

Colegio Americano de Torreón, A.C.

# Parent - student handbook

Early Childhood

2018-2019

# Parent - student handbook

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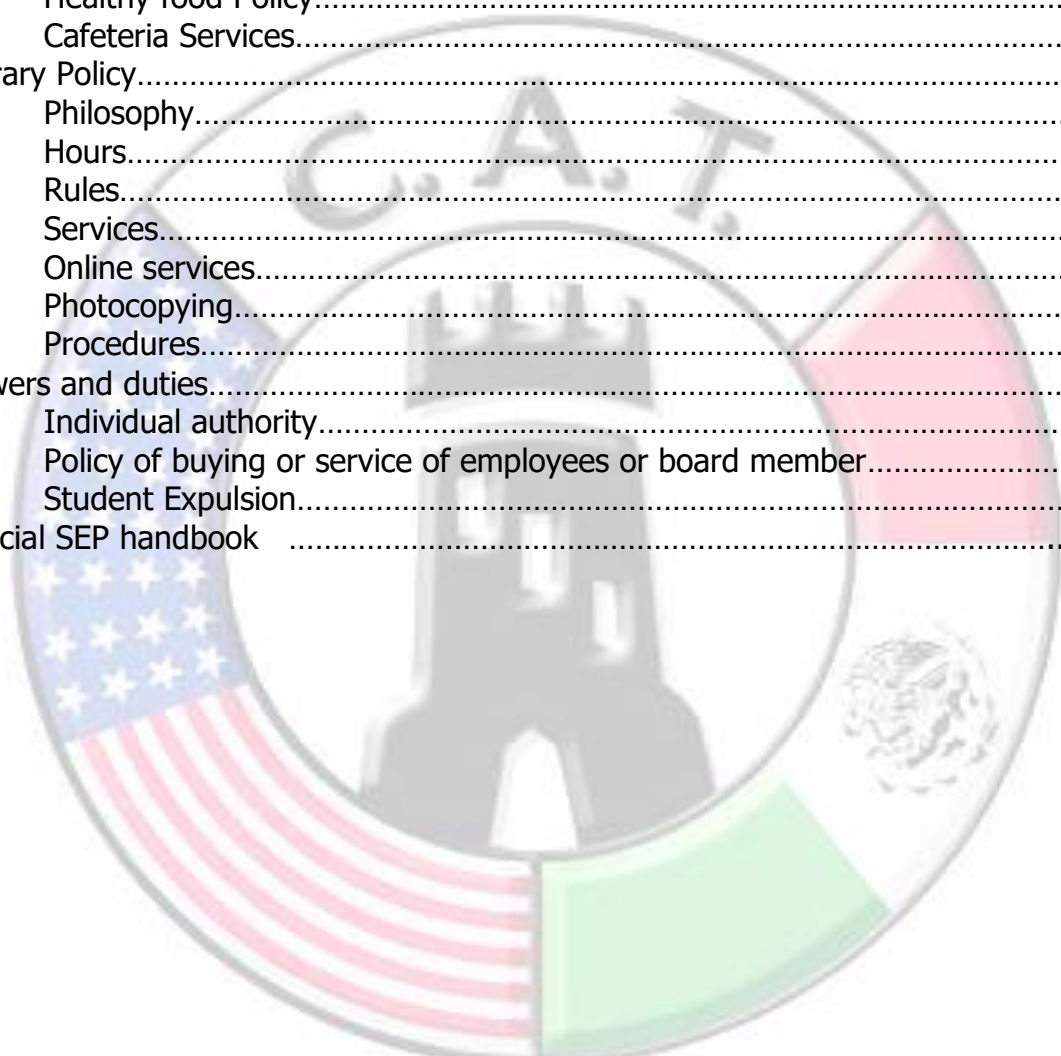
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## **VISION**

Excellence for life.

## **MISSION**

Colegio Americano de Torreon is a bilingual bicultural nursery to 12<sup>th</sup> 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 student 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 twenty first century skills.
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 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, artistic and intellectual talents.

## GENERAL INFORMATION

### Address and Telephone Numbers

Colegio Americano de Torreón, A.C.  
Paseo del Algodón # 500  
Fraccionamiento Los Viñedos  
Torreón, Coahuila, México C. P. 27019  
Telephones: 222-51-00  
cat@cat.mx

### School Hours

Monday through Friday from 7:15 a.m. to 3:15 p.m.

### Early Childhood Directory

POSITION	PERSON IN CHARGE	EXTENSION NUMBER	E-MAIL
General Director	Makhlouf Ouyed	3006	makhlouf.ouyed@cat.mx
Assistant	Cynthia Sánchez	3006	cynthia.sanchez@cat.mx
Early Childhood Principal	Anneke Berumen Gorostiaga	3001	anneke.berumen@cat.mx
Assistant	Adriana Becerra	3002	<a href="mailto:adriana.becerra@cat.mx">adriana.becerra@cat.mx</a>
Assistant	Ixtla Rosales	3000	ixtla.rosales@cat.mx
Early Childhood Counselor	Alicia Aramburu	3018	alicia.aramburu@cat.mx
Assistant	Daniela Peralta	3017	<a href="mailto:daniela.peralta@cat.mx">daniela.peralta@cat.mx</a>
Receptionist	Gabriela Valdez	3025	gabriela.valdez@cat.mx
Community Relations	Berenice Orduña	3008	berenice.orduna@cat.mx
Assistant	Karla Huizar	3040	<a href="mailto:karla.huizar@cat.mx">karla.huizar@cat.mx</a>
Nurse	Jeny Puentes	3009	jenny.puentes@cat.mx
Cashier	Martha Hernández		martha.hernandez@cat.mx

## WELCOME

This handbook has been prepared to aid early childhood students and their parents in understanding the programs and rules of C.A.T. Parents are encouraged to discuss the contents with their children and to explain those points which directly apply.

It is our desire to maintain open lines of communication with parents. If you have questions about the education of your child, please feel free to contact the Early Childhood Principal (222-51-00 ext. 3002).

We want each child to have a highly successful educational experience. Therefore, it is our goal to give each child a solid foundation for further education that will allow them to be useful to themselves, their community, and country.

We must have the cooperation of students, parents, and teachers, in order to achieve this goal.

## ENROLLMENT IN C.A.T.

Our Early Childhood Program is open to all children who meet the following requirements:

- **PRE-NURSERY** Children who are two or will be two by August 1<sup>st</sup> of the present year are eligible to enroll.
- **NURSERY** Children who are three or will be three by August 1<sup>st</sup> of the present year are eligible to enroll.
- **PRESCHOOL** Children who are four or will be four by August 1<sup>st</sup> of the present year are eligible to enroll.
- **KINDERGARTEN** Children who are five or will be five by August 1<sup>st</sup> of the present year and have their Preschool SEP report card are eligible to enroll.

### **Important Note:**

It is important for new students to fill these requirements starting Nursery:

1. **Sphincter control:** The child shall have full control upon entering school. Special situations are evaluated by the academic committee (counselor and principal), in not complying with this requirement the child should stay home until he/she has complete control.

We know that children go through an adaptation period. We are considering August and September as an adaptation period. If "accidents" continue, beginning October at least three times a week. We will make a meeting with parents to discuss strategies that should be implemented to help the child. If these "accidents" continue in a three week time lapse, we will proceed to suspend the child from school until there is a total sphincter control

Diapers and training diapers are banned from school.

- 2. Using glass bottles and trainer glass:** It is recommended that children entering school do not use the bottle and / or glass coach, since we focus our education on the formation of the maturity and independence of our children.

In accordance to the development stage that our children are going through, Gerber or mashed food is prohibited at school. We recommend you send chopped food, which is appropriate to students' age.

### **WITHDRAWAL POLICY**

Any student who is withdrawn from school must follow the Withdrawal Policy established by the Community Relations Office as this office takes care of registration and withdrawal of the students. A form is given for signatures to ensure the return of all books and materials.

## **CURRICULUM**

The American School of Torreón is an English-speaking school with an American curriculum. All students and English Program staff are expected to speak English throughout the campus from the time they enter the school gates to the time they leave. The Early Childhood Program teachers will allow more flexibility with the English requirement until students have accomplished conversational skills.

The principle objectives at this level are to develop in the child the areas of motor skills, visual perception, oral skills, creativity, social/emotional growth, and to reinforce good personal and work habits. Language foundation in English is initiated.

### **1. CLASS LISTS**

Class sections lists are determined at the end of each academic year by teachers, the Counselor and the Principal, with priority given to students who are re-registering. Requests from parents for a specific teacher will normally not be granted. Any parent concerns regarding other grouping aspects should be made in

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writing and given to the Principal when indicated on the form. A form for this request for the upcoming year is available with the receptionist as of May.

Class lists are created by the section teachers, Principal and Counselor taking into consideration the following criteria:

- Academic level
- Support services needed
- Discipline
- Social/emotional issues
- Gender distribution
- Language development
- PEP students

**Once published, class lists cannot be altered except when deemed necessary by an administrator in order to maintain or improve classroom distribution for the benefit of all students.**

### **2. CLASS SIZE**

Class size is an important consideration for guaranteeing student learning and maintaining an interactive class dynamic. Each class is directed by a bilingual certified teacher and a bilingual assistant.

The maximum class size for each grade level is:

- **Pre-Nursery:** 14 students
- **Nursery:** 16 students
- **Preschool:** 18 students
- **Kindergarten:** 20 students

## **EVALUATIONS**

The evaluation procedure is based on the student's daily work, class participation, teacher observations and projects.

Parents should carefully check student's grades and progress reports. If there is a concern, please contact the classroom teacher immediately by making an appointment through the Counseling Department for a time to see your child's teachers. Appointments will be scheduled according to teacher's free time slots. Please be on time. Appointments will be rescheduled if the parents are 10 min. late.



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The grades in some classes such as P.E. or music are based on participation and will be lower whenever a student cannot participate for whatever reason and does not do the required assigned work.

### **1. PROGRESS REPORTS**

Progress reports are sent home with the students at the middle of each grading period. The function of this parent communication is to advise parents of notable student progress (positive or negative) during the grading period. In the first trimester all students will receive a report from their homeroom teacher. In each successive quarter teachers will decide which students deserve or need a progress report.

Teachers of computer, P.E., music, library and Spanish give classes to students at various grade levels, they will be writing Progress Reports for only those students who are presenting problems or the ones that have made a major improvement in their classes, not for all students.

PEP students will get a Progress Report from all teachers in all the grading periods.

### **2. REPORT CARDS**

All students receive a standards-based report card. This report card communicates a clear message to parents about what their child knows, what she/he is able to do and what needs to be mastered in relation to the standards. Every child is an individual who grows and develops at his/her own rate. Children in the same grade may differ widely from others in their group. These expectations, however, should be mastered by the end of the school year. Report cards are issued four times a year and sent by email. If there is a need to have an official printed version of the report card, please ask Ms. Rosy Ramirez. She will have it printed 24hrs after it was requested.

### **3. CAT EARLY CHILDHOOD GRADING POLICY**

Standard based report cards are used to assess students' learning in Early Childhood. A standard based report card lists the most important skills students should learn in each subject at a particular grade level. For example, a standards-based report card in language arts in preschool might list these skills:

- ✓ Recognizes rhymes
- ✓ Recognizes own name
- ✓ Shows interest in stories
- ✓ Retells a story from the illustration, etc.

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Instead of grades, students receive marks that show how well they have mastered the skills. The marks show whether the student is exceeding expectations, proficient, developing, beginning or needs help for each standard (E, P, D, B, N). Students get separate marks for effort and work habits, which are important for parents and teachers to keep tabs on even if these characteristics aren't included in the assessment of the student's academic skills.

On a standards-based report card, each of the subject areas is divided into a list of skills and knowledge that students are responsible for learning, and students receive a separate mark for each standard.

One of the biggest adjustments for students and parents is that many standards-based report cards focus on end-of-the-year goals. This means that in the first or second grading period, instead of getting E's for trying hard and doing well on both formative and summative assessments, a high-achieving student might have several marks indicating that she is not yet proficient in some skills. Standards-based report cards provide the added benefit of keeping teachers and parents focused on student learning goals from the very beginning of the year.

Here are some guidelines that are applied in Early Childhood:

- ✓ Diagnostic, end of the year and formative assessments are the same for the whole grade level. Teachers get together and plan the assessment given to the students, the assessment should contain:
  - Explicit instruction of what the child has to do, or what has to be said to him/her.
  - Rubric
  - If it is a whole group, center or individual assessment
- ✓ Report cards are sent to parents on a trimester basis via email.
- ✓ Students are also assessed with progress reports that go home every other month, where student's growth in work skills is reported to parents. The first progress report goes on September to all students. The other reports are sent only to the students that have shown a growth in their academic development or the ones that need help.
- ✓ Students are not given extra credit.
- ✓ Social development and work skills are reported separately from the core subjects.
- ✓ Differentiation for students is done in their daily work specifically in centers.
- ✓ Constant feedback is given to parents to help students have a better development.

### **4. CPAA (CHILDREN'S PROGRESS OF ACADEMIC ASSESSMENT)**

CPAA is a standardized test where language and math skills are assessed. This test is applied on a computer and takes into consideration children's developmental stages in their early years.

CPAA is a tool that teachers can use to assess the skills the students have and what skills they need to develop.

This test is only applied to Kindergarten students. Students take this test three times in the school year. (September, January and May).

### **5. HOMEWORK**

Homework is valuable. It has a measurable impact on academic achievement, teaches responsibility and organizational skills, fosters study habits, and shows children that learning takes place outside the classroom. The value of homework increases with age.

Time allotted for written homework is from 10 to 20 minutes.

It is the student's responsibility to hand in homework at the designated time.

Sometimes the teacher will assign extra homework to those students who require special remediation.

Homework for early childhood children will be age appropriate.

- Pre-Nursery and Nursery teachers will give no homework unless a child misses classes for an extended period of time such as for an illness.
- After the second or third week of school, Preschool teachers will give homework twice a week in the first semester and four times a week (Monday-Thursday) during the second semester.
- After the second or third week of school, Kindergarten teachers will give homework four times a week (Monday-Thursday) during the whole school year.

### **6. PROMOTION OR RETENTION**

In order for a student to be promoted to the next level, he/she needs to master most of the skills for all the core subjects marked in the report cards.

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To determine the student's academic standing, the following aspects will be taken into consideration: maturity, correct age, language development, and teacher assessments.

Nursery and Preschool will be promoted to the next level if all the previous requirements are satisfactory. Teachers can suggest if a student should be retained or not at these grade levels. Parents will decide if their child is promoted or not based on the Academic Committee suggestions. The Academic Committee is formed by the Early Childhood Principal, Counselor and student's teachers. Recommendations should be made and accepted by both parties (school and parents).

Kindergarten students will be promoted if all the requirements mentioned above are met. In this level, the **Academic Committee, not the parents**, will have the final decision based on student's age, academic performance maturity and language development.

A portfolio with student work will be made during the third trimester, if necessary, to help the Academic Committee decide on whether the student will be retained or promoted to first grade with or without conditions.

Any student who misses twenty or more school days in the year (10 per semester) will be subject to special examinations recommendations and interviews at the end of the school year, before it is determined whether or not to allow the student to continue on grade level.

The student's Academic Committee, formed by the Early Childhood Principal, Counselor, and the student's teachers, and Elementary Principal or Vice – Principal when required, will meet when necessary to address specific academic situations.

In situations where a student fails the year, the Academic Committee will select the proper option from the following list:

1. Retain student at current level.
2. Promote student with external attention according to the school recommendations.

Parents will be advised of the committee's decision at a conference. **The committee's decision will be irrevocable.**

## **7. PROMOTION CEREMONY**

Promotion ceremony occurs at the end of Kindergarten for students who are to enter Elementary. For this ceremony the students are to be in their official school uniform:

**Girls:** White polo uniform shirt and skirt, white school socks and black leather school shoes and school colored hair bow.

**Boys:** White polo uniform shirt and gray pants, black belt (optional), white socks, and black leather school shoes.

**To take part in the promotion ceremony student fees must be paid up to June.**

## **POLICIES AND PROCEDURES**

### **1. ARRIVAL**

Classes in Early Childhood are from 8:00 am to 2:00 pm. Classrooms are open at 7:35 am, time that students may begin to arrive. There are no teachers at school before this time to take care of children. If children arrive earlier, they may go to the library which is open at 7:15 am, students will later be sent to their classrooms by the librarians.

There are two ways in which to arrive at school:

- Parents park in the designated parking space at school and take their children to the front gate where they will be received by an assistant.
- Parents make a line with their cars by the main entrance and maintenance staff will help the students get off the car and assistants will be at the gate to make sure they enter school grounds.

Parents are allowed to leave their children in their classrooms only the first days of school, usually the first week, since we know that children require a few days at the beginning of the school year to adjust to their new environment. Teachers will be receiving students in their classrooms. During these first days the Counselor, the Principal and some assistants will be walking around helping children find their classrooms. Please help our teachers work through the adjustment period with the children by not lingering in the classroom.

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If parents need to enter the school grounds, they need to wear their school gafettes at all times as a security measure. Any personnel at CAT may ask a parent to leave the campus in case they are not wearing their gafettes in a visible manner.

### **2. TARDY POLICY**

Tardies for students are given for both before and after regular early childhood hours. Teachers will note tardies at the beginning of the day. Tardies at the beginning of the day are significant for the student's attendance record. Parents will receive a pink slip every time the student arrives late to class. At the fourth tardy in the morning the child will be suspended the following day.

Three tardies at the end of the day (failure of parents to pick their child up between 2:15 pm and 2:30 pm) will result in an automatic one-day suspension from classes. At any time if a parent is more than 30 minutes late (therefore 2:30 p.m. or after) the result will be an immediate next day suspension from classes for the child. Any parent who has to arrive late on occasion may call the office **in advance** to have the tardy excused. **Calls should be made before 1:45 pm, since office staff have to let the teacher know if there are going to be in changes in the pick-up procedure of the child. Calls later than 1:45pm will not be considered, since children are already getting ready to leave their classrooms.** Most of these calls will be received by the receptionist, however if the receptionist considers that that a parent has called on various times to ask for late permission, this call will have to be approved by the principal. When children are picked up late they get anxious, since they see that all of their classmates have left, and they are the only ones left at school. Also, teachers have to prepare materials for the next day or have meetings to attend and cannot be held responsible for taking care of students. An assistant will be in charge of those students that are picked up late.

We realize that the child is not the tardy person in this scenario but withholding our services from the child is the only way in which we can make parents realize the importance of punctuality. Previous tardies are cancelled with the beginning of each new trimester.

### **3. ABSENCES**

Attendance and punctuality are necessary in order to promote academic progress. Students are expected to attend classes on all scheduled days. Our rigorous academic program includes many cooperative and group activities that cannot be made up with additional work. All students are part of the class learning environment and when a student is absent, the entire class is affected.

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Teachers keep track of attendance. Absences count whether they are excused or unexcused, the difference relies in that with excused absences children are allowed to make any work they have missed; with unexcused absences teachers are not responsible for giving make up work for the student.

Excused absences may be permitted when a written note is presented from the parent for the following reasons:

1. Illness
2. Serious illness or death in the family
3. Quarantine of the student or a family member.
4. Permission granted by the Principal. A permission form is available from the reception office. Without the Principal's advance permission, teachers will not be allowed to give credit for any missed work.

If parents request permission to take their son or daughter away from school for 3 days or more, they should take in consideration the following:

1. The academic program the child will be missing.
2. It is not the teacher's responsibility to update the student.
3. Parents must get the missing assignments for the student.
4. Make-up homework, and class assignments often lack the quality of class work done during regular class time.
5. The waste of money and resources as the result of a child not attending school regularly.
6. Any student who misses twenty or more school days in the year will be subject to special evaluation and review to determine retention or promotion (10 days per semester).
7. Parents should inform the school of pre-arranged absences in writing, three days prior to the absence.

We ask that parents call the school prior to 9:00 a.m. to report their children's absences. Your cooperation will help us keep a more accurate record.

#### **4. DISMISSAL BEFORE REGULAR HOURS**

Parents will be notified in advance of early dismissals in order to make proper arrangements to pick up children on time. Usually early dismissals are marked in the school's calendar.

Students are not allowed to leave the school campus without adult supervision, and a permission slip signed by office personnel.

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If by any reason you need to take your child out of school at an earlier hour, we encourage you send a note to the teacher or contact the office before hand, so we can have your child ready when you come to school.

We encourage parents to plan any doctor's visits in the afternoon when possible. Remember that any time that your child is out of class he/she is missing valuable information.

Due to security reasons only, the person authorized will be able to pick up your child. If there is someone else coming, please let the office know of the change. The authorized person should bring an id with photograph.

### **5. REGULAR DISMISSAL HOURS**

Students will be dismissed at 2:00 p.m. by the teachers at the corresponding gate, chosen the first-class day by parents.

There are two ways in which children are dismissed:

- **Walking:** Parents need to park their cars in the corresponding parking space and walk down towards the gates to pick up their children. The gate that is by the tunnel will be used to dismiss Pre-nursery and Nursery children and their siblings when applicable. Preschool and Kindergarten children will be dismissed at the center gate. Please make sure that you wear the school's id around your neck.
- **Car:** Parents will make a line in their cars by the main entrance entering through gate #3. Teachers and assistants will take the students to the car. Also write on a piece of paper your child's name and grade and section, or car pool and post it on your windshield, so the teacher announcing the cars will see it and make dismissal more fluent.

Parents of each student who has not been collected after 2:15 p.m. will be given a tardy slip. Please note Tardy Policy given above.

**Important note:** During the first week, students will be dismissed at 1:30 pm, since there are no afternoon activities and car pools are not in place yet, making our dismissal line longer.



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### 6. SAMPLE SCHEDULES

#### NURSERY

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	SPANISH 8:00-8:40				FLAG SALUTE
8:30-9:00				COMPUTER	
9:00-9:30		MUSIC			
9:30-10:00	MUSIC		SPANISH 9:20-10:00		
10:00-10:30	Lunch	Lunch	Lunch	Lunch	Lunch
10:30-11:00	Recess	Recess	Recess	Recess	Recess
11:00-11:15	Nap Time	Nap Time	Nap Time	Nap Time	Nap Time
11:15-11:45					
11:45-12:15		LIBRARY 11:45-12:05			
12:15-12:45	PE				SPANISH 12:00-12:40
12:45-1:05				SPANISH 12:40-1:20	
1:05-1:25					
1:25-2:00					

**NOTE:** Special classes may vary in day in the different sections. Nursery students have a second rest time, however, each teacher will decide when is the best to have it. During this time students have a second snack and some free time in the classroom.

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## PRESCHOOL

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30					ECH FLAG SALUTE
8:30-9:00	LIBRARY	SPANISH 8:40-9:20			
9:00-9:30			COMPUTER		
9:30-10:00	Recess	Recess	Recess	Recess	Recess
10:00-10:30	Lunch	Lunch	Lunch	Lunch	Lunch
10:30-11:00				PE 10:35-11:05	
11:00-11:30					
11:30-12:00	SPANISH 11:20-12:00				SPANISH 11:20-12:00
12:00-12:20					
12:20-12:50		MUSIC 12:25-12:55			PE 12:25-12:55
12:50-1:00					
1:00-1:20	Recess	Recess	Recess	Recess	Recess
1:20-1:50			SPANISH 1:20 – 2:00		
1:50-2:00					

**NOTE:** Special classes may vary in day in the different sections.

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## KINDERGARTEN

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30					ECH FLAG SALUTE
8:30-9:00				LIBRARY	
9:00-9:30					
9:30-10:00	SPANISH 9:20-10:00				COMPUTER
10:00-10:30	Recess	Recess	Recess	Recess	Recess
10:30-11:00	Lunch	Lunch	Lunch	Lunch	Lunch
11:00-11:30			MUSIC 11:05-11:45		
11:30-12:00		SPANISH 11:20-12:00			
12:00-12:20	PE 11:45-12:15				
12:20-12:40					
12:40-1:00			SPANISH 12:45-1:20	SPANISH 12:45-1:20	
1:00-1:30					
1:30-2:00					

**NOTE:** Special classes may vary in day in the different sections.

### **7. IDENTIFICATION BADGES**

All cars picking up children must have the identification badge hanging from the rear-view mirror on entering the school gate and to be worn around the neck when on the school grounds. C.A.T. will provide the badges at the start of the school year. The cost for a replacement will be \$100.00 pesos.

### **8. IDENTIFICATION CARDS**

Colegio Americano will provide identification cards for new students in all grades at the beginning of the school year. The cost for a replacement card will be \$50.00 pesos.

### **9. LOST AND FOUND**

Reasonable efforts will be made to find and return to owners all articles lost at school which have been **properly labeled with the child's full name.**

Parents can help by continuously checking children's school bags, materials, and clothes. If something is lost, it should be reported immediately or, if the child has something that does not belong to him/her, it should be returned to the teacher or directly to Lost and Found.

We understand that children at times take things home without noticing if it belongs to them or not. Parents, as well as teachers, should discourage this careless behavior. There will be occasions when the retention of the group will be necessary to find a lost article. **All personal items must be marked with the child's full name in permanent marker to facilitate the return of lost articles to the owner.**

Items not claimed during the day will be taken to Lost and Found to be stored. Lost items will be displayed from time to time and/or times will be posted and location given of where parents or students may go to pick up lost items. Lost and found items not reclaimed will be sent to charity institutions.

### **10. PETS AND ANIMALS**

Pets and animals are not permitted in school unless they are required by the teacher for which there has been prior permission given by the Principal. In this case the parent will bring the animal, be responsible for it at school, and take it home at the designated time requested by the teacher. The parent must stay with the animal. Only small animals confined to a tank or aquarium will be allowed to stay for a full school day.

### **11. TOYS AND OTHER PLAY THINGS**

Only a few specific toys or games are allowed at school when required by the teacher for a specific project or activity. Children are not to bring any toys to school. Items such as wrestling arenas, tennis rackets, baseballs and/or bats, and American footballs, soccer balls, toy guns, swords or weapon should not be in school. Electronic devices (including cell phones and tablets) are considered in this category as is any device which propels a child at a rate faster than his/her own two feet might. If such an item is brought to school, the school is not responsible for it, and it will be confiscated and held until the parent requests it in person.

### **12. FIELD TRIPS**

A class field trip is one in which the entire class participates, not just some students. Classes may go on local field trips one time each semester. The Principal must give prior approval. Requisition forms are to be filled in at least one week in advance. Teachers are to write a permission slip and have the parents sign and return it before the day of the trip. Field trips will require written parental permission even when they are conducted during class time. Parents will be notified in advance of all field trips.

Fieldtrips are planned by the grade level teachers, and the teachers are responsible for all facets of the trip, hence, making the school responsible. Therefore, it is teachers (with the approval of the Principal) who establish the rules governing the trip. The teachers determine which students may attend and which parents will be invited to help with supervision. No parent is allowed to self-select. The number of parents helping must per force always be limited so as not to prejudice one of the primary purposes of field trips: the emotional and social bonding between classmates. Parents chaperoning fieldtrips should not share photos in their mother's WhatsApp group, due to security issues.

### **13. UNIFORMS**

Students have two uniforms. Exaggerated hairstyles (no dyed or fake hair) or use of make-up or painted nails are not appropriate for children and are discouraged. Girls should not wear ribbons or hair ornaments except those in school colors and for personal safety no dangling earrings or excessive jewelry items are allowed. Kerchiefs are not part of the school uniform. It is recommended that children do not wear expensive jewelry or any kind of jewelry to school. Any inappropriate dress will be noted by the teacher and the parents will be notified about the consequences. **All Early Childhood students will wear the official uniform four days a week and only the sports uniform when they have P.E. class.**

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SEASONAL VARIATIONS: In the winter, the P.E. uniform is the blue sweat suit, but it is only to be used on P.E. class day. When students officially change uniform will be announced by the principal.

Students at C.A.T. are required to purchase both the regular school uniform and the Physical Education uniform and wear them properly.

On some occasions, however, students may be permitted to come to school without the regular uniform. On these occasions, we expect our students to dress in good taste, in keeping with the occasion, the weather, and community standards. No clothing is allowed to have obscene drawings or phrases, or any which might suggest the recommendation of a prohibited substance.

### **14. ROOM PARTIES**

There are four designated classroom parties each school year. Halloween, Christmas, Valentine's Day, and Children's Day are celebrated during the regular school day. A special schedule for the day allows time for games, and other social activities to take place at grade level. These special occasion parties are arranged by the Room Mothers.

Birthdays are to be celebrated at all grade levels only at the end of the month. The teacher is in charge of these celebrations and will coordinate the bringing of cakes, etc. These parties should never be attended by parents or family nor should they be viewed as a party for an individual child. These celebrations will take place before or during the snack/ recess breaks so as not to interfere with the academic program.

Deliveries of cakes and drinks should be early in the morning before classes begin. Later in the day, items are to be left at the Reception Desk for delivery by the school messenger.

No parties are allowed for teachers during class hours. Any teacher found in violation of this rule will receive a reprimand letter in his/her personnel file, and any parent in violation will be barred from entering the school during class hours (7:45a.m. to 2:20p.m.) except to conduct business of another nature such as with the Cashier or in the Community Relations Office.

Any other special celebration needs to be approved of one week in advance by the Principal.

We are trying to promote a sense of groups belonging. In case your child is going to have an afternoon birthday party please send invitations to all the students

in the group. Teachers are not allowed to send invitations to only some students in the group.

### **15. EMERGENCY PROCEDURES**

School personnel will provide the basic security policies to be practiced at school, mainly in the classroom, recess or any other activity that is done at school.

All teachers have instructions for emergency procedures including, but not limited to, evacuation and lock-down procedures. Routes of evacuation have also been given plus there will be at least one evacuation drill and one lock-down drill involving all students and school personnel during the school year. A procedure has also been established for abandoning the school campus if that should become necessary.

### **DISCIPLINE & GUIDANCE POLICY**

The CAT ECH guidance policy is based on the belief that discipline is part of teaching. Our guidance policy considers children's ages, individual temperaments and levels of development. The staff provides respectful care, treating each child as an individual, but also being mindful that the children are participating in a group situation.

Staff interactions with children are to help them to develop positive self-images as well as learning to help others. Emphasis is on positive behaviors. Most effective communication with children occurs at their eye level and in face to face situations.

Our classroom environment is designed in ways that let the children know what behavior is expected. Three consistent limits in our classrooms are:

1. Children may not hurt themselves.
2. Children may not hurt others.
3. Children may not destroy property.

Children are provided with a consistent routine, a predictable environment, and clear limits of appropriate behavior. Simple, consistent limits are communicated to the children through both the words and actions of the teachers. These limits are based on realistic expectations for children's behavior in light of their developmental levels.

When children are having difficulty behaving within these limits, one of the following techniques may be used. Choice of technique depends on the child as well as the specific situation:

- **Positive Reinforcement**

Teachers use this technique to communicate to children that their behavior is meeting expectations. For example, a teacher might comment to children putting toys away at clean up time, "I like the way you are cleaning up the toys."

- **Redirection & Choice**

Children who are behaving inappropriately may be asked to tell the teacher what the rule is. Teachers may make polite requests to have children examine their behavior to see if it fits with what the rule is. The children can then verbalize to the teacher what appropriate behavior is for the situation. Child may be asked to choose a different activity if they can't follow rules for the activity they are doing.

- **Problem Solving**

When children are having difficulty in a situation, a teacher's intervention might be to talk with the children and have them help come up with a solution to the problem. This technique involves the teacher and children listening to what is being communicated and together developing a plan for how to resolve the conflict or difficulty. This technique may be used with individual children or with groups of children.

- **Consequences**

Children are taught that behavior has consequences, either natural or logical. Consistent use of consequences helps children to develop understanding about their behaviors and feel more in control of self. Talking with children about these consequences is also part of staff interactions with the children.

- **Time to Reflect**

Occasionally it may be necessary to have a child move apart from the group in order to regain control of self. The child may be encouraged by the staff to "sit apart" from the group or choose an individual activity when his/her behavior is indicating a need to be away from the group in order to prevent hurting self or others. Time to reflect is not used to isolate and/or punish children. It is used as a tool child and/or teacher can select when time is needed for regaining self-control. Teachers will debrief with children when the child indicates readiness to rejoin the group. Children will not be sent to another classroom or sent out of the classroom as a consequence to their misbehavior.

When dealing with conflict, we always try to keep the child's developmental characteristics in mind. Preschoolers are still primarily focused on their own needs and are not fully aware of the needs of others. They are also struggling for independence and control. We acknowledge and talk about what each child is



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feeling and engage the children as active participants in the problem-solving process. The limits we set and expectations we have for our children respect the ages and abilities of the children.

However, there are occasions when our best efforts are not successful in resolving an issue. When this occurs, we will work in partnership with parents to find a solution. If necessary, a progressive discipline routine will be instituted. Usually parents will understand a situation and offer alternatives which may help in successful resolution of the issue. A formal parent-teacher conference will be necessary. Any discussions with staff will be strictly confidential.

When situations of inappropriate behavior arise that undermine an environment conducive to building important skills, intervention is required. While we recognize that children develop at different paces, we expect children's behavior to be consistent with age-appropriate actions and responses. In order to address and correct inappropriate behavior, the Early Childhood Division will use the following disciplinary steps as a supplement to the routine, ongoing communications that should occur between parents, teachers and students:

1. When guiding and correcting young children, the teacher will provide instructive guidance to the child. The teacher will discuss the behavior with the child, explain what behavior the child needs to change and offer acceptable alternatives. The child will be given an opportunity to correct his/her behavior. The teacher will reinforce the appropriate behavior. A note will be sent to parents through the communication book, so parents can also talk with their child at home.
2. If the unacceptable behavior continues, some of the techniques mentioned above will be used including that the child may be separated from the class. This will provide the child with the opportunity to think about his/her inappropriate behavior. The teacher will inform the ECH Principal the incident and a written discipline report will be sent home to the parents explaining the behaviors observed and the consequences of those behaviors. A copy will be retained in the child's file as well. A meeting with the parents will be scheduled to plan new strategies to implement in the classroom and at home to help the child improve his behavior.
3. If the behavior does not improve, the teacher, Counselor, and the Principal will meet again with the parents to discuss the behavior. If applicable, the use of behavior modification techniques, including intervention by a professional will be discussed at that time. The parents will be advised of potential consequences if the behavior does not change.

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4. The following guidelines will be used if the misbehavior continues:
  - a. All day internal suspension in the Early Childhood office.
  - b. Second discipline report.
  - c. One day suspension.
  - d. Parents will be called to pick up the child when the child behaves inappropriately. (The student can be sent home up to three times).
  - e. Three day suspension and written discipline report.
  - f. The Discipline Committee will meet to review the student's case to determine the appropriate next steps to take with the student, including removing the student from CAT. The steps will be communicated to parents in a conference.
  - g. Five day suspension.
  - h. Expulsion
5. If inappropriate behavior persists and behavior modification techniques are ineffective or not used, permanent dismissal from the school may be necessary, at the discretion of the Discipline Committee. This will be a final decision and no discussion will arise from it.
6. Meeting with parents to communicate the Discipline Committee's decision, which will be irrevocable.

The Discipline committee is made by: the General Director, Principal, Counselor, teachers and PEP teacher if applicable.

Note: Meetings with parents will be scheduled as needed throughout the use of these guidelines.

Inappropriate behavior may include but is not limited to such acts as aggression as biting, hitting, pinching, kicking, spitting, bullying, verbal barrages, refusal to follow teachers or generally disruptive behavior.

Some of the steps may be skipped depending on the dimension of the discipline issue. Each success will be investigated by the ECH Principal and Counselor when necessary. All parties involved in the problem can be interrogated as part of the investigation.

### **1. BITING**

Biting is a common behavior among children birth to three-years-old in group care. Every effort will be made to determine the reasoning or the function behind the biting behavior so that we can try to figure out what teachers and parents can do to teach the child more appropriate responses than biting. Children bite for many different reasons. Some of the reasons include, but are not limited to, exploration,

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teething, investigating cause and effect, attention, frustration in expressing needs or wants, becoming independent, learning to play with other children, anxiety, or feeling threatened by new or changing situation.

When biting occurs, teachers will record incidents and document observations to better understand the context before and after a bite (where, when, how, who), as well as noting when the behavior is absent. Teachers will also note the location and availability of staff during the incident to ensure proper supervision is taking place.

As staff members are working to better understand why the child is doing the behavior, they will work to be proactive in striving to prevent future incidents.

When a child bites another child, staff will:

- Intervene immediately.
- Help the child who was bitten by taking him/her to the infirmary and receive the proper medical attention.
- Work to teach the child with the challenging behavior in a caring and firm way that the behavior is not acceptable as well as alternate behaviors that are acceptable.
- Reinforce positive behaviors.
- Provide a confidential incident report to the parents of the bitten child, while a confidential biting report will be provided to the parents of the biter. These forms assist in documenting and identifying patterns so that staff can work to prevent future incidents by changing the environment and implementing intentional teaching strategies (social-emotional support). A copy of the incident or biting report will be kept in the child's individual file. Confidentiality will be maintained by not using other children's names on the forms and training staff to not release children's names when questioned.

If the biting continues, we will:

- Meet with the parents of the child who is biting to plan strategies for supporting child in positive social behaviors.
- Seek consultation for assistance if needed.

## **2. BULLYING**

Bullying is aggressive behavior that is intentional and that involves an imbalance of power. Most often, it is repeated over time. (OLWEUS)

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This behavior will not be tolerated. Any case of “bullying” will be investigated by the OLWEUS Committee and the Early Childhood Principal and guidelines from the OLWEUS Committee will be followed on how to proceed in each case.

SEP guidelines on bullying will also be followed (see attached document).

### **PARENTAL COOPERATION**

Parent and family interactions have a profound influence on the development of a child. The educational process begins at home and the school is an extension of that process.

Parents can contribute to their child's educational success in the following ways:

1. Provide a suitable place for home study.
2. Notify the school immediately of a change in address, occupation, or telephone number (cell. or house).
3. Give prompt attention to any notice or school papers sent home.
4. Help develop a sense of responsibility for taking notes or information to and from school.
5. Encourage regular school attendance and punctuality.
6. Being aware of the academic expectations and programs for the child.
7. Attending parent educational conferences.
8. Being respectful to all school personnel and all CAT community members.
9. Addressing issues in a respectful manner directly with the corresponding school authorities (teacher, section Principal, and General Director), never addressing issues directly with the student who is not your child.

Development of self-discipline and independence will help ensure students to get along with others, promote ambition, provide opportunities for advanced education and /or for better jobs, thus preparing students for a positive future.

#### **Parent Responsibilities**

- Communicate to the student values of moral and ethical behavior
- Refrain from placing undue pressure for high grades
- Be aware of a student’s need for a quiet time and a place to study

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- Support the student's efforts, but will not edit, type, or in any other way do the student's work
  - Encourage the wise use of time

The governing body of CAT encourages close links with parents and the community. It believes that students benefit when the relationship between home and school is a positive one. Parents are welcome to school and staff is expected and instructed to be courteous with them. The vast majority of parents and others visiting our school are keen to work with us and are supportive of the school and respectful of its staff.

Types of behavior that are considered serious and unacceptable and will not be tolerated:

- shouting at members of the school staff, either in person or over the telephone;
- Physically intimidating a member of staff, e.g. standing very close to her/him;
- The use of aggressive hand gestures;
- Threatening behavior;
- Shaking or holding a fist towards another person;
- Swearing;
- Pushing; pulling
- Hitting

This is not an exhaustive list but seeks to provide illustrations of such behavior.

The consequences for these behaviors can range from a written warning to a suspension from school grounds. It may also result in school filing a suit with the legal authorities. Staff is instructed to hang up the phone, leave a meeting and search for a senior administrator when parents demonstrate aggressive behavior.

\*\*Parents are considered to be at the forefront of their child's education and assist C.A.T. in the process of the education of their children. Please don't offer teachers and staff gifts that are excessive (over 200 pesos). Payments of money and gifts create a conflict of interest between the teacher, student and parent.

\*\* \*\*In addition to academic responsibilities, Parents are expected to be a role model for their children when conducting business at the school. Should a parent

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be rude, make threats to any C.A.T. employee, use profanity, or make the school unsafe, they will be escorted from the building and banned from the campus.

### **1. SCHOOL VISITS**

No parent may interrupt his/her children's classes at any time. If a parent needs to talk with his/her child's teacher, s/he should ask for a conference with the teacher by calling the Counseling Office for an appointment. If a parent should feel the need to take care of the problem right away, s/he is welcome to stop into either the Counseling Office or the Principal's Office to receive a timelier solution.

Due to our dual curriculum, time is a very important factor; parents must avoid interrupting classes. Also, if one does interrupt a class or discuss something important in a hurried manner, one is likely to receive a less than satisfactory communication, which may well lead to misunderstandings and/or confusion.

Students can use wheeled backpacks so that they can handle all their school materials and books on their own. Except for the rare occasion on which they might have an unwieldy project, please allow them the independence of entering and leaving the classroom on their own. Parents are to leave their children at the main gate and pick them up there after dismissal.

To remove a child from school at any time other than normal dismissal, a permission slip must be obtained from the office.

### **2. DELIVERIES TO STUDENTS DURING SCHOOL TIME**

In the continuing effort to foster good work habits and independence in our students, we ask that they become responsible for their own materials, homework, etc. The office will not take any kind of forgotten object to the student. Students are not allowed to call home in case they have forgotten something.

The office will not receive money on special days like bake sales, Arts Festival, or cafeteria days for Kindergarten students.

As birthdays will be celebrated only at the end of the month any cake can be left for delivery or can be taken to the classroom before classes begin in the morning and left in the care of the teacher.

Parents or relatives are not to be in the classrooms unless required by the teacher.

### **3. COMMUNICATION**

ECH staff is committed to establishing relationships with parents and guardians to bridge the gap between “life at home” and “life at school”. We encourage parents communicate to teacher any questions or concerns and to keep the teacher informed of any variations in sleep or appetite, special concerns, irritability and unusual situations at home.

This communication could be done through **the communication book**, which is a notebook that will be going back and forth every day between school and home with small notes on things that the child needs behavior issues, comments on students work, notes from school, etc. Both teachers and parents are encouraged to use this book on any situation that affects the child both in a positive or a negative way.

Parents or legal guardians are to sign any notes sent by the teacher, so they know that the note has been read.

If the situation to be discussed requires time and more attention from our staff; teachers, Counselors and Principal are always available to meet with you privately to discuss any concerns you may have regarding the welfare of your child.

### **4. PARENT/TEACHER CONFERENCES**

It is of great benefit to schedule parent/ teacher conferences whenever they are necessary. Parents should not try to confer with teachers at the beginning or ending of the school day as such conferral interferes with procedure.

In order to arrange an appointment with your child's teacher call: 222-51-00 ext. 3017 and the Counseling office will schedule your appointment for you. **Meetings will be scheduled following teacher's schedules.**

Parent/teacher conferences are scheduled in October and February for all parents and teachers at which time no classes are held. Parents are given a specific meeting time with teachers to discuss information pertinent to the child's academic standing. It is very important that parents attend these conferences since it is the only time when teachers are scheduled to speak to all parents. A note will be sent home in case parents need a special schedule. For easier management, we will have the same schedule for both conference dates.

Future conferences will only be held upon request (through the Counseling Office) by teacher, parent or administrator.

Final retention conferences will be held during the end of May or beginning of June.

### **5. PARENT/PRINCIPAL CONFERENCES**

The Principal's office is open to any parent who wishes a conference with the Principal.

To avoid unnecessary waiting, it is best to make an appointment ahead of time with the administrator's secretary.

If there is a concern about classroom performance or procedure, the parent should first conference with the teacher. Often a conference with the school Counselor can help a parent intervene with a teacher before the problem needs to be brought to the Principal's attention.

### **6. GIFTS TO TEACHERS**

Parents are not required to give gifts to teachers, if parents decide to give a present, this should be a symbolic gesture of appreciation.

Teachers are not permitted to accept monetary gifts from parents or other interested parties as it creates conflict of interest. If money is given to teachers as a gift, they could be in jeopardy of losing their jobs.

## **HEALTH SERVICES**

The health services at C.A.T. will give emergency attention to all students who become ill or have an accident during school hours. These services include:

1. First aid.
2. Visual and auditory screening
3. General health screening.
4. Counseling students, parents, and teachers concerning individual health problems.
5. Aid in identification of children with physical, mental, and/or emotional deviations that might require special services.
6. Discussions and conferences over health issues.

Parents should update health information at the beginning of each school year with the health personnel.

### **1. DISPENSING MEDICATION TO STUDENTS**

Medication is administered only if written permission and instructions from the parent or legal guardian are given. Only health personnel are authorized to administer such medications since no medicines are permitted to be kept by students



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or taken in classrooms. (Shots are not given). If medication is prescribed by a physician, it must bear a prescription label. Parents are urged, if possible, to administer medicine at home. All medicines will be given only on a schedule which does not interfere with classroom procedure or the child's academic progress.

It is suggested that the use of homeopathic medicine be done at home, so our students' academic progress is not compromised. Neither the teacher or the nurses are not authorized to administer homeopathic medicine.

### **2. ILLNESS**

If a child becomes seriously ill during school hours, the parent or legal guardian will be contacted. In the event the school is unable to locate a parent or guardian, the student's doctor, or person indicated on the student's personal data card, will be contacted.

### **3. ACCIDENTS**

A school accident is one that occurs when the student is in school, on a field trip, or any school activity authorized by this institution. Parents or guardians will be contacted and, if necessary, the family doctor will be called. The student will be taken to the hospital indicated on the student's personal data card or by the insurance company. The student's insurance will cover these costs. Parents will have to pay \$100 deductible at the hospital. The school also has coverage by a special ambulance service (AR: Immediate Medical Attention Service) which will be called to campus for any emergency.

### **4. POLICY ON LICE INFESTATIONS**

When a child is detected with lice, s/he will be taken to the infirmary, and the parents will be called to come and pick up the child. The entire class will be examined for lice as will the classes of any siblings, close relatives, or playmates of the infected child. After treatment at home or by a doctor, the child cannot be returned to the class room without the approval of the school nurse: the child is to be taken directly to the infirmary for examination upon arrival at school. Children cannot be returned to the classroom without clear evidence of the infestation's eradication.

### **5. HEALTHY FOOD POLICY**

We have found that students perform their best when they eat healthy foods, including a good breakfast, lunch and dinner. Teachers have observed that students who eat breakfast have more energy and are better able to stay focused. Students who eat healthy foods are able to learn more and have fewer classroom behavior

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problems. Eating unhealthy food, such as candy, chips and other sweets, makes it extremely difficult for students to concentrate in class.

All levels will be responsible for following the guidelines regarding healthy lunches and snacks.

Teachers will ask the students to check their lunch bags for healthy foods. Unhealthy foods will be returned home with the student. The unhealthy foods listed below, **will NOT** be allowed during snack or lunch time.

Please help your child follow the Healthy Food Policy by sending foods similar to those listed under healthy foods.

- **Unhealthy foods:**

Candy	Marshmallows
Chocolate (including Nutella)	Chocolate filled sweets
Chocolate sandwiches	Cake
Chips, cheetos, bake rolls	Cookies/biscuits made with sugar
Soda	Chewing gum

- **Healthy foods:**

Sandwiches (cheese, cold cuts, peanut butter)	Date bars
Vegetables (carrots, cucumbers, tomatoes)	Cereal
Eggs	Peanuts/Peanut butter
Fruits (sliced or whole)	Pretzels
Granola/Cereal bars	Popcorn
Crackers	Homemade cookies/cakes
Juice	Sugar free biscuits
Milk	Yogurt/Jello

Please understand that the foods students eat strongly affect their energy level, ability to focus and behavior. We want all of our students to be successful and ask for your cooperation in ensuing this! Thank you!.

Message from "Parents" magazine, October 2005.

### **Building a Better Brain**

*Your child's mind needs nurturing and nourishment like any other part of his or her body. Just as good diet helps maintain a healthy heart, lungs, and digestion, so it can influence the efficiency of the brain's chemical processes, improving memory, concentration, and mental energy. While there are some*

*foods that can be accused of being bad for brain function, there are many that can help children maximize their learning capacity.*

*Brain Foods:*

- *Fish and shellfish*
- *Grains & Cereal*
- *Fruits & Vegetables*
- *Nuts & seeds*
- *Beans, Legumes & Lentils*
- *Dairy Foods*
- *Eggs*
- *Meat & Poultry*
- *Water*

*Remember these when you are packing your child's lunch!*

### **Healthy Foods Make Healthy Bodies**

*Most of your children have their basic needs met. They have a home to sleep in, they have clothing, they have food and water. However, we must be sure that their food is good for their body. Many students are coming to school with unhealthy foods that have minimal nutritional value. Their bodies are growing, their minds are working continually and their bodies are active. Please keep this in mind when you are packing their foods for school. They should have water, milk or 100% fruit juice, a dairy product, whole grain foods, protein, vegetables, etc.*

**Thank you for your support in helping our students succeed!!**

### **6. CAFETERIA SERVICES**

The cafeteria provides daily service and after school hours to those students who stay for extracurricular classes.

Early childhood children are not authorized to go to the cafeteria during their snack time. Teachers are not allowed to buy food for the students.

However, the cafeteria can take food to your child's classroom when required. You may go and order and pay in advance the food that will be sent to your child. Cafeteria personnel will take the food to the classrooms. It is important that you provide your complete child's name, snack time and room number.

## **LIBRARY POLICY**

Welcome to the CAT Elementary School Library Media Centre

### **1. PHILOSOPHY**

The Library is the heart of the school. It is an integral part of the Educational Program that takes place within the school. The Elementary Library goals are to:

1. Promote literacy and the enjoyment of reading, viewing, and listening.
2. Provide leadership and expertise in the use of information and instructional technologies.
3. Provide resources and materials that support the curriculum.
4. Provide resources and activities that contribute to lifelong learning.

### **2. HOURS**

The library hours are Monday through Friday: 7:15-3:15.

### **3. RULES**

- a. Respect the books, staff and each other. It is important that all patrons are able to use the library without being distracted by others.
- b. No food or drink is permitted in the library.
- c. Those who are not following the rules will be asked to leave the library.

### **4. SERVICES**

- a. Books: The Elementary Library has a growing collection which currently stands at around 10'441 books, including fiction, easy reading, non-fiction, biographies and a smaller collection of Spanish books
- b. Computers: The library has a computer lab with computers for research. From these computers you can access the Internet. Students may print materials that they find on the computers for a fee. Students who come to research with a class may print five pages for free.

### **5. ONLINE SERVICES**

- a. Destiny: The school has its very own online library catalogue.  
<http://library.cat.mx/>

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- b. Destiny Quest: A "Destiny Quest" App is also available for use on tablets and smart phones.
- c. Nat Geo: National Geographic is a great resource for both teachers and students at all grade levels. It contains a complete archive of National Geographic magazine, a cross-searchable collection of hundreds of books, maps, videos and images, there's simply no substitute for the depth and quality of National Geographic Virtual Library. <http://infotrac.galegroup.com/itweb/cameto>, username: cameto0213
- d. Ebsco Data Base: The school subscribes to the Ebsco Data Base system which can be accessed from school or home by any student or parent. "Ebsco host" contains information from magazines, books, encyclopedias, etc. To access this system go to <http://search.epnet.com>, User ID: cat, Password: cat.

All school library links may be accessed via the CAT homepage. While on Campus "destiny" may be typed into the address bar of any computer.

### **6. PHOTO COPYING**

For a small fee students may ask for copies of materials at the library front desk. A fee card must be purchased from the cashier.

### **7. PROCEDURES**

- a. Checking out material: Students may check out a predetermined number of books depending on grade level at a time for a period of one week. Due to the popularity of some book collection (Clifford, Garfield, Arthur, etc.) only one book in the series may be checked out at a time.
- b. Renewal: When a book is due, it may be renewed two times. (Special Considerations are given when needed.)
- c. Overdue books: Fines are charged for overdue books, students with overdue books may not check out any more books until fines are paid and materials returned or paid for. The student's final report card is held by the school until all materials are returned or paid for.
- d. Lost and damaged books: Students are responsible for materials checked out in their name. If a book is lost or damaged, the student must pay the cost of the book plus processing and shipping costs.
- e. Modified Library Hours: Library services to elementary students will be reduced at the end of May. Neither more books nor materials may be checked out after this time. Limited hours may be posted. Sufficient time is needed to collect overdue books and reorganize the library.

**Donations to our library collection are kindly accepted and may either be used here in CAT or passed on to HECAT.**

## **POWERS AND DUTIES**

The Board of Directors exercises full control and direction over the business and affairs of the Civil Association and/or of the school. When legally convened and with a quorum present, the Board of Directors has all the powers and governs all the acts with which the Civil Association and the school may legally exercise and perform.

### **1. INDIVIDUAL AUTHORITY**

Individual Board members have no authority to act except in meeting of the assembled Board, or by specific designation by the Board.

### **2. POLICY OF BUYING OR SERVICE OF EMPLOYEES OR BOARD MEMBER**

The Board of Directors prohibits the school buying of merchandise or service of a Board member or employee with financial interests. An exception to this policy requires the recommendation of the Director General and an affirmative vote of at least seven members of the Board of Directors without the affected member in question being able to participate in the discussion or vote.

### **3. STUDENT EXPULSION**

The Board of Directors will have the following powers:

- a) The Board of Directors, will have the power to impose on students, as well as parents, teachers and employees, disciplinary measures to those persons that show behaviors contrary to the good order and respect that should prevail inside the school campus, as in the surrounding neighborhood, those behaviors being limited to respect, morals and good habits.
- b) Those disciplinary measures that General Director or his designee may impose according to the gravity of the offense are:
  1. Verbal warning
  2. Written warning
  3. Temporary suspension
- c) The disciplinary measures that the Board of Directors may impose according to the gravity of the offense are:
  1. Prohibition of access to the school campus and administrative offices

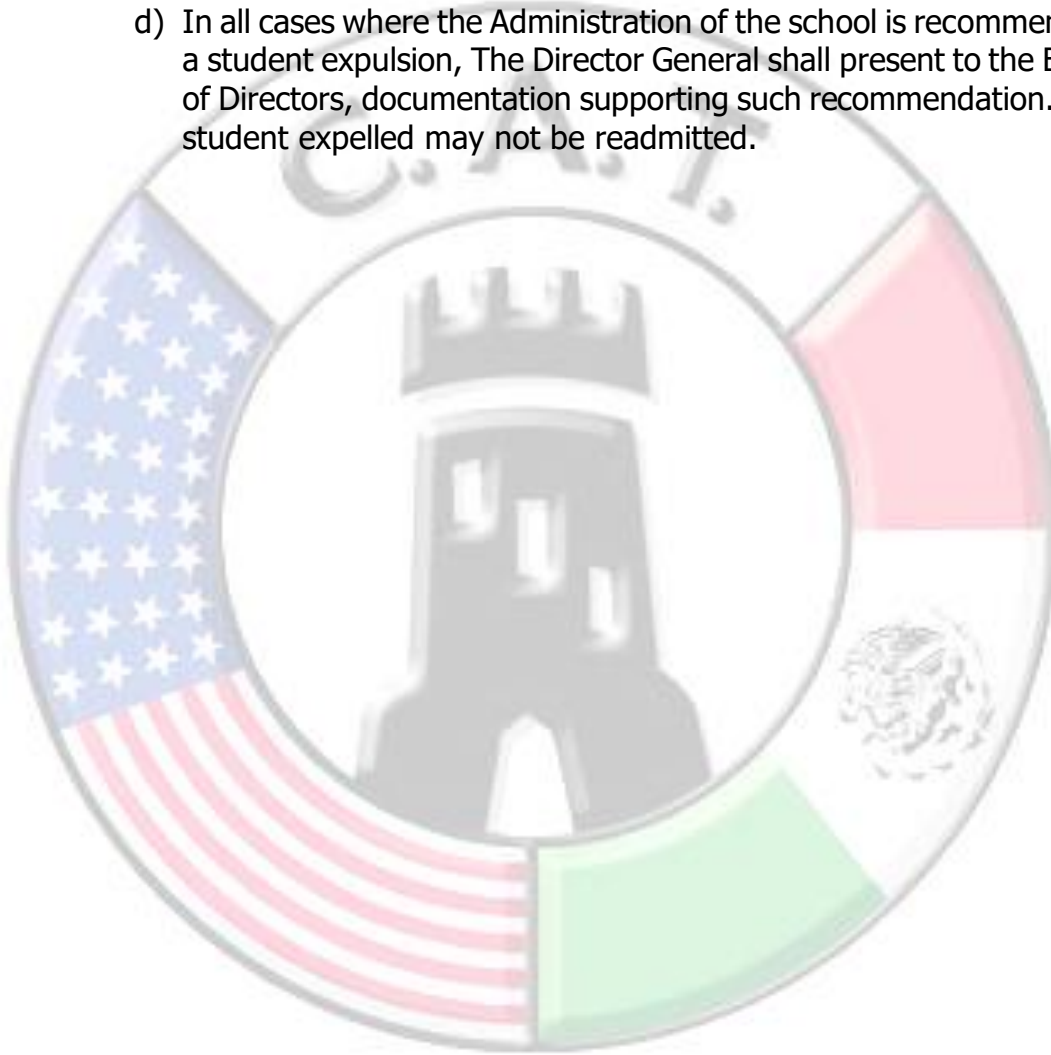
## Parent - student handbook

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2. Expulsion
3. Denied enrollment or re-enrollment in future school terms

The Board of Directors remains the exclusive arbiter in the application of these disciplinary measures based on the recommendation of the General Director. The commission of any offense or inappropriate behavior upon the school campus or school activity off-campus will result in the application and imposition of the required disciplinary measures.

- d) In all cases where the Administration of the school is recommending a student expulsion, The Director General shall present to the Board of Directors, documentation supporting such recommendation. Any student expelled may not be readmitted.



## Official SEP Handbook

### ANEXO VIII

#### CARTA COMPROMISO CON EL REGLAMENTO GENERAL PARA ESCUELAS DE EDUCACIÓN BÁSICA DEL ESTADO DE COAHUILA DE ZARAGOZA

##### SECRETARÍA DE EDUCACIÓN DEL ESTADO DE COAHUILA DE ZARAGOZA UNIDAD ESPECIALIZADA PARA LA ATENCIÓN INTEGRAL DEL ACOSO ESCOLAR P R E S E N T E.-

Por medio de la presente confirmamos que leímos, entendemos y aceptamos el **REGLAMENTO GENERAL PARA ESCUELAS DE EDUCACIÓN BÁSICA DEL ESTADO DE COAHUILA DE ZARAGOZA**, y nos comprometemos a cumplir el **artículo 88 de la Ley Estatal de Educación para el Estado de Coahuila de Zaragoza** que menciona:

**ARTÍCULO 88.-** Son obligaciones de quienes ejercen la patria potestad, tutela o representación legal:

- I.- Hacer que sus hijos, pupilos, o representados menores de edad, concurran a las escuelas públicas o privadas para obtener educación básica y media superior en los términos previstos por las disposiciones aplicables;
- II.- Acudir ante las autoridades del plantel escolar o el maestro del grupo, cuantas veces sea necesario, para tomar conocimiento del avance en la educación de su hijo, pupilo o representado y de los problemas relacionados con su conducta o rendimiento en la escuela;
- III.- Informarse en todo momento del comportamiento de su hijo, pupilo o representado en la escuela y en todas las actividades relacionadas con su educación;
- IV.- Coadyuvar con las autoridades escolares en la atención de los problemas de conducta o de aprendizaje de sus pupilos, hijos o representados; así como corresponsabilizarse en la instrumentación de las acciones que se determinen para brindar protección y salvaguarda a sus hijos, pupilos o representados menores de edad; y
- V.- Participar en las actividades que se realicen para mejorar el nivel de vida de los integrantes de la comunidad escolar.
- VI.- Coadyuvar con las autoridades escolares en la atención de los problemas de conducta o de aprendizaje de sus pupilos, hijos o representados, en la prevención y solución de problemas de conducta, de afectación a la integridad y la seguridad, o de violencia física o psicológica; así como corresponsabilizarse en la instrumentación de las acciones que se determinen para brindar protección y salvaguarda a sus hijos pupilos o representados menores de edad;
- VII. Recoger a sus hijos, pupilos, o representados menores de edad, en la institución educativa al final de la jornada escolar.

Así como el artículo 26 fracción XVIII del mencionado ordenamiento:

**“ARTICULO 26.-** Para cumplir con lo dispuesto en el artículo anterior, la autoridad educativa estatal y, en su caso, las municipales, llevarán a cabo las siguientes acciones: **XVIII.-** Efectuar un programa destinado a la Prevención, Atención y Solución del Acoso Escolar de manera permanente, que estará dirigido a los padres de familia o a quienes tengan a su cargo la patria potestad, tutela o representación de los menores, quienes **tendrán obligatoriamente que asistir a las sesiones que para ello se instrumenten**, a fin de que conozcan la problemática que esta conducta representa y estén en posibilidades de entenderla, lo que por un lado les facilitará su detección en tiempo, o bien, para buscar la ayuda profesional para atenderla.”

Enterado de lo anterior, nos comprometemos a conocer, cumplir y respetar los compromisos que en esta carta adoptamos.

Se firma este documento en \_\_\_\_\_ (LUGAR) a los \_\_\_\_\_ días del mes de \_\_\_\_\_ de 20 \_\_\_\_\_.

Atentamente,  
Nombre completo y firma del padre o tutor  
Nombre completo y firma de la madre  
Nombre completo y firma del alumno