the teacher to be issued to the student.

NOTE: The above policy is to be followed the last week before scheduled exams. The school will not prepare/issue official grades, report cards, transcripts, etc. until the student pays for the textbook(s).

Use the following guidelines in assessing damage cost to the student:

Minimal Damage.10% of book value
Partially destroyed, usable.25% of book value
Lost/ Destroyed.100% of book value

FINAL NOTE

We have attempted to include the general information needed to assist teachers in fulfilling their day-to-day tasks. If there is any information that we have omitted, or if you have any questions regarding current policies, procedures and expectations please ask your Department Chair and/or the Principal, your colleagues, or the Secondary Office secretary.

HAVE A GREAT SCHOOL YEAR!

Other Policies and Procedures:

- 1) Evacuation Procedures
- 2) Parent Teacher Conferences (Do's & Don'ts)
- 3) Teacher Absence Policy
- 4) Grade Change Request Form
- 5) Charlotte Danielson's Framework

COLEGIO AMERICANO DE TORREON
SCHOOL EVACUATION PROCEDURES
(Revised September, 2008)

IN CASE OF FIRE OR OTHER EMERGENCY
THAT REQUIRES **EVACUATION**:

- 1) THE ALARM WILL SOUND (CONTINUOUS SIREN)
- 2) ALL STUDENTS, TEACHERS, AND STAFF ARE TO EXIT THEIR CLASSROOMS IN AN ORDERLY MANNER.
- 3) TEACHERS ARE TO TAKE THEIR CLASS ROSTERS (GRADE BOOK)...DO NOT BRING OTHER MATERIALS WITH YOU....STUDENTS ARE NOT TO BRING BOOK BAGS OR GO TO LOCKERS.
- 4) WHEN EXITING THE CLASSROOM, CLOSE ANY WINDOWS AND TURN OFF LIGHTS. DO NOT LOCK THE DOOR WHEN EXITING
- 5) STUDENTS AND TEACHERS ARE TO EXIT BY THE DESIGNATED PLAN POSTED IN THE CLASSROOM.
- 6) WALK QUICKLY, **QUIETLY**, AND ORDERLY TO DESIGNATED AREAS
- 7) TEACHERS WHO ARE NOT TEACHING CLASSES AT THE TIME OF AN ALARM ARE TO SUPERVISE HALLWAYS AND STAIRWELLS TO ENSURE THAT THERE ARE NO ACCIDENTS. ASSEMBLE ALONG THE **STUDENT DROP DRIVE PATH (BETWEEN GATES 1 AND 2)**
- 8) ONCE ASSEMBLED IN YOUR AREA, FORM A DOUBLE-COLUMN LINE, **KEEP STUDENTS QUIET**, TAKE ROLL AND REPORT ANY STUDENTS WHO ARE MISSING TO THE ADMINISTRATOR MONITORING YOUR AREA.
- 9) ADMINISTRATOR LOCATIONS:
 - Ms. M. García** WILL SUPERVISE THE STUDENT PARKING LOT
 - Ms. Flores** WILL SUPERVISE THE STUDENT DROP DRIVE PATH
 - Ms. Towns** WILL SUPERVISE THE COVERED COURTS/ FIELD
 - Carlos Ramírez** WILL COORDINATE ORGANIZING THE LINE UPS ALONG IN THE FLAG SALUTE AREA
- 10) MAINTENANCE SUPERVISOR (RUBEN) WILL COORDINATE A SWEEP OF THE BUILDING

PARENT-TEACHER CONFERENCES

Parent-Teacher Conferences, handled correctly can prove a most valuable strategy for improving student classroom behavior as well as enhancing learning. Here are some ideas for successful parent-teacher conferences.

- 1. DO** practice the very best of manners, treating each parent with full respect and dignity, as you want to be treated. **DON'T** summon parents into the room, they may be anxious or fearful about meeting with you. Establish rapport with them.
- 2. DO** begin and end the conference on a positive note. Stay focused on key issues. Avoid subjective statements such as "his conduct is bad" or "she is lazy". Instead, cite specifics such as "he talks out of turn" or "she doesn't complete her work". **DON'T** argue with the parent, blame the parent, previous year teachers or faulty instruction for academic deficiencies, discuss broad generalities or family problems.
- 3. DO** note on the conference form any concerns that the teacher or parent has. Come to the meeting prepared with textbooks, records, grades and samples of work and evaluations. **DON'T** forget documentation, even if you didn't request the meeting.
- 4. DO** maintain eye contact and keep your body language open. Be specific when discussing student's difficulties. **DON'T** do all the talking; listen to what the parents have to say.
- 5. DO** explain problems in observable, clear and descriptive terms to the parents' needs and levels of understanding. **DON'T** use jargon or terms that might confuse non-educators.
- 6. DO** offer suggestions and/or strategies for the parent to implement at home. **DON'T** suggest that you don't know what to do with the student, but seek suggestions from parents as to what they think might work.
- 7. DO** include an administrator, counselor or translator if it is necessary. **DON'T** get irate or quarrel with a parent. If you anticipate problems, require an administrator.
- 8. DO** begin and end the meeting at the scheduled time. If necessary, offer to schedule another conference with the parent. **DON'T** run late, forget the meeting or zip through it.
- 9. DO** thank parents for coming in and invite them to further contact you by a note, phone call, e-mail or meeting. **DON'T** forget to follow up with parents.

REFERENCE LIST

Lewis, B. Do's and don'ts for successful parent-teacher conferences. Retrieved June 8, 2009 from About.Com Web site: <http://k6educators.about.com/od/classroomorganization/a/dosptconfs.htm>

Parent teacher conferences. Retrieved June 5, 2009, from the Parent Difference Web site: http://www.teachervision.fen.com/tv/resources/PDF/GOOD_TV_K_2_pdf_s/62176_S-HRCd_05.pdf

ALL STUDENTS, TEACHERS, AND STAFF ARE TO REMAIN IN THEIR AREAS UNTIL OTHERWISE INSTRUCTED BY THE PRINCIPAL/DIRECTOR

ABSENCES AND LEAVES POLICY

All CAT personnel are allowed a total of seven working days of sick leave, accident, emergency or personal absences, per school year with pay. All emergency absences must be approved by the General Director.

SICK LEAVE

Employees may receive full pay up to seven days, under the following conditions:

In the case of short-term illness (one day) an employee may receive full pay as long as they show the medical certificate or proof of attendance sent by the IMSS that clearly shows the date of absence. For import employees it is not necessary to show medical certificate unless the absence is on Monday or Friday.

For an illness of more than 2 consecutive days, it will be necessary to demonstrate incapacity from IMSS. Import employees must bring a medical certificate that proves the above-mentioned days.

For illnesses that may occur immediately before or after a holiday or weekend both local and import employees must show a medical certificate.

The medical certificate and the incapacity from IMSS must be presented within 48 hours following the absence, otherwise it will not be accepted and the days will be considered without pay.

After seven days nothing will be paid even with the incapacity from IMSS.

A SURGERY THAT DOES NOT NEED IMMEDIATE INTERVENTION WILL HAVE TO BE PROGRAMMED DURING THE HOLIDAYS OR VACATION PERIODS.

PERSONAL AND EMERGENCY LEAVES

Included in the seven sick days, an employee can use two (2) of them as emergency and one (1) as a personal day. They should be solicited beforehand (at least 24 hours before) and can only be authorized by the Director General, under the following conditions:

Emergency leaves are exclusive for legal business, illness of immediate family members (parents, spouse, or children), passport and visa process, natural disasters, cancellation of flights and mechanical flaws. A proof will be required to justify emergency days.

All absences should be avoided the first two weeks or last two weeks of any semester or as an extension of vacation.

Proof will not be required to justify a personal day.

For immediate family weddings of import employees, up to three (3) days may be granted and one (1) day for local employees. This can be authorized by the Director General and is included as part of the seven days allowed for the school year.

In the event of a death or a wedding of relatives or friends, the employee can only use the personal day.

In the event of the death of an immediate family member outside of Mexico (Import), up to three (3) working days may be granted, inside of Mexico (Local) two (2) working days. This can be authorized by the Director General and is not included as part of the seven days allowed for the school year.

The illness of any other family member will be considered as a personal day or without pay.

The two emergency days can be used for sick days but the four sick days cannot be used as emergency days.

RECRUITING FAIR LEAVES: (For import staff only)

Attendance at recruiting fairs must be preceded by either resigning for the next school year, or having not been offered a contract for the next school year.

Four (4) days are allowed for import teachers to attend recruitment fairs: three(3) days will be taken from the 7 (seven) day allowance and the school will pay for one (1) day which will not be deducted from leave days.

NOTE:

Any permission to leave for over three (3) hours of the school day will be counted as a full day. Three hours or less will be counted as a half day.

The unused sick and leave days do not transfer to the next year.

IN CASE OF ILLNESS OR EMERGENCY, THE EMPLOYEE HAS TO REPORT THE ABSENCE TO THE HEAD DEPARTMENT AT THE LATEST AT 8:00 AM. OF THE SAME DAY. THE TEACHERS WILL HAVE TO CALL THE PRINCIPAL'S SECRETARY.



COLEGIO AMERICANO DE TORREON, A.C.

Grade Change Request Form

Teacher Name _____
(Nombre)

Date _____
(Fecha)

Subject/Course _____
(Materia)

Grading Term Q1, Q2, Q3, Q4 Sem Ex 1
(Circle one) Sem Ex 2

Student Name _____
(Nombre de Alumno)

Grade Given _____ Change to _____

Reason for Correction:
(Motivo Para la Corrección)

Teacher Signature

Principal Signature

Cc: Technology office

Name	Department	Room Number
Raquel Moroles	IE	
Rafael Garcia de Alba	Math	
Ana Carla Tumoine	Science	
Shannon Trimble	Social Studies	
Lora Head	English	
Jose Miranda	Sociales	
Norma Figueroa	Spanish	
Elisa Pomar	Computers	
Jennifer Bridge/Larissa Olivares	Fine Arts	
Luis Gomez	PE	