

Student and Parent Handbook

Colegio Americano de Torreón, A.C.

High School Division, Grades I.E.-12

School Year 2018-2019



Student and Parent Handbook 2018-2019

Statements of Parental Review

Dear Parent/Guardian:

We ask that you log on to Colegio Americano de Torreón's school website and review the 2018-2019 Student and Parent Handbook with your child. Please fill in the information below after reviewing the contents of the handbook with your child, especially reviewing the *Student Discipline Matrix*, *The Attendance Policy*, and *General Academics Policies*.

My child _____ and I have reviewed and understand the contents of this Student and Parent Handbook 2018-2019.

Student Name _____

Student Grade Level _____ Student Signature _____

Parent's name and
Signature _____

Declaracion de Haber Leído "The Student and Parent Handbook 2018-2019"

Estimado Papa/Mama/Tutor(A):

Les pedimos que por favor accedan a la página web del colegio y lean y repasen el Reglamento de alumnos y padres del ciclo escolar 2018-2019 con su hijo/hija. Llene la información requerida en esta página después de haberlo leído en su totalidad, especialmente los apartados correspondientes a: *Student Discipline Matrix*, *The Attendance Policy*, and *General Academics Policies*.

Mi hijo/hija _____ y yo, hemos revisado y entendido el contenido de "Student and Parent Handbook" para el ciclo escolar 2018-2019.

Nombre del alumno (a) _____

Grado _____ Firma del alumno (a) _____

Nombre y Firma de
Papá/Mamá/Tutor(A) _____:

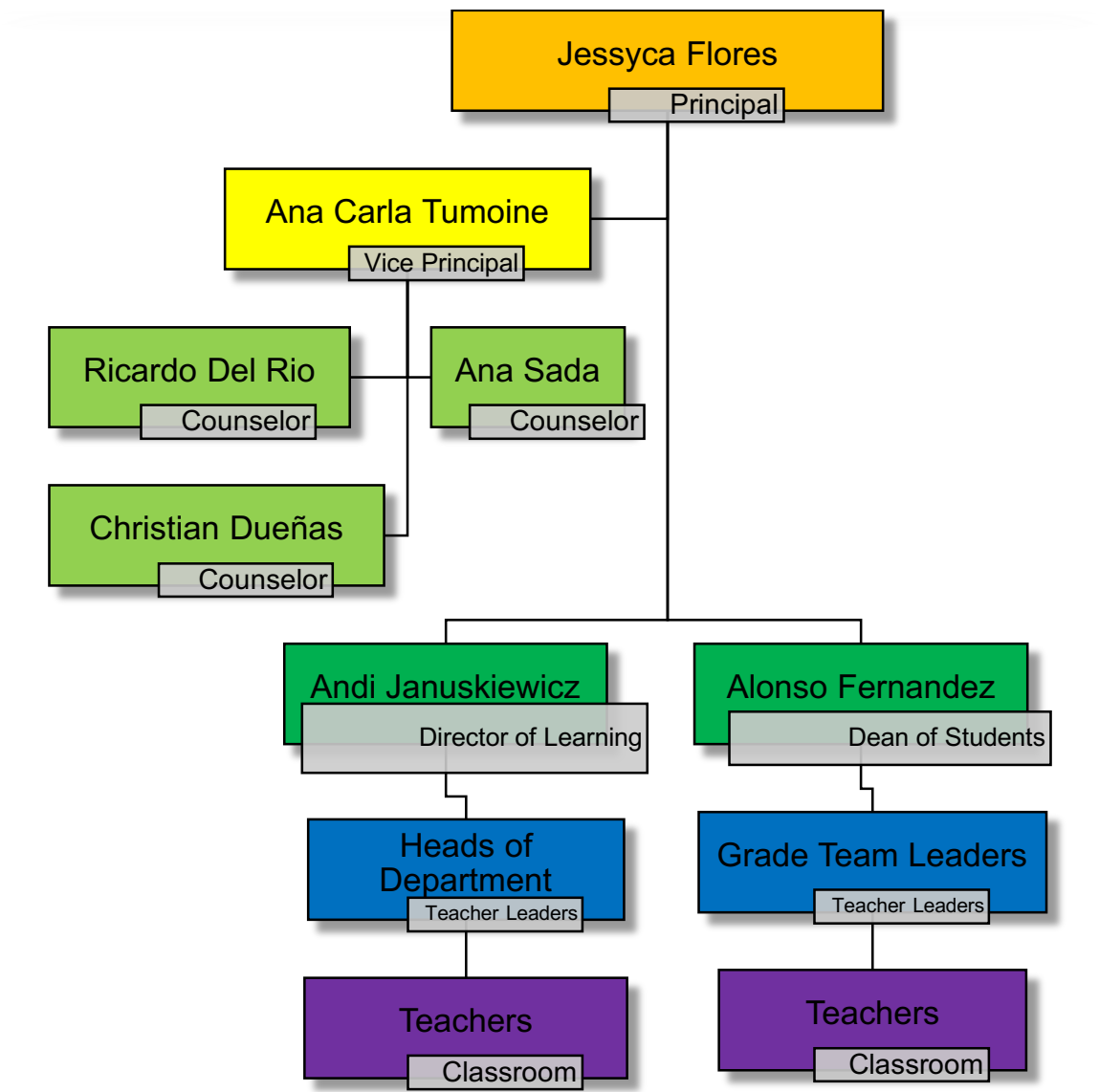
Foreword

This handbook has been developed by the Principal and high school Office personnel of Colegio Americano de Torreón High School and approved by Colegio Americano de Torreón General Director as a special service to students and their parents. It includes general information as to the policies and procedures relating to students of the school. We hope that this handbook will be of considerable value to both students and parents during the students' educational growth and development at Colegio Americano de Torreón. The school reserves the right to make corrections or additions without notice, in accordance with what is best for the school.

Revised June-August 2018

Updated Corrections August 31, 2018

High School Organizational Chart



Letter from the Principal

Hello C.A.T. Nation!

Wow! Here I am at C.A.T., starting my fourth year as your Principal. We are going to have another great school year. There are lots of exciting things happening here on our campus. We will work hard together and celebrate being C.A.T. students along the way.

C.A.T. is an excellent place to be, and we should be very proud of the accomplishments and traditions we have here. This year, we will continue working toward our long term goals of improving our school academically, and in it's values. We will have the support of outside consultants this year to assist our teachers in honing their craft. I want to focus more of our efforts, as a community, on our shared values. We have seen from past experience, that our students need our guidance in making better choices, as well as accepting limits. We want our students to be exposed to as much as they can, but we still want to protect their innocence. I look forward to our OLWEUS Committee continuing to help us lead the charge in bringing 21st century values to our school.

In closing, we at C.A.T. are blessed to have tremendous community support and parental involvement. We appreciate the sustained support provided so unselfishly by our parents, community members, and local businesses. We pledge to continue to work hard to make our academic and extracurricular programs even stronger to ensure our students are successful and prepared for the future. They deserve no less. Please continue to communicate with the teachers, guidance counselors, and our administrative staff as we move forward together to meeting the challenges of the 21st century learner.

*Jessyca K. Lucero-Flores, M.A., M.A.I.S.
Colegio Americano de Torreón
High School Principal*

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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.A.T. 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/Vice Principal	Ana Carla Tumoine (ext. 3019)
Director of Learning IE-12	Andi Januskiewicz (ext. 3424)
Dean of Students	Alonso Fernandez (ext. 3210)
Counseling Coordinator and College Advisor	Ana Claudia Sada (ext. 3012)
Psychologist	Christian Dueñas (ext. 3069)
Academic Counselor	Ricardo Del Río (ext. 3038)
Athletic Director	Héctor Gaytán (ext. 3011)
Technology Coordinator	Carlos Ramírez (ext. 3016)
Librarian	Susy Lazarin (ext. 3032)
Health Office	Jeny Puentes (ext. 3009)

Introduction to Colegio Americano de Torreón (C.A.T.)

Colegio Americano de Torreón (C.A.T.) is a private, non-profit, independent, non-denominational, international day school providing a bilingual/bicultural education program to Mexican, U.S., and international students in grades pre-kindergarten through 12. While the school offers a U.S. “type” curriculum similar to U.S. schools in several respects and is fully accredited in the U.S., it is incorporated and licensed in Mexico and students must also meet all requirements for the Mexican certificate, unless they are of high school age and specifically registered in a grade 9-12, U.S. high school diploma program.

The school is governed by a Board of Directors which meets monthly and sets the budget and general policies for the operation of the school. The school administration is in charge of the day-to-day operation.

The curriculum is designed to be college-preparatory and students of average ability may encounter some difficulties in grades 9-12. The course offerings in these grades include requirements for the Mexican diploma and are heavily weighed in mathematics and science. Since all students must take required courses in Spanish, students from the U.S. and non-Spanish speaking countries may encounter additional difficulties. There are very limited resources for students with mild learning disabilities.

Prospective students are required to take an admissions examination. Results of the examination and previous academic records are reviewed by school authorities. Most U.S. and other international students are given priority for admissions testing and will be accepted upon satisfactory passage of the admissions examination and compliance with normal registration procedures and payment of fees.

While English is the official language of the school and encouraged at all times, the use of Spanish among students is common in the hallways and playing fields.

Student enrollment is approximately 1,550 from Kinder I (Nursery School) through grade 12. Normal class sizes are 25 students to one teacher. The student body is 97% Mexican, 2% U.S., and 1% other. The faculty has 81 teachers and 10 teaching assistants. The faculty is 64% Mexican, 33% U.S., and Canadian, and 2% other.

History of C.A.T.

Colegio Americano de Torreón (C.A.T.) was founded in September 1950 with 38 students and four teachers. Four years after its founding, when the school still occupied the large, old house at Calle Escobedo 208 Pte., C.A.T. was officially accredited by the Southern Association of Colleges and Schools, and has maintained its accreditation ever since. The Torreón Jardín building was inaugurated in 1960 and was occupied for 46 years. In August of 2001, a new facility with the modern installations, essential to meet the needs of our students entering the 21st century, opened for students in grades 7 through 12 at Los Viñedos. Then in August 2006, the building for kindergarten and elementary began the year in the new buildings, allowing the merging of the institution in one campus.

The school strives to be representative of the best aspects of Mexican and U.S. cultures, language, pedagogy, and values. A major emphasis is placed on the development of bilingual ability and bicultural sensitivity, which are fast becoming prerequisites for successful living in the culturally and linguistically diverse areas of the southern United States and northern México, and around the world. The school is governed by a Board of Directors that is elected by the Civil Association, legally constituted by the parents of enrolled students.

The Board of Directors is the governing body that writes the policies for the operation of the school. C.A.T. is a member of ASOMEX, the Association of American Schools of Mexico, through which members of the school community enjoy the opportunity to participate in conferences, teacher conventions, professional workshops, student cultural exchanges, and athletic events.

C.A.T. is supported by the Parents Association (Asociación de Padres de Familia) who, besides donating equipment for both curricular and extracurricular programs, work as volunteers for the general benefit of students and school personnel. The school community itself is composed, in large part, of professionals, many of them graduates of the school.

VISION

Excellence for Life

MISSION STATEMENT

Colegio Americano de Torreón 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 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.

School Admissions

Students interested in enrolling at the Colegio Americano de Torreón (C.A.T.), MUST submit all required documents (transcripts, report cards from previous schools) to the Counseling Office BEFORE the administration considers the application. After reviewing these documents, an entrance/placement exam will be scheduled and the student must successfully pass the entrance/placement exam to be eligible for enrollment at C.A.T.

Due to the nature of our rigorous Secundaria (7-9) academic program, students applying for admission for 7th grade must come from a bilingual, bicultural or English speaking institution prior to enrolling in the school.

** Graduating students from Colegio Ingles who wish to enroll in 10th grade at C.A.T. and have a minimum 85% GPA (grades 7-9) are exempt from taking the admission exam.*

The complete list of admission requirements is available in the Office of Community Relations. Students who do not complete the admission requirements and who do not pass the entrance examination will not be eligible to enroll in the Colegio Americano de Torreón.

C.A.T. students returning from a year abroad in an English-speaking country will be exempt from taking an entrance exam; however, they need to revalidate their coursework with SEP before being readmitted. C.A.T. is not involved in this process. If a student goes abroad for 11th grade, they must take a U.S History or equivalent course in order to receive their high school diploma.

Scholarships

Colegio Americano de Torreón awards its scholarships according to guidelines set by its own Scholarship Committee.

- Students enrolled in nursery, or any other grade being their first year in C.A.T. will not be eligible for a scholarship.
- The Intensive English Program does not count as an official grade level; therefore, in order to apply for a scholarship, these students will first have to take 7th grade.
- First time scholarship requests must have an 8.5 GPA for Secundaria and Prepa
- It is only possible to request a scholarship by level. (Early Childhood, Elementary, Secundaria (7-9), and Prepa (High School 10-12).
- For the application to be taken into account, it is necessary that the student is dually enrolled in the following school year.
- The Scholarship Committee will review all of the requests, and will give the results in August.
- Continuity Scholarships (20% of tuition) are awarded to those students in grades 10-12 who have been at C.A.T. since kindergarten, who have never received any other type of scholarship, and who have passing grades in all subjects. It only applies for students enrolled before the 2018-2019 school year.

For further information about scholarships, please contact:

Berenice Orduña: berenice.orduna@cat.mx

Communication

At the beginning of each school year, Colegio Americano de Torreón administration collects parent email addresses in order to add them to a distribution list known as the C.A.T. Mail Listserv. Pertinent communications from the school are distributed using this mechanism. However, in an effort not to overuse the system, the administration does not send Daily Notices via this mechanism. Parents are also encouraged to read the SPIRIT MAGAZINE as well as join the C.A.T. Facebook and C.A.T. Twitter pages to be up to date.

School Safety Plan

C.A.T. has developed responses and protocol for addressing school emergency situations. Fire drills and emergency drills are practiced in each school on a regular basis. Fire drills are held at regular intervals as required. Students must follow the exit directions posted in each classroom and proceed to the appropriate congregation areas in the east and west parking lots. Students should report to an appropriate faculty member to ensure that their attendance is recorded on an emergency form. When an alarm sounds, students are to proceed along the designated exit routes in a quick, quiet, and calm manner. Students should not return to the building until the return signal is given.

In addition, the school periodically conducts lockdown drills. Procedures to be followed during this drill are posted near the door of each classroom. The lockdown drill is in response to a dangerous situation in the building, i.e., hostile or suspicious intruder. Under lock-down conditions, a complete lockdown of the school occurs and the staff has been instructed on the action steps to increase the safety of students and staff. Should an actual emergency situation occur, the locked down school will not be accessible to anyone other than police and emergency personnel. There will be a command post for receiving and transmitting information to the public. Students will only be dismissed after receiving authorization from the General Director or other administrator.

General Information and Miscellaneous



General Information and Miscellaneous

School begins at 7:40 and ends at 2:35, Mondays through Fridays, or as otherwise noted.

I.D. Cards

Students must carry their I.D. Cards at all times. They are needed for equipment check out, library check out, and all student activities. Students are not allowed to share I.D. cards.

Lockers

An locker will be assigned upon request to each student enrolled in I.E. Secundaria (7-9) and Prepa (10-12). A lock must be provided by the student. It is recommended that combination locks be used by the student. Students are also responsible for keeping their lockers free of litter and generally clean. Student locker assignments will be determined by the Dean of Students.

Parent Involvement

Parent Partnership meetings are held throughout the year. These meetings will be an opportunity for parents and community members to collaborate with C.A.T. staff. Meeting times will be announced as they are planned (TBA). Escuela Para Padres is part of our parent involvement opportunity. We encourage parents to volunteer and participate in Escuela Para Padres.

Student Records

Any parent requesting information from school records must request this information in person in the Counseling Office or High School Office . A request may take a few days to process.

Testing Information

SEP and C.A.T. require several tests and assessments throughout the year. They include (but are not limited to): MAP (7-9 grades), PSAT (10th Grade), SAT (11th Grade), SELECT (11th Grade), PLANEA, AP Assessments and other formative and summative tests. We ask for your support in preparing students by ensuring a good night's sleep, eating a good breakfast and being on time for testing. Dates and times will be announced throughout the school year (email, letters).

Visitors on Campus

All visitors must check in at the High School Office and have a visitor sticker. ALL VISITORS must obtain permission from the administration before entering a classroom. Classroom visits have to be arranged through Counseling.

Students are not permitted to bring guests to visit.

Birthdays, Holidays, and Special Occasions

C.A.T. is an academic institution, dedicated to using the time efficiently and wisely to ensure the education of your students. We do not allow students to have birthday parties during the school day, as this disrupts the educational process. If there is a special circumstance, prior permission must be obtained by the Principal or vice principal.

Please refrain from sending flowers, balloons, teddy bears, etc. because it is disruptive to the educational learning process. If you do send them, the High School Office will keep them until the end of the school day.

Textbooks and Rented Materials

At the beginning of each school year, the school will provide students with both English and Spanish textbooks, e-books, or educational platforms that the students will use in their classes. Books that will be used for several years will be rented to students, while books intended for a single year's use will be sold. Parents will pay for books and all school materials used by students at the start of the year according to the schedule established by the school.

All school-issued rental books must be covered during the first week of classes. The student's name should be written in ink on the inside front cover of the book. Neither scotch tape nor contact paper may be applied to the book. Loss of, or damage to, rental textbooks will result in a charge being levied against the student. All textbooks are to be returned or if lost, paid for prior to the start of grading period and/or final exams. Students must also be clear of all library fines and other material responsibilities before taking exams.

Lost and Found

Personal articles (book bags, clothing, calculators, cell phones, etc.) should be clearly labeled with the student's name for easy identification of the owner. It is highly recommended that students not bring items of value with them to school, as the school cannot take responsibility for their being lost or stolen. Recovered items will be placed in the room next to the bookroom in the Administrative area.

Students may claim lost items after school or during homeroom only!

Parties and Convivios

Classroom and on-campus parties and convivios are not allowed during class time unless authorized by the Principal ahead of time.

Collection of Monies and Other Items

The collection of money or other items from students for any reason (field trips, activities, parties, etc.) must be authorized by the school administration. Teachers are not permitted to collect money from students without such authorization.

Teacher and Staff Gifts

Gifts of appreciation from parents to school staff must not exceed the value of \$200.00 pesos. Parents are prohibited to offer cash to school staff as gifts.

Dress Code and Personal Appearance



Dress Code and Personal Appearance

Tradition and Pride

It has been a long standing tradition that the students of Colegio Americano de Torreón students wear a uniform. Wearing a school uniform creates a sense of community and school pride. Additionally, it creates an atmosphere of high excellence where students show up to work and live our values everyday.

Students are to wear a uniform in good condition, with no holes, tears, frays, even on field trips (unless otherwise noted). Uniforms may be purchased with PESA during their store hours.

It is a teacher's responsibility to get permission to wear clothes other than the uniform for the following: presentations, field trips, special circumstances. The administration must be notified that the atmosphere of the campus will change.

Students failing to comply with the dress code will result in the following consequences:

- | |
|---|
| <ol style="list-style-type: none"> 1. Teacher will send the student to the High School Office for uniform review 2. Administration will make a call home for a change of clothes <ol style="list-style-type: none"> a. If a change of clothes is available, the student will return to class b. If a change of clothes is not available, the student will stay in in-school suspension for the day |
|---|

Flag Ceremony Uniform

Beginning of School Year to End of School Year

<u>Boys</u>	<u>Girls</u>
1. Grey pants 2. White polo shirt with C.A.T. logo 3. Black dress shoes 4. Red C.A.T. Sweater 5. White Socks or Black Socks <i>*If cold during winter months, you can wear a white long sleeve shirt under your polo shirt</i>	1. Skirts (acceptable length) 2. White polo shirt with C.A.T. logo 3. Black dress shoes 4. White or Black ong socks 5. Red C.A.T. Sweater <i>*If cold during winter months, you can wear a white long sleeve shirt under your polo shirt</i> <i>*If cold during winter months, you can wear white tights</i>

Summer and Fall Uniform

Beginning of School Year to Thanksgiving Break~ Regular Classes

<u>Boys</u>	<u>Girls</u>
<ol style="list-style-type: none"> 1. Grey pants 2. Grey or khaki Bermuda shorts 3. White, blue or red polo shirt with C.A.T. logo 4. Black dress shoes 5. Tennis shoes or boots (not slippers) 6. C.A.T. hoodie sweatshirt 7. C.A.T. sweaters 8. C.A.T. jacket 	<ol style="list-style-type: none"> 1. Skirts (acceptable length) 2. Grey or khaki Bermuda shorts 3. White, blue or red polo shirt with C.A.T. logo 4. Black dress shoes 5. Tennis shoes or boots (not slippers) 6. C.A.T. hoodie sweatshirt 7. C.A.T. sweaters 8. C.A.T. jacket

Winter Uniform

Thanksgiving Break to Easter Break ~ Regular Classes

<u>Boys</u>	<u>Girls</u>
<ol style="list-style-type: none"> 1. Grey pants 2. White, blue or red polo shirt with C.A.T. logo 3. Black dress shoes 4. Tennis shoes 5. C.A.T. gym pants 6. C.A.T. gym shirt 7. C.A.T. hoodie sweatshirt 8. C.A.T. sweaters 9. C.A.T. jacket 	<ol style="list-style-type: none"> 1. Skirts (acceptable length) 2. Grey pants (during winter) 3. White, blue or red polo shirt with C.A.T. logo 4. Black dress shoes 4. Tennis shoes or boots 5. C.A.T. gym pants 6. C.A.T. gym shirt 7. C.A.T. hoodie sweatshirt 8. C.A.T. sweaters 9. C.A.T. jacket 10. Tights and leggings (school colors: red, blue, white, black, grey)

Spring and Summer Uniform

Easter Break to End of School Year~ Regular Classes

<u>Boys</u>	<u>Girls</u>
1. Grey pants	1. Skirts (acceptable length)
2. Grey or khaki Bermuda shorts	2. Grey or khaki Bermuda shorts
3. White, blue or red polo shirt with C.A.T. logo	3. White, blue or red polo shirt with C.A.T. logo
4. Black dress shoes	4. Black dress shoes
5. Tennis shoes or boots (not slippers)	5. Tennis shoes or boots (not slippers)
6. C.A.T. hoodie sweatshirt	6. C.A.T. hoodie sweatshirt
7. C.A.T. sweaters	7. C.A.T. sweaters
8. C.A.T. jacket	8. C.A.T. jacket

PE Uniform

Beginning of School Year to End of School Year~ Regular Classes

<u>Boys</u>	<u>Girls</u>
1. C.A.T. P.E. pants	1. C.A.T. P.E. pants
2. C.A.T. P.E. shorts	2. C.A.T. P.E. shorts
3. C.A.T. P.E. T-Shirt	3. C.A.T. P.E. T-Shirt
4. Tennis shoes	4. Tennis shoes
5. Bathing suit (for swimming)	5. Bathing suit (for swimming)

OUTSIDE WEAR will be allowed over the official C.A.T. wear from PESA. (Students have to be wearing a polo shirt and hoodie to layer with a jacket/coat.) Seniors may wear their Senior jackets from their generation year.

If a student brings outside wear other than PESA, the High School Office will confiscate it and can be picked up at a later date.

Presentation and Special Events Uniform

Beginning of School Year to End of School Year~ Regular Classes

<u>Boys</u>	<u>Girls</u>
<ol style="list-style-type: none"> 1. Grey pants 2. White polo shirt with C.A.T. logo 3. Black dress shoes 4. Red C.A.T. Sweater 5. White Socks or Black Socks <p><i>*If cold during winter months, you can wear a white long sleeve shirt under your polo shirt</i></p>	<ol style="list-style-type: none"> 1. Skirts (acceptable length) 2. White polo shirt with C.A.T. logo 3. Black dress shoes 4. White long socks or Black long socks 5. Red C.A.T. Sweater <p><i>*If cold during winter months, you can wear a white long sleeve shirt under your polo shirt</i> <i>*If cold during winter months, you can wear white tights</i></p>

If a teacher prefers something other than the official presentation uniform, the teacher must request permission for the students to change into their presentation clothes (suits, dresses, costumes, etc.) or wear them for the day. If a student is wearing the presentation clothes without prior authorization by the Principal or vice principal, and is caught, the student will serve an in-school suspension in the High School Office for one (1) day.

The Principal and Vice Principal reserve the right to determine:

1. If a presentation uniform will be allowed all day
2. If a change of clothes will need to be brought to school

Casual Days

Casual Days are a privilege and not to be taken lightly. When students wear their casual clothing, it changes the learning atmosphere of the school. For this reason, they are not allowed often, and must be approved by the Principal or vice principal. It is important to note that there is still a dress code conduct for casual days, and that students demonstrate “good taste” in choosing their clothing for the day. The Principal and Vice Principal reserve the right to deem articles of clothing and accessories as inappropriate. These are items that go beyond community norms, we will request a change of clothes or the student may be given one day of in school suspension (ISS).

Zero Tolerance Apparel or Accessories

- NO baseball caps worn inside or outside of the building
- NO hats worn inside or outside of the building
- NO sunglasses worn in the building
- NO offensive bracelets
- NO tube tops, tank tops, halter tops, bare midriffs, and see through clothing
- NO earrings (for boys)
- NO nose rings
- NO shoulder length hair (for boys)
- NO extreme (unnatural colors, like blue, green, purple, etc.) hair color (for boys or girls)
- NO slippers and flip flops

*If a student has any of these items, the first time they will be taken away and can be redeemed at the end of the school day. If it happens a second time, we will keep the item until the end of the grading period. If a student comes to school with unnatural hair colors, they will be asked to dye it back to a natural color before returning to school.

CASUAL DAYS WILL ONLY BE ALLOWED ONE TIME PER MONTH.
(EFFECTIVE AUGUST 2017)

The administration recognizes Casual Days as an effective way of fundraising. This is seen as a privilege, and as such, the following clubs and approved activities will be granted permission of 2 casual fundraising days per year. Requests for more days must be approved by the Principal.

APPROVED CLUBS:

1. NHS
2. STUCO
3. SUMANDO NINAS
4. ROBOTICS
5. MUN

On occasion there are also K-12 Casual Days as deemed by the General Director or Human Resources. Students will be notified ahead of time.

Field Trips, Sports, and Special Occasions

Our students are ambassadors and represent our school. For this reason, we want them to present themselves in the highest manner. We do encourage school spirit and pride. Unless notified, all students must wear their school uniform as indicated for the season.

Uniforms for field trips and special occasions must be approved by the Principal or Vice Principal. It is a teacher's responsibility to request permission.

Bell Schedules



Bell Schedules

Our priority is the education of the whole child. For this reason, we will make every effort to stick to a regular school schedule in order to maximize instructional time. There are times during the school year when schedules will be disrupted. Sometimes, these are due to K-12 events, and some due to generation activities. Due to the unique nature of our school, sometimes a bell schedule is changed to accommodate the needs of a special group. The Principal reserves the right to change the bell schedules at anytime.

Regular Schedule

Our regular schedule offers 45 minutes of instructional time, a 15-minute homeroom, a 10-minute break, and 5-minute passing periods.

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HOMEROOM SCHEDULE (REGULAR)

SECUNDARIA	
First Period	07:45-08:30
Break	08:30-08:35
Second Period	08:40-09:25
Homeroom	09:30-09:45
Third Period	09:50-10:35
Fourth Period	10:40-11:25
Lunch	11:30-12:05
Fifth Period	12:10-12:55
Sixth Period	13:00-13:45
Seventh Period	13:50-14:35

PREPARATORIA	
First Period	07:45-08:30
Break	08:30-08:35
Second Period	08:40-09:25
Homeroom	09:30-09:45
Third Period	09:50-10:35
Fourth Period	10:40-11:25
Fifth Period	11:30-12:15
Lunch	12:20-12:55
Sixth Period	13:00-13:45
Seventh Period	13:50-14:35

REV 08/22/2018

Flag Salute Schedule

Our flag salute schedule offers 44 minutes of instructional time, a 22-minute flag salute, a 10-minute break, and 5-minute passing periods.

FLAG SALUTE SCHEDULE (A)

SECUNDARIA	
First Period	07:45-08:29
Second Period	08:34-09:18
Break	09:18-09:23
Third Period	09:28-10:12
Flag Salute	10:17-10:39
Fourth Period	10:44-11:28
Lunch	11:33-12:08
Fifth Period	12:13-12:57
Sixth Period	13:02-13:46
Seventh Period	13:51-14:35

PREPARATORIA	
First Period	07:45-08:29
Second Period	08:34-09:18
Break	09:18-09:23
Third Period	09:28-10:12
Flag Salute	10:17-10:39
Fourth Period	10:44-11:28
Fifth Period	11:33-12:17
Lunch	12:22-12:57
Sixth Period	13:02-13:46
Seventh Period	13:51-14:35

REV 08/22/2018

Morning Meeting Schedule

Our morning meeting schedule offers 40 minutes of instructional time, a 50-minute morning meeting, a 10-minute break, and 5-minute passing periods.

MORNING MEETING SCHEDULE (B)

SECUNDARIA	
First Period	07:45-08:25
Break	08:25-08:35
Second Period	08:40-09:20
Morning Meeting	09:25-10:10
Third Period	10:15-10:55
Fourth Period	11:00-11:40
Lunch	11:45-12:20
Fifth Period	12:25-13:05
Sixth Period	13:10-13:50
Seventh Period	13:55-14:35

PREPARATORIA	
First Period	07:45-08:25
Break	08:25-08:35
Second Period	08:40-09:20
Morning Meeting	09:25-10:10
Third Period	10:15-10:55
Fourth Period	11:00-11:40
Fifth Period	11:45-12:25
Lunch	12:30-13:05
Sixth Period	13:10-13:50
Seventh Period	13:55-14:35

REV 08/22/2018

Afternoon Activity Schedule

Our afternoon activity schedule offers 40 minutes of instructional time, a 55-minute activity, a 10-minute break, and 5-minute passing periods.

AFTERNOON ACTIVITY SCHEDULE (C)

SECUNDARIA	
First Period	07:45-08:25
Second Period	08:30-09:10
Break	09:10-09:20
Third Period	09:25-10:05
Fourth Period	10:10-10:50
Lunch	10:50-11:20
Fifth Period	11:25-12:05
Sixth Period	12:10-12:50
Seventh Period	12:55-13:35
Afternoon Activity	13:40-14:35

PREPARATORIA	
First Period	07:45-08:25
Second Period	08:30-09:10
Break	09:10-09:20
Third Period	09:25-10:05
Fourth Period	10:10-10:50
Fifth Period	10:55-11:35
Lunch	11:35-12:05
Sixth Period	12:10-12:50
Seventh Period	12:55-13:35
Afternoon Activity	13:40-14:35

REV 08/22/2018

Calendar of Events and Assessments

Activities Calendar

August 20	First Day for Students
September 12	Secundaria (IE-9) Open House
September 13	Prepa (10-12) Open House
September 28	Professional Development Day
October 26	Professional Development Day
November 19-23	Thanksgiving Break
December 21- January 4	Winter Holidays
January 7	Professional Development Day
January 8	First Day for Students
February 4	Holiday
February 15	Professional Development Day
March 18	Holiday
April 15-26	Easter Holidays
May 1	Holiday
May 31	Professional Development Day
June 20	Graduations
June 21	Last Day Students

Assessment Calendar

Assessment	Dates	Grade Level
MAP Fall 2018	September 3-11, 2018	7-9
PSAT	October 13, 2018	10
AP	May 6-17, 2018	11-12
SAT	May 4, 2019	11
MAP Spring 2018	May 6-14, 2018	7-9

Flag Salute Calendar

First Grading period (2018)	Second Grading period (2019)
<ul style="list-style-type: none"> • August 21 • September 14 • October 12 • November 16 	<ul style="list-style-type: none"> • January 18 • February 1 • March 22 • April 12 • May 3 • June 7

Extra Dates: ASOMEX EVENTS, ARTS FESTIVAL, OLWEUS ASSEMBLIES, STUDENT ACTIVITIES, SENIOR TALKS, ETC.

Please read CATMAIL emails for information. We also encourage you to visit our website and Facebook page for further event and information updates throughout the year.

Pledge of Allegiance

<p>United States of México</p> <p>Bandera de México, legado de nuestros héroes símbolo de la unidad de nuestros padres y nuestros hermanos. Te prometemos ser siempre fieles a los principios de libertad y de justicia que hacen de nuestra Patria la nación independiente humana y generosa a la que entregamos nuestra existencia.</p>	<p>United States of America</p> <p>I pledge allegiance to the flag of the United States of America, and to the republic for which it stands; one nation, under God, indivisible, with liberty and justice for all, and to the republic for which it stands, one nation, under God, indivisible, with liberty and justice for all.</p>
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National Hymns

<p>United States of México</p> <p>Chorus Mexicanos al grito de guerra el acero aprestad y el bridón y retiemble en su centro la tierra al sonoro rugir del cañón</p> <p>Ciña !Oh Patria! tus sienes de oliva de la paz el arcángel divino que en el cielo tu eterno destino por el dedo de Dios se escribió.</p> <p>Más si osare un extraño enemigo profanar con su planta tu suelo piensa !Oh Patria, querida! que el cielo un soldado en cada hijo te dio (REPEAT CHORUS)</p>	<p>United States of America</p> <p>O say can you see, by the dawn's early light, What so proudly we hail'd at the twilight's last gleaming, Whose broad stripes and bright stars through the perilous fight O'er the ramparts we watch'd were so gallantly streaming? And the rocket's red glare, the bomb bursting in air, Gave proof through the night that our flag was still there, O say does that star-spangled banner yet wave O'er the land of the free and the home of the brave?</p>
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Support Programs and Services



Support Programs and Services

Bilingual Education

Bilingual services are delivered through a Dual Language model. The Dual Language model provides most of the day of core curriculum and some electives instruction in English. The Mexican curriculum, and some electives (P.E., and Art) are in Spanish. The purpose is to develop oral fluency and literacy in two languages.

Cafeteria

The cafeteria is an independently owned and operated business. They offer breakfast and hot lunches on a daily basis. On a normal day, there are two (2) lunch periods. Students can purchase food during these two designated times. Food is to be eaten only in the cafeteria and, during lunch waves, in the designated outdoor area. Students are not allowed to order takeout food to be delivered to the high school. Students will be allowed to carry water in a clear, closed plastic container and can be filled at any of the water fountains on campus.

Instructional settings such as computer labs, science labs, and other designated areas prohibit the consumption of water due to safety or equipment issues. Students failing to comply will be subject to loss of privileges. **FOOD AND DRINKS MUST REMAIN IN THE CAFETERIA OR APPROVED EATING AREAS AND MAY NOT BE TAKEN BACK TO CLASS.** Students may spend time in the library during lunch with an appropriate pass.

Our school policy indicates that we do not allow food or drink in the classroom. Classrooms are a place for instruction and severe work and should be treated as such. Students are allowed to eat during their break, their passing periods, or lunch breaks. **Teachers must request special permission from the Principal or Vice Principal for special occasions.**

No Food or Drink Allowed in the Classrooms

*Clear Water Bottle Acceptable. It is the parent's responsibility to make sure that the student arrives with the correct bottle.

In an effort to keep our school safe during evacuation and lockdown events, it is imperative that students stay in designated areas. These areas are monitored by adults and are in accordance with our school safety plan.

Approved Eating Areas: Vending machine, in front of book room, between cafeteria and high school, by the gymnasium and APF Office s, civic area, domes. STUDENTS ARE EXPECTED TO TAKE RESPONSIBILITY FOR CLEANING UP THEIR AREAS WHEN FINISHED EATING.

Counseling Programs

C.A.T.'s counseling department offers a wide variety of services to students, staff and the community. These include assistance with personal, social, and academic problems, as well as planning for the future. Counseling is available to students on a "drop in" or appointment basis. There is assistance for students that are dealing with anger, grief, abuse, divorce, etc.

Counselors are active listeners and suggest ways to solve problems. Various written and electronic resources are in the School Counseling Office for students and parents.

How Do Students Contact Their Counselors?

Students are encouraged to visit the Counseling Office to arrange a meeting with counselors. Each counselor's schedule is available to students during the day and they can sign up for a meeting during their free periods, lunch, and before and after school. Counselors may also contact students for a conference during the day.

How do Parents/Guardians Contact the Counselors?

Parents/guardians are urged to make appointments with the counselors when questions or concerns develop. The Counseling Office secretary will set up appointments as requested with at least 24 hours advanced notice.

College and Career Counseling

1. Individual and group conferences regarding college/career planning are held.
2. Computer software is available to give information regarding up-to-date descriptions of colleges/careers and closely related materials and sources of further information.
3. Tools such as the SELECT CARRERA are among the resources used.
4. A variety of college/career programming is available: College Night, College Fair, etc.

Educational Counseling

1. Assistance is provided to students to choose courses that best suit their interest, ability, and career choice.
2. Counseling is available to students who exhibit academic difficulties. Parents/guardians, teachers, and other professionals are included in this process.
4. Supplemental/Diagnosis testing is recommended when needed.
5. Help is available in locating a peer or professional tutor when requested.

Orientation to School Counseling

1. Grade 6 students entering C.A.T. High School
2. Students new to C.A.T.
3. Parents/guardians of I.E. and 7th Grades

Personal Counseling

1. A student may consult with a counselor regarding a personal problem.
2. Counselors may, at times, meet with groups of students who share common problems.
3. A counselor is an excellent resource for names of professionals who help meet specific needs of students. These referrals extend to professionals inside and outside of the school system.
4. Counselors will work with students as they develop their own decision-making skills.
5. Counselors are available to assist students who feel they have an immediate emotional need.

Privacy of Information

Counselors adhere to confidentiality. This applies to the information gathered from student discussions as well as student records. However, if information is known that a person may cause physical harm to themselves or to others, the staff is required to report the information to the appropriate authorities.

At C.A.T., we protect the privacy of student educational records and assure parental access to those records. We give personnel designated by the High School Office as having a “legitimate educational interest” the right to access and view student records without prior parental consent. In addition, for employees who have a legitimate educational interest in the behavior of a student, a counselor does not need consent to release information from discipline records arising from conduct that “posed a significant risk to the safety or well-being of that student, other students, or other members of the school community.”

C.A.T. employees are charged with maintaining the strict confidentiality of student education records and may release such information to others only with written consent of the parent, guardian or (in some cases) the student. Parents may elect not to disclose such information or limit such disclosure to only certain stated purposes.

Program of Studies

A Program of Studies is distributed to all students prior to selection of a schedule for the following year. The Program of Studies contains a complete list of course descriptions and all other necessary academic and vocational information for both students and parents/guardians to consider when selecting a future program. The counselors cannot 100% guarantee a schedule, as the availability may change and courses are at the discretion of the Principal.

School Records

Anyone requesting a copy of student records is allowed to have one copy free of charge. Additional services are offered in bully proofing, class organization, and other areas. Limited family therapy is available. Counselors are accessible to staff and parents before, during, and after school by scheduling an appointment. Parents are urged to contact the counseling department regarding any aspect of student behavior or academic performance.

**Our counselors may be reached by calling:
222 5100 ext. 3039**

Health Office

C.A.T.'s Health Office is staffed with a full time health assistant. In the event of an illness or injury at school, the student must report to the health room (located on the elementary campus) for evaluation and care. Parents will be contacted by the health room staff, if warranted. Please keep phone numbers updated, so a family member, friend, or neighbor can be contacted for severe illness, injury, or emergency. The health assistant should be notified of any chronic or severe health problems, especially asthma, heart conditions, diabetes, seizure disorders, or a history of anaphylactic reactions to insects or foods.

Administration of Medication

No medication will be administered to a student unless the written order of an authorized prescriber (other than a parent/guardian) and the signed authorization of a parent/guardian are documented on C.A.T.'s medication form and both are on file in the school.

The medication form must be renewed each school year. A student may carry the medication and self-administer only if it is stated on the form by the authorized prescriber and the parent/guardian. All controlled medications must be kept in a locked cabinet in the health Office and may not be self-administered. Medication must be delivered to the school nurse in the original pharmacy container by a responsible adult.

Students who have a self-administration plan must transport the medication to and from school each day, maintain it on or in the immediate vicinity of their person at all times, and use it appropriately according to instructions. Self administration of a controlled drug is never permitted. Advil, Tylenol, or any other oral, over-the-counter drug will not be administered by the school nurse without a completed medication authorization form on file in the health Office .

Communicable Disease and Illness/Injury Management:

The school nurse will ask parents/guardians to pick up a student who has symptoms of illness or an injury that, in the professional judgment of the school nurse, needs to be observed at home or assessed by a medical doctor. The emergency medical card in the health Office must show the names and telephone numbers of those persons to whom the student may be released.

In an emergency, we will call emergency services for immediate transportation to the hospital. To safeguard the health of all students, we ask parents/guardians to monitor their children for possible communicable diseases and to follow the guidelines below.

Students must stay home from school if they have:

- Fever over 100 degrees;
- An undiagnosed rash;
- Vomited in the past 24 hours;

- More than one episode of diarrhea;
- Copious yellow/green mucus discharge from nose;
- A severe earache, with or without fever;
- A severe sore throat with symptoms indicating possible strep throat;
- An active infestation of head lice; a communicable illness; an undiagnosed skin wound, sore, or lesion that appears infected (is red, swollen, or draining fluid)

Students must remain home: for 24 hours after an elevated temperature returns to normal without the use of anti-inflammatory medication; for 24 hours after the first dose of antibiotic for the treatment of strep throat; for 24 hours after vomiting has ended; until adequately treated for head lice, scabies, or other infestation, communicable illness, or skin infection, and assessed by the school nurse; or have been assessed by a physician and determined to be non-communicable. A physician's note may be required to return to school.

Communicating with the School Nurse

Please alert the school nurse: if your child has a health condition that may require individualized planning for emergency care, safety in school, health care services, or evaluation; and of changes in your child's health status, including illness, injury, hospitalization, or a change in treatment or medication.

A student who becomes ill in school must report to the nurse. The student should report to class or High School Office and obtain a pass before going to the health Office . However, if the illness is sudden or severe, or if an emergency situation arises, the student should notify the nearest teacher or administrator and go immediately to the nurse.

Please note the following instances when communication with you or your child's physician is essential: Following a student's hospitalization, surgery, casting, stitches, or severe illness, parents/guardians must provide a note from the student's physician indicating: diagnosis, relevant treatment plan, readiness to return to school, and activity restrictions or authorization to participate in all activities. Students requiring the use of crutches in school must have a physician's order for the crutches.

Parents/guardians should consult the school nurse if they anticipate that their child may be absent for medical reasons for one or more weeks. The school nurse will obtain necessary medical information and initiate school/team decision making and planning to support the student, as indicated. Please contact the school nurse in advance of a planned long-term absence or, in an emergency, quickly thereafter.

Head Lice Infestation

Head lice are usually best controlled when managed through a combination of mechanical and chemical means, along with housekeeping techniques currently recommended by public health experts. If you have any questions about this topic, or if you need information about prevention or management, please call the school nurse.

Students may not leave campus, but must be picked up by an adult authorized by the parent. If the student drove to school, we need parent permission (authorized by the nurse, or High School Office) before we let the student leave, as we cannot be liable for any student accidents when the student leaves campus. Only the nurse or a building administrator may dismiss a student.

Unless directed to do so by the nurse, no student may remain in the health Office for more than fifteen minutes. If a student remains in the health Office for more than 30 minutes, they will be required to notify a parent/guardian.

**Please contact the health assistant for questions or health concerns by calling:
222 5100 ext. 3009**

Library

The C.A.T. Library provides a place for research, studying, and reading. A professional librarian provides guidance for individuals and classes, as well as instruction in library skills. One of the main focuses of our library is the integration of multimedia technology into the everyday lives of our students and staff. Books may be checked out with a student I.D. card. Most books are checked out for two weeks; reference books may be checked out for overnight only. Fines may be charged for overdue and lost materials. Parents are encouraged to visit and use our library.

Computer Labs

Many departments have assigned computer labs that are available for classroom instruction; however, at C.A.T., we are a bring your own device (BYOD) school. Acceptable devices for school use are: laptops and tablets. Students are discouraged from using cell phones as their main source of technology. Students who are looking to use a computer for general purposes should go to the Library.

School Wide Literacy

C.A.T. supports the focus of literacy in English and Spanish. All staff provide direct instruction in reading and writing in relation to their content. This helps to increase students' academic success. The school's expectation is that students try and read at least 30 minutes a night.

In accordance with our Strategic Plan, we promote the use of oral English at all times, especially in the classrooms where English is the language of instruction. We also believe the students should practice their English during passing periods, lunch breaks, and other activities as it is one of the only places in our city to do so. We encourage our teachers to tell the students to speak to them in English, and some teachers have a **zero tolerance** policy for speaking Spanish in class. Please refer to the syllabi.

General Student Attendance Policies



General Student Attendance Policies

We hold our parents, teachers, and students accountable for being here on time to insure that all students meet high academic standards. On time, daily attendance is a critical component of this educational process.

School begins at 7:40am and ends at 2:35pm, Mondays through Fridays, or as otherwise noted, this includes Morning Meetings, Homeroom, and other OLWEUS Activities. During grading period exam periods, the school day ends earlier. Students who are not involved in after school extra-curricular activities are expected to vacate the building immediately following dismissal.

CAT administration and teachers are not responsible for students outside of these hours, unless students are scheduled for an event related to the school day.

Students from the I.E.-12 grade programs (I.E., SECUNDARIA, or PREPA) are mandated to attend school between the school hours as noted (7:40am-2:35pm)

If a student exceeds their allotted absences, C.A.T. will determine if a student attends extraordinary exams or are expelled from C.A.T.

General Rule: C.A.T. students are allowed a certain number of absences per school year/grading period . Please see details below as well as the **Appendix**.

The parent or guardian must notify the school EACH DAY that the student will be absent.

Excused Absence: A period of administratively authorized (Principal or Vice Principal) absence from school without a loss of credit toward class and students are allowed to make up the missing work for 100% of the credit. *Excused absences count toward the total student absence allotment.

The student is entitled to make up work for all excused absences. It is the parent or the student's responsibility to request make-up assignments. Students who are absent from school three consecutive days or longer may request makeup work from teachers by email. In all cases, teachers may need 24 hours from the time of the request to compile assignments.

The student will have the opportunity to complete the make-up work and assessments (tests/quizzes) in a period of time less than or equal to the number of days absent. For example, 3 days absent= 3 days to make up the work.

Permissible Excused Absences:

- Doctor's Appointment or Illness (Verified in Office)
- Death of a Close Friend or Family Member
- Religious Observations
- Legal business
- Illness or Health Treatment (accompanied by a physician's certificate)

- Family Emergency
- Diagnostic Testing or Psychiatric Evaluation
- Pre-arranged absence to participate in educational activities or athletic activities (university visits, club sports, etc.).
- Pre-arranged family vacations

Approved Forms of Documentation for Excused Absences

- Doctor's note and prescription for medication
- Letters from lawyers, universities, doctors, psychologists
- Appointment letters for passports, and renewals
- Schedules and letters from dance companies, club sports, etc.
- Flight tickets and information from universities
- Other as approved by the Principal

Other situations not listed above will be evaluated by the administration on a case-by-case basis.

Unexcused Absence: A period of NON AUTHORIZED absence from school will result in a loss of credit toward class and students are not allowed to make up the missing work. It will be received as 0% credit.

If a parent or guardian does not contact the school after 3 days of consecutive absence, the school will make contact (phone, etc.). Excessive absences will result in the administration (Principal or Vice Principal) making inquiries and requesting further documentation from the parent or guardian.

Parents signing out a child before the end of the school day without proof of an appointment will result in an unexcused absence. ***Proof of appointments mean a valid doctor's note, not a parent note.*** Students arriving late (after 10 minutes from the beginning of the school day) will also be marked as an unexcused absence for the period, unless a written consent or verification certificate has been provided to the school.

A Blue Excused Absence Form will be given to the student upon verification of the certificates and documents. For recordkeeping purposes, it is the student's responsibility to present their Blue Excused Absence Form to the all of their teachers to collect missing work. Failure to present a form means the student absence is unexcused. ***** Within a period of 24 hours from the absence.*** (Checked by Dean of Students).

Documentation for excused absences should be presented to the High School Office, preferably before the event or up to 24 hours after the event. If so, we can assist with informing the teachers ahead of time.

In the event a student needs to leave the school early, parental authorization must be obtained before it is authorized (see below). Students that take a "skip day" are taking it at their own risk and is viewed as an unexcused absence.

The school reserves the right to qualify an absence as unexcused even with parental permission. This tends to be the case when a student takes a skip day and presents it as an illness. (For example)

Pre-Arranged Absences for Non-School Related Events

ONLY Authorized by the Principal or vice principal, this includes absences for more than 3 days. Credit for assignments will be received up to 100% credit.

Students who will be absent (for any reason, school or non-school related activities) for multiple days, periods, or hours must do the following:

1. Written notification (from the parent) requesting a pre-arranged absence for the student must be submitted to the High School Office a minimum of one (1) week prior to the scheduled absence (non-school activities).

2. Students cannot exceed the allowed number of absences for the grading period and/or the year, unless authorized by the High School Office Administration (Principal or Vice Principal).

3. At this time a pre-arranged absence form may be picked up in the HIGH SCHOOL Office, before school, homeroom, or after school by the student.

It is the student's responsibility to submit this form to all of his/her teachers and return it to the High School Office one (1) week prior to their departure (non-school related). Failure to return this form will result in an UNEXCUSED absence and each day of absence will count toward the total number of absences.

Pre-Arranged Absences-School Related Events

ONLY Authorized by the Principal or vice principal, this includes absences for more than 3 days. Credit for assignments will be received up to 100% credit.

At certain times throughout the year, our students participate in school related events as ambassadors of our school. These events are related to ASOMEX, MUN, debates, CATravel, social service, etc.) All students are expected to be students in **good standing** first, as the school related events are extra-curricular activities. The school reserves the right to enforce the following policy:

1. There is a 3 week cut-off date on the grades prior to the event to ensure that the student is in **good academic standing in each class**. If a student has one class at-risk, the high school Office reserves the right to say "no". It is our belief that the education of the student is the priority.
2. A student in **good standing** is one that maintains an overall cumulative average of 70.00% during the grading period. This average ensures that our students are not at risk of failing a class and passing to extraordinaries at the end of a grading period.

3. We have found that students that do not have the 70.00% average have the challenge of maintaining their homework and studying while on a trip. We appreciate your support in helping us prioritize student learning.

Absences due to participation in C.A.T. school events and /or academic event (such as ASOMEX events, band trips, field trips, etc.) are excused only if the student maintains an average of a 70.00% in all classes for PREPA and maintains an average of 70.00% in all classes for SECUNDARIA and I.E. (ALL C.A.T. STUDENTS) and will not affect the right to take exams or receive credit for make-up work. (Such absences do not count toward absence allotment).

It is a student's responsibility to fill out the pre-arranged form on time. If it is submitted past the due date, they will not be allowed to go unless they receive authorization from the Principal. The Principal will discuss the reasons with the advisor or coach to determine why the form was not submitted on time.

In addition to the pre-arranged form, it is the advisor's and coach's responsibility to send an updated list of student participants to all teachers, administrators, and parents.

Tardy Policy

School begins at 7:40am and ends at 2:35pm, Mondays through Fridays, or as otherwise noted. Each class starts promptly when the bell rings for the subsequent periods throughout the day. A five-minute passing period is granted between each class which is sufficient time to get to the locker, the bathroom, and class. Additionally, most core classes are next door to each other to provide more efficient time of transition. It is our expectation that the students are in the classroom, seated, when the bell rings.

****3 UNEXCUSED TARDIES= 1 UNEXCUSED ABSENCE****

Attendance will be taken every period to ensure our students are where they are supposed to be. As part of our school safety plan, it is our teacher's responsibility to update the records for safety and academic purposes. A student that is not in class when the bell rings will be marked tardy. If a student has excessive tardies in each class, they will be given consequences as outlined in the discipline matrix.

In addition to being marked tardy in the system (each period), the following will also occur:
Process:

1. Teachers will write the tardy on the accountability card when it becomes excessive (at 6 tardies: see the appendices).
2. The procedure will be followed according to the step that the student is on in regards to the accountability card.

Other Absences

Students who miss school due to a prolonged illness must submit a physician's note to the High School Office upon the student's return to school. Although these absences are excused, they do count towards the student's absence allotment. They will not affect the student's right to take ordinary exams at the end of the grading period /year.

Competitions or University Visits:

In support of our students who are involved in athletic competitions/academic events not directly sponsored by the school, C.A.T. will permit their absences (up to 6 days per school year in SECUNDARIA, and 3 per grading period in PREPA) under the following circumstances:

1. The sporting event/academic event must be sponsored by a local, regional, or national organization
2. The student must present a request in writing from the organization to the High School Office stating the purpose of the event and the amount of time involved one (1) week prior to departure.
3. Absences beyond the permitted maximum will be excused, but will count against the total permitted for the student in the academic year.
4. A request from students who are failing any subject, are on the AT-RISK list, or who are on Disciplinary Probation will be reviewed by the Principal and Vice Principal.

Early Dismissal

Early dismissal requests must be presented in writing by a parent to the High School Office between 7:15 – 7:45 a.m. before a student is authorized to leave campus.

If C.A.T. is having a school activity, such as Halloween, K-12 Assemblies, they are part of the shared beliefs (academic, arts, athletics, whole child), it is considered a full day. It is treated as a normal school day, and students who arrive for these activities are expected to participate as if it were a normal school day.

For security purposes, phone calls, emails, and text messages authorizing a student to leave campus will not be accepted. If a student is present, they will be required to stay the full school day (all days, activity days, special schedules, etc.) unless there is proof of an appointment.

Permissible Number of Absences

All student absences, whether excused or unexcused, count against the total permitted to students in a grading period

Exceeding the number of absences permitted will result in the failure of the subject (class) and will automatically send the student to the extraordinary grading period exams. A student cannot exceed 4 class failures, as they can only take 4 extraordinaries.

PREPA: Students in Prepa (10-12) are permitted the following number of absences in a grading period :

7 absences (1st sem) and 7 (2nd sem) for a full-time class

3 absences (1st sem) and 4 (2nd sem) for a half time class

SECUNDARIA and I.E.: Students in Secundaria (7-9) and Intensive English (I.E.) are permitted the following number of absences in a year:

14 absences TOTAL for a full-time class (for the school year)

7 absences TOTAL for a half time class (for the school year)

SEP Regulations and Anti-Bullying



SEP Regulations and Anti-Bullying

"A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending him or herself."~ Dr. Olweus.

DEFINITION: Bullying is unfair and one-sided behavior. It happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose, in person or via multimedia.

How Do I Know It's Bullying? To qualify as bullying, the incident must involve an imbalance of power between the target and the student who acts aggressively. Bullying usually involves multiple incidences and the aggressor and the target have drastically different reactions to the incident (the target feels powerless to self-advocate.)

Normal Conflict	Bullying
Equal power- friends	Imbalance of power- not friends
Happens occasionally	Repeated negative actions
Accidental	Purposeful
Not serious	Serious-threat of physical harm or emotional or psychological hurt
Equal emotional reaction	Strong emotional reaction on the part of the target
Not seeking power or attention	Seeking power and control
Not trying to get something	Trying to gain material things or power
Remorse-takes responsibility	No remorse- blames target
Effort to solve the problem	No effort to solve the problem

Students should follow 4 main rules:

1. We will not bully others.
2. We will try to help students being bullied.
3. We will try to include students who are left out.
4. If we know that somebody is being bullied, we will tell an adult at school and at home.

Tips for Students to Stop Bullying

- Keep yourself safe.
- Get Help. Tell a trusted adult if you see someone in trouble.
- Support the target. Ask them to join in an activity with you.
- Distract. Tell the aggressor you don't like talking about people or change the subject.

- Reason with the aggressor. “You might get into trouble if you keep bothering that person” or “you might get suspended and we really need you for our project.”
- Support the person who is being bullied. (Help them pick up their books, take them to someone that can help, there is power in numbers, just stand beside the person, ask other friends to support the person).

Tips for Parents to Address Bullying

- Focus on your child. Be supportive, listen, and gather information about the incident. Try doing an activity while talking such as; walking, cooking, or riding bikes.
- Never tell your child to ignore bullying. What your child may “hear” is that you are going to ignore it. If your child were able to simply ignore it, he or she likely would not have told you about it. Often, trying to ignore bullying allows the situation to become more serious.
- Contact your child’s teacher or Principal to report bullying and to find out about the OLWEUS program. Give specific details and then ask for the next step.
- Keep your emotions in check. Give factual information about your child’s experience of being bullied, including who, what, when, where, and how.
- Help your child become more resilient. Talk to your child about being friends with certain people with the same values and knowing which friends he or she can count on. Support positive relationships by encouraging them to hang out with kids that make them feel good about themselves.

Cyberbullying

Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself. By cyber-bullying, we mean bullying by electronic media: Bullying by texts or messages or calls on mobile phones. The use of mobile phone cameras to cause distress, fear or humiliation Posting threatening, abusive, defamatory or humiliation. Posting material on websites, to include blogs, chat rooms, personal websites, social networking sites, email, etc. Hijacking/cloning e-mail accounts. In case there is a bullying or cyber bullying issue, the discipline procedure and matrix will be followed, and there will be a follow up investigation with Counseling and OLWEUS team.

Cyberbullying Tips for Parents

- Ask your child questions, maintain an open dialogue
- Keep computers in a common room
- Talk about your expectations regarding acceptable online/phone behavior before they receive the privilege. Behavior online should be the same as what you would do in person or in front of someone you respect.
- Make arrangements and set boundaries about accepted use and behavior for online/phone communication. Often youth don’t tell parents because they fear losing technology privileges.
- Help your child think through how the information they put online reflects on them
- Inform youth about legal limits and future consequences of harmful posting online or by phone

- Ask your child to teach you about programs and technologies you don't understand or of which you don't have familiarity.

Cyberbullying Tips for Students

- Don't initiate, respond to, or forward harmful messages
- Think!! If something mean is posted or texted about you, don't respond immediately, take a breath and give yourself time to think through your next step. Don't react immediately.
- Think about your reputation– Would you want your mom, grandpa, teacher, future employer, or someone you don't know to see that?
- Privacy- Keep intimate and personal information private
- Trust your gut- If you feel uncomfortable--save and tell an adult.
- Be safe--Don't meet unknown internet friends without talking to your parents or another adult about it.

Anti-Bullying Measures at C.A.T.

- OLWEUS Program (Including Morning Meetings, Morning Generation, and Prevention Plans)
- School Procedure for reporting an incident of bullying behavior
- Disciplinary action after investigation of incidents

It is everyone's responsibility to report bullying incidents.

Anyone can stop bullying, just say, "STOP THAT! THAT'S BULLYING!"

COLEGIO AMERICANO DE TORREÓN DOES NOT CONDONE ADDRESSING VIOLENCE WITH VIOLENCE. TREAT ONE ANOTHER WITH KINDNESS AND RESPECT.

OLWEUS Morning Meetings (Thursdays)

During this 20-30-minute time slot, teachers present lessons that focus on concepts of how to proactively identify behaviors that may fall under the bullying "umbrella." Strategies are explored, via classroom discussion, regarding multiple ways in which students may immediately intervene to assist in eliminating these types of behaviors. During these classroom sessions, a variety of instructional strategies have been utilized to carry out the program's intent: role-playing, art projects, skits, video discussions, integration of literature & music, and general face-to-face discussion among teachers & students. The premise behind these meetings is to empower students and teachers to be proactive.... not reactive!

It is important to note that most negative student behaviors are, in fact, poor choices.....not bullying.

OLWEUS Generation

OLWEUS Generation activities are designed to help meet the unique needs of our students, coaching beyond the bounds of the regular classroom to provide opportunities for developing their sense of community and cooperation. Students will participate in a variety of competitive and noncompetitive activities with their generation. These activities will include competitions that emphasize sportsmanship and participation, team-building activities within the generation, and creative events that will help to build an identity. During Morning Generation, students and their grade level teachers participate in activities that are relevant to the academic, social, and emotional needs of the students of the generation.

SEP No Mas Bullying

SEP established the protocol of action for the attention of school harassment in public and private schools for all educational levels in the state of Coahuila on June 13, 2014.

With the policy, it established a universal performance review, documentation, protocols to decrease bullying risks, and also generated a database for cases.

General Provisions Summary

Teachers will keep a record and log the facts of any infraction or case (minor, serious, or very serious). Teachers at C.A.T. are trained to observe situations to align with normal and bullying behaviors. When teachers log the evidence of a case, they must be descriptive, using textual vocabulary and define actions as they are.

EVIDENCE must be signed by parents (or witnesses) in order to be considered legitimate.

At the beginning of the school year C.A.T. will follow the outlined procedures to comply with SEP policy. The CHARTER COMMITMENT (SEP) and the GENERAL REGULATIONS FOR BASIC EDUCATION SCHOOLS OF THE STATE OF COAHUILA (SEP) will be delivered and signed.

In a case of SEVERE DAMAGE to the physical and psychological integrity of the attacked student, the protocol is initiated:

Should a case be serious, C.A.T. will locate commitment letters and signed regulations as well as case evidence and present the case to SEP.

Please Note: There is no way that C.A.T. can assist the case legally.

General Student Behavior Expectations



Behavioral Expectations

C.A.T.'s discipline policy is based on the research and handbooks of other international schools. Your child will receive information and directions about this handbook at the beginning of the school year. The High School will be following this handbook very closely. In addition, we will adhere to SEP regulations.

Code of Conduct

C.A.T. students are expected to be responsible for their own actions and behavior. C.A.T. staff will explain and monitor expected behaviors of our students, as well as Zero Tolerance for bullying or violence. Students should follow the rules of individual teachers, grade level teams, as well as school rules. Inappropriate behavior includes any action that would disrupt the learning process.

If a student does not follow the rules, after repeated warnings and parent contact, the student may be referred to the administration. A student will be removed from class immediately upon a severe infraction. After 3-5 Office discipline referrals, students will be screened for counseling services or a behavioral contract.

C.A.T. teachers and administration attempt to maintain a good communication between home and school. It is our belief that parents should be informed and involved in the discipline and learning process.

Behavioral Expectations and Consequences

The development of our students into mature adults is a slow and sometimes painful process. Because this development takes place at school as well as in the home, the professional educators at the C.A.T. share in the responsibility of assisting these young adults in the maturation process.

The staff and administration of the C.A.T. believe that the young people we serve are able to maintain a high level of personal integrity and self-discipline. We also recognize that, from time to time, a basically good student needs redirection.

The goal of the C.A.T.'s discipline procedure is to create a system which ensures that all students are given the opportunity to study in an environment which is conducive to learning and which develops students who accept responsibility for their own actions. In an effort to maintain an optimum learning environment, we have established behavioral standards that we believe are fair, firm, and nurture a sense of personal responsibility, integrity, and respect for self and others. Achieving this goal requires the cooperation of students, parents, and teachers. Students need to be aware that school policies and regulations as well as support from parents are essential in establishing a positive learning environment.

Our teachers are committed to enforcing the C.A.T. disciplinary policy through consistent enforcement of classroom and school rules.

Expected Student Behavior

Students at C.A.T. are expected to uphold the Honor Code of our school and our community. Our students are respectful, safe, cooperative, communicative, and responsible. Due to the coordinated effort, our students are generally well behaved during arrival and dismissal, in the hallways and during passing period, in the classrooms, and in the changing rooms, in the cafeteria, in the computer labs, and library. They are expected to behave well at assemblies and presentations, and follow the building rules for the Center for Visual and Performing Arts, the Gym, and the High School Office .

In the case that a student is having a bad day, or misbehaving, there is a quick matrix of consequences for future reference. The High School Office will use the discipline matrix to determine the appropriate consequence with the teachers. See Appendix.

Disciplinary and Behavior Probation

If a student receives a second out of school suspension, that student will be placed on disciplinary probation and will remain on that status until the end of the grading period and/or school year. Additionally, if a student has chronic misbehavior, they will be placed on disciplinary probation (more than 5 serious incidents in a school year).

At the end of the grading period and/or school year the student's classroom teachers (Discipline Review Council) will convene to discuss the student's behavior and to make their recommendation to the administration.

The Discipline Review Council will consider three (3) options:

1. Return the student to regular status
2. Extend the probationary period
3. Deny readmission to C.A.T.

Once the disciplinary probation is given, if the student doesn't earn any other suspension during the school year, the contract will automatically be cancelled, and the student will return to normal status.

General Consequences and Information

Lunch Detention

A student may be assigned lunch detention by the teacher (to be served in the grade team leader's classroom).

1. The teacher may assign a team lunch detention to the students for reasons outlined in the flowchart. For example: poor behavior, failure to turn in assignments repeatedly (see the flowchart), and as part of a teacher consequence in the accountability card.
2. If the student does not attend the team lunch detention, the student will be automatically assigned their next step in the accountability card. (See accountability card protocol).

Friday Detention

A student may be assigned Friday detention as a consequence according to the accountability card or the discipline matrix by the teacher and served among the grade team or the administration.

****If a student is chronically in a Friday detention, we will address it with the parents after the third infraction. Depending on the seriousness of the events, a student may be given an out-of school suspension, put on a discipline progress report, or be on disciplinary probation.**

Long Term Suspension or Expulsion

The expulsion of a student must be authorized by the General Director and the Board of Directors. Students violating the following policies will be subject to immediate expulsion:

WEAPONS: Students may not supply, possess, handle, use or transmit a dangerous instrument or weapon on or near school property, or on the way to and from school or on any school related or sponsored trips.

DRUGS AND ALCOHOL: The use, sale, or possession of drugs or alcohol on or near school property, or on the way to and from school or on any school related or sponsored trips.

SEVERE CHEATING AND PLAGIARISM: Students who participate in severe cheating in plagiarism, submitting large pieces of work as their own, hiring a person to do work for them, or repeated offenses over time.

Other severe acts that attempt to undermine the safety/security of the campus and/or academic/ moral integrity of the school near school property, or on the way to and from school or on any school related or sponsored trips, including but not limited to the inappropriate use of images and video.

Expulsion Procedures:

1. Referral to administrator.
2. Administrator confers with student and parent about the misconduct. The student is given an opportunity to explain the incident.
3. The administrator determines misconduct.
4. Administrator determines whether the student engaged in severe misconduct that is severe in nature that warrants a recommendation for expulsion. If administrator determines that the student engaged in violation of a severe offense, then administrator contacts General Director and general counsel to start the expulsion referral process.
5. When a student is recommended for expulsion, the Counselor will be assigned to assist the student and his or her family throughout the expulsion process and will also be present at the expulsion hearing. The student and his or her parent/guardian will be notified of the time and place of the hearing and shall be

- given a packet of information at least 48 hours before the expulsion hearing that contains the supporting documentation as to why the administration is recommending the student be expelled.
6. The Honor and Justice Committee shall make the determination whether or not to expel a student from school. The Honor and Justice Committee is provided with the same packet of information regarding the documentation Student Code of Conduct & Procedures supporting the administration's recommendation for expulsion as the student and his or her parent/guardian.
 7. The Honor and Justice Committee shall meet to conduct a hearing regarding the recommendation for expulsion and the hearing shall occur within ten (10) school days after the student's suspension from school.
 8. At the hearing, an administrator will present the information to the Committee that supports the administration's recommendation for expulsion.
 9. The student's family or representative will have a chance to provide information that rebuts the information provided by the administration or to present new information that either demonstrates the student did not engage in the conduct for which he or she is accused, or any mitigating information. Student witnesses are not allowed to be present at the hearing on behalf of either the student or the school.
 10. After the Honor and Justice Committee receives information on behalf of the district administration and on behalf of the student, the panel will meet in an executive closed session to discuss the evidence. The Committee will then reconvene in open session to act on the recommendation of expulsion.
 11. The student and his or her family will be notified of the decision in a timely manner.
 12. If the Committee acts to deny the expulsion, the student will be placed in the school with probation guidelines.
 13. If the Committee acts to expel, the student will be required to follow all recommendations of the expulsion.
 14. At the conclusion of the expulsion period, administration will ensure that the conditions of reinstatement have been met and determine appropriate school placement.

Philosophy for discipline at C.A.T is a joint responsibility that should be shared by school staff, students, and their families. It is designed to promote behavior that will enable students to function successfully in their educational and social environments. The C.A.T. Code of Conduct is to be applied consistently and uniformly throughout the High School so that students are treated fairly and equitably.

The C.A.T. Code of Conduct is developed to help students understand their obligations to others in the school setting, and is reflective of the concern for the dignity and growth potential of each student, as well as the commitment to the safety interests of all students, staff, and the community.

School problems can best be resolved at the campus level, where problems start. In order to resolve problems, parents, guardians, or students can meet with a teacher at appropriate times to discuss existing problems. If the parents, guardians, or students are

dissatisfied with the teacher's decision or explanation, they can meet with the building administrator to review the area of concern.

In the case of major offences that can result in an expulsion or a suspension of more than a week, a Honor and Justice Committee will emit the final consequences after it is presented with the complete information.

Honor and Justice Committee

- 2 administrators:
 - The General Director and the High School Principal
- 2 parents from School for Parents (Escuela Para Padres):
 - The President and the Treasurer of the Board of Directors
- 2 teachers
 - English and Spanish Department Heads
- 2 students:
 - NHS and STUCO Presidents for High School

If a member of the Committee has a conflict of interest, they will be replaced. C.A.T. handbooks and policies are the main tools and the basis to reach a decision. If a vote is needed to reach a decision and there is a draw, the Director's vote will count twice.

Frequently Committed Discipline Issues

Although the majority of our students follow the code of conduct and embody the values of C.A.T. in the quest for "Excellence for Life," there are times when students succumb to the pressures of being an adolescent. They push the boundaries and see what they can get away with. Unfortunately, some times they push inappropriate boundaries that can put others in harm (physically or emotionally) as well as disrupt the educational process. For this reason, we have chosen to include information on the most common incidents, including, but not limited to: use of technology, cell phones, cheating, plagiarism, and bullying. Please review this section carefully.

Internet and Technology Acceptable Use Policy

In addition to "BYOD" (Bring Your Own Devices) at C.A.T., we also provide technology resources to our students for educational purposes. The goal of providing these resources is to promote educational excellence. Proper behavior, as related to computer use, is no different from all other aspects of school activities. All users are expected to use computers and the Internet in a responsible, ethical, and polite manner.

Violation of this policy is grounds for disciplinary action by the school and removal of computer privileges. Inappropriate use means visiting, browsing, logging into, downloading, or printing any offensive material (sexually explicit, violence, promoting drugs or alcohol and entering ANY chat rooms and/or instant messaging on any any site which is not directly related to the educational process).

Unfortunately, last year, there was an increased use among students for improper use of technology, and at times very unethically. We are seeking the help of parents to properly educate your children on the consequences of sending inappropriate photos, using the cell phone as a tool to cheat on exams, or use to ruin others' reputation. Most of these issues occur outside of school hours, when the students are at home, yet the consequences trickle into the school environment. The High School Office will follow the Discipline Matrix for any activity that affects the learning environment of our student, to the extent that we can in special cases like these.

Cell Phones

Electronic devices such as cellular phones, MP3 players, game players, and lasers ***are not allowed** between 7:45am to 2:35pm. Oftentimes, these devices are a distraction to the educational process and considered "general disruptive conduct" and "defiance".

Students may use their smartphones and gadgets on the grounds before school, and after school. Please remind your children to guard their belongings and electronic devices so they are not risk of being broken, stolen, or lost. We require that the students keep their Smartphones in their locker, with a lock.

If an electronic device, phone, etc. is taken away in class or on campus by **any adult**, it is because the student was not following the proper use procedure as outlined within our school (K-12). If asked, the student should give up the cell phone immediately, as not to result in harsher consequences.

The parent is allowed to pick it up either before school or at the end of the school day (24 hours after) (for the first offense= 24 hours later, second offense= after 7 days, and the third offense= at the end of the grading period). **Does not apply to laptops or tablets. The teacher can take away; however, return at the end of class as not to affect learning in other classes.*

IF A CELL PHONE IS TAKEN ON A FRIDAY, THE STUDENT MUST WAIT UNTIL MONDAY TO RECLAIM IT, EVEN IF IT IS MORE THAN THE 1 DAY INFRACTION OF A 24 HOUR PERIOD.

Cyber bullying is becoming a reality. We do our best to promote Digital Citizenship and proper use of cell phones and technology while on campus. We are proactive by not allowing the use of cell phones during class sessions, unless directed by the teacher. Should something happen during school hours, we can investigate it. Unfortunately, some students make choices outside of school hours that impact others at C.A.T. **If the event takes place outside of school hours, C.A.T. reserves the right to not get involved.*

Items That Detract from the Learning Environment

A universal policy ensures that our students all have access to their education without being distracted by outside items.

<u>Items Not Allowed at School Per General Director</u>

Coffee mugs/ Travel Mugs

Non-clear water bottles

Lasers

Party Food

C.A.T. is not responsible for lost or stolen articles brought from home.

Plagiarism

Academic Ethics and Plagiarism Policy

C.A.T. students are expected to maintain the highest degree of academic ethics. This means putting the utmost effort into all class work and assignments and avoiding the ethical pitfalls of plagiarism and cheating.

Unfortunately, in the past few years, there has been a rise in cheating and plagiarism at C.A.T. on things from homework, to grading period and grading period final exams. Our teachers do their due diligence of checking student work and running it through programs such as **turnitin.com** which compares a student's piece of original work with those in the world.

If a student is found cheating or plagiarizing, they will have a consequence of discipline as well as a phone call home because of the extremity of the situation.

Understanding Plagiarism:

Whenever a writer includes in an essay, or other forms of writing, information, ideas, or words obtained from any other written source, the writer must acknowledge the source in accordance with the conventions of documentation (Messenger 559).

Plagiarism, whether intentional or not, occurs when the writer fails to credit information, ideas, or words that are not his/her own. Penalties for plagiarism are usually severe (Gehle 223).

<u>Plagiarism demonstrates a lack of integrity and character that is inconsistent with the goals and values of Colegio Americano de Torreón and may be grounds for severe consequences.</u>

Excellent written expression of well-formulated ideas is a fundamental skill for academic and career success. Plagiarism interferes with the assessment and feedback

process that is necessary in order to promote academic growth. Plagiarism defrauds the instructor with a false view of a student's strengths and weaknesses. It may prevent further instruction in areas of weakness and delay the student in reaching his or her potential.

Plagiarism examples:

- Taking someone else's assignment or portion of an assignment and submitting it as your own
- Submitting material written by someone else or rephrasing the ideas of another without giving the author's name or source
- Presenting the work of tutors, parents, siblings, or friends as your own
- Submitting purchased papers as your own, or
- Submitting papers, or portions of papers, from the Internet written by someone else as your own supporting plagiarism by providing your work to others, whether you believe it will be copied or not
- Sending screen shots, emails, airdrops, etc. (virtual) to give other students some of your work

Cheating

Education is based on learning specific skills, forming lifelong work habits, and developing mature coping skills according to each student's unique abilities. Stress sometimes propels students to make unethical choices.

When students choose to cheat, it may be a symptom of more severe problems such as inappropriate class placement, over-commitment to extracurricular activities, and/or academic desperation. The compromise of their values through cheating may lead to loss of self-esteem, as the students are often painfully aware of their shortcomings and fight a tiring battle to preserve their images at the cost of their ethics.

True self-esteem is based on competence.

Cheating robs students of their opportunity to become competent. Students are expected to produce their own work except on projects designated by the teacher as cooperative efforts.

Cheating: Cheating demonstrates a lack of integrity and character that is inconsistent with the goals and values of Colegio Americano de Torreón and may result in severe consequences.

Cheating examples:

- Copying, faxing, emailing, or in any way duplicating assignments that are turned in, wholly or in part, as original work
- Exchanging assignments with other students, either handwritten or computer generated, whether you believe they will be copied or not
- Using any form of memory aid during tests or quizzes without the expressed permission of the instructor, using a computer or other means to translate an assignment from one language into another language and submitting it as an original work
- Giving or receiving answers during tests or quizzes

- Accessing a test or quiz for the purpose of determining the questions in advance of its administration.
- Hiring someone to do your work for you, or posing as you on online courses.

General Consequences

Any student who is caught cheating or plagiarizing will receive a grade of "zero" for the academic work involved, parent(s) of the student(s) will be notified, and the incident will be reported to the High School Office .

When work is copied from another student, both students will be penalized with a grade of "zero," and be referred to the High School Office. Grades of "zero" which are the result of any form of academic dishonesty are irrevocable and students will receive an in-school suspension (ISS).

Subsequent offenses will result in multiple day suspensions, and the student may be referred for academic probation.

See detailed discipline matrix in the appendix. These consequences also apply to any grading period or exams. Any student that is out of school for OSS will also receive a "0" if they miss an exam.

Prevention~ Tips for Parents

While the majority of children cheat from time to time, there are things a parent can do to prevent their child from repeating this behavior. Here are some guidelines:

1. **Set a good example.** Take a good look at your own life. Do you or your spouse "cheat" from time to time? If a cashier gives you too much change, do you return it? Have you told little white lies on your income taxes? Be aware that those are the moral values you are teaching your child. Be sensitive to the examples you set.
2. **Stress that winning isn't everything.** Because our society puts so much emphasis on winning, parents need to counteract that message at home. Make sure your child knows that performing honestly and losing is more honorable than cheating and winning.
3. **Lower your expectations.** A large percentage of children who cheat are motivated by a desire to meet their parents' expectations. Let your child know that you love her and are proud of her even when she doesn't win the spelling bee or gets a bad grade.
4. **Nurture your child's desire to do the right thing.** Kids like to feel good about themselves and what they're doing. Encourage your child to value honesty, to feel pride in a job well done, and to foster love of learning and knowledge for its own sake.
5. **Let your child see you sweat.** Kids value hard work because they see their parents working hard. If you don't cut corners, your child will learn not to.
6. **Teach your child how to cope with failure.** Let your child see that you too have ideals - and sometimes you fall short of them. Talk with him about how you cope with failure, so he learns how to handle it, too. It's fear of failure that leads many kids to cheat.

Student Academic Responsibilities

No student needs to cheat or plagiarize. Students who advocate for themselves and seek appropriate help when they need it will not need to cheat or plagiarize.

The following behaviors promote true student achievement:

1. Be prepared and set aside sufficient time to study. Try to keep to a realistic schedule balancing academic obligations and your social and personal life.
2. Make certain that you understand your assignments and the grading assessment that will be used. If you have questions about an assignment or an assessment, talk to your instructor. Do not rely solely upon a classmate for clarification.
3. If you study for a test with a classmate, make sure that you do not sit near each other during the test since your responses (and errors) may be similar.
4. Do not read or scan someone else's paper before writing your own. Some of the ideas in the other person's paper may be ideas that you would have used, but you will now need to credit the person whose paper you read for those ideas.
5. Use all avenues of support available to you. For help needed beyond the classroom, see your instructor, other instructors in the department, a peer tutor, or a parent or other adult who is well-versed in the subject.
6. Assignments should be considered individual unless the instructor states otherwise.
7. Be organized. Having class notes in an orderly, easily accessible format will save time and anxiety when studying for a test or writing a paper.
8. Keep current with assignments. If you need to read an entire novel the evening before a test or before a paper is due on that novel, your performance on either will suffer.
9. If, for whatever reason, you choose to use another's ideas or solutions, cite that person as a source on your paper or project.

Parent Responsibilities

1. Communicate to the student values of moral and ethical behavior
2. Refrain from placing undue pressure for high grades
3. Be aware of a student's need for a quiet time and a place to study
4. Support the student's efforts, but will do not edit, type, or in any other way do the student's work; encourage the wise use of time

The governing body of C.A.T. encourages close links with parents and the community. We believe 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 severe 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 of 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.

Teacher Responsibilities

- Follow the Student and Parent Handbook
- Make the classroom policy known to all students
- Be specific as to whether work is to be cooperative or individual
- Prepare students for tests and test on the designated test days
- Carefully proctor tests so that students are not tempted to cheat
- Test security for grading period exams and final exams (locked rooms and desks)
- Secure grade books and mark documents so that grades are private
- By precept and concept support these ethical commitments

Teachers will also adhere to the Teacher's Handbook which details more of their role and responsibility as role model for the students as well as excellent employee.

Sports, Activities and Other Extracurriculars



Sports, Activities and Other Extracurriculars

The Whole Child Approach

After school activities offer students the opportunity to explore and develop their interests. These activities provide students with experiences that have social, physical, intellectual, and ethical value. Currently, C.A.T. offers programs in sports, music, and arts. Additionally, we have TCATs, NHS, STUCO, Sumando Niñas, MUN, and other clubs to address intellectual, socially responsible, and diverse interests.

Students are reminded that habitual discipline issues, excessive absences and tardies, and excessive disrespect of staff will result in being terminated from sports or an activity.

Academic and Behavior Eligibility to Participate in Extracurriculars

It is considered a privilege to represent C.A.T. at both school sponsored athletic activities (including ASOMEX sports) and private non-school related activities. Students must comply with the following standards to remain eligible:

- 1. ALL C.A.T. STUDENTS (I.E.-12TH GRADES) MUST HAVE A 70.00% IN EACH CLASS TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES.**
- 2. Grades to attend these events will be based on the OFFICIAL REPORT CARDS 3 weeks prior to the event.**

*Note, this is not an exact science. Your child may have a passing grade at the 3-week mark to make the list; however, they may be failing right before the event. It is your responsibility to know your student's grades. Please check Plus Portals.

The behavior of the requesting student will also be taken into account. If for some reason the student has numerous behavioral infractions, as monitored in the High School Office, and is incapable of representing the school in an appropriate manner, the student will not be allowed to attend the event in the name of the school. Principal has the authority to review this and make a decision on a case by case basis.

Additionally, all students that attend school events, CATravel, field trips, athletic or otherwise will be held to the same code of conduct expected on the C.A.T. campus. If there are behavioral infractions, consequences for these infractions will directly coincide with the C.A.T. Code of Conduct. C.A.T. also reserves the right to WITHHOLD GRADES AND SUSPENSION OF GRADUATION

Pre-Arranged Absences for School Related Event Policies

A student cannot attend a school activity, event, or sports competition if they are not academically responsible.

There is a 3-week cut-off date prior to the event to ensure the students are prepared to go. Additionally, if a student has chronic discipline office referrals (at or above a level 6 in the accountability card or hold a current disciplinary probation contract) from one activity to the next, they may not be allowed to participate. Students may try again for the following activity by not getting an office referral, and getting grades up prior to the next activity.

Field Trips

Field trips are recognized as important moments in learning; a shared social experience that provides the opportunity for students to encounter and explore novel things in an authentic setting. Their importance is supported by professional organizations such as the [National Science Teachers Association](#) which asserts field trips can “deepen and enhance” classroom study (NSTA 1999)

It is a privilege to attend Field Trips. All students attending a field trip, or function sponsored by C.A.T. must have permission from their parents. Teachers will notify parents of the event to seek permission. Students must be in uniform unless otherwise noted. Our students are ambassadors and represent our school. For this reason, we want them to present themselves in the highest manner and will hold the students accountable for the C.A.T. Code of Conduct and discipline. (See more in Appendix).

It is important to recognize that learning outcomes from field trips can range from cognitive to affective outcomes (for a review see: Dewitt & Storksdieck, 2008; also [Learning Science in Informal Environments \(2009\)](#)). Too often, however, only cognitive gains are identified (by schools or museums) ([Kisiel, 2005](#)).

Among the many potential outcomes, research has shown that field trips:

1. Expose students to new experiences and can increase interest and engagement in science regardless of prior interest in a topic (Kisiel, 2005; Bonderup Dohn, 2011),
2. Result in affective gains such as more positive feelings toward a topic (Csikszentmihalyi & Hermanson, 1995; Nadelson & Jordan, 2012).
3. Are experiences that can be recalled and useful long after a visit (Salmi, 2003; Falk & Dierking, 1997; Wolins, Jensen, & Ulzheimer, 1992).

Senior Activities

The only approved activities for the seniors to participate in on the school campus are:

- Senior Bonfire
- One Senior Skip Day per school year (2018-2019)
- Senior Awards

If a student participates in a Senior Prank Day, or come to the Senior Bonfire under the influence, they will not be allowed to participate in the graduation ceremony and will only be allowed to take extraordinary exams.

General Discipline for Sports, Activities and Other Extracurriculars

Colegio Americano de Torreón adopted a **ZERO TOLERANCE** policy which results in immediate expulsion from school if any students are part of the following major offenses when on a school trip or activity:

1. Alcohol and other drugs
 - a. Possession of alcohol, drugs, or any type or paraphernalia
 - b. Applies to students having in their possession alcohol or any type of prohibited substance at any time or place during the extracurricular duration.
 - c. Use of alcohol and/or drugs.
 - d. Applies to hosting or attending parties where there is consumption of alcohol or any type of prohibited substance by any of the attendees.
 - e. Applies to having alcohol breath at any time or place during the duration of the extracurricular activity.
2. Leaving the hotel after curfew without permission
3. Sexual misconduct
 - a. Consensual sex
 - i. Consequences apply to all parties involved.
 - b. Harassment, abuse and assault.
 - c. Sleeping/Staying in a room of the opposite sex.
4. Possession of weapons
 - a. This includes any type of object that could be used to harm self or others.
 - i. Knives, pocket knives, blades, lighters, firecrackers, explosives, fire weapons, etc.

In any of the situations listed above, administration and parents will be contacted immediately and staff members will complete an incident report. The situations may be referred to the Honor and Justice Committee.

List of Sports, Clubs, Activities and Extracurriculars

Clubs, Groups, Sponsors (Not Including CVPA Offerings)

Club/Activity	Sponsor Lead	Phone Number
Student Council (STUCO)	Ricardo Del Rio and Saulo Garcia	3038, 3313
National Honor Society (NHS)	Lora Head	3216
TCATS5526 Robotics	Elisa Pomar	3101
OMI Programming	Carlos Ramirez	3016
Sumando Niñas	Sergio Robles	3303
Lego Club	Brenda Aguilar	3051
College Application Club	Ana Claudia Sada	3012
Model United Nations (MUN)	Alonso Fernandez	3210
Diversity Club	Amanda Rydberg and Tyler McCubbin	3200, 3202
ASOMEX Sports	Coach Hector Gaytan	3011
CATravel	Ana Carla Tumoine	3019
Club de Investigación	José Miranda	3209
CATEnsemble	Larissa Olivares	3074
Journey Magazine	Lora Head	3216

Sports, Clubs, and Other Dismissals from Participation

As stated previously, our students are ambassadors and must adhere to the school policies while representing C.A.T. Any students that is suspended out-of school (OSS) can be dismissed from participating in any club or activity at any time.

Students in National Honor Society are leaders, and as leaders, are expected to maintain the best code of conduct as outlined by the National Association of Secondary School Principals. **If they are involved in ditching class, cyberbullying, or cheating on an assignment or exam, they will be immediately dismissed from NHS.**

Students that represent our school in any fashion, STUCO, Escolta, NHS, Sumando Niñas, etc. are role models. If they participate in any conduct that exhibits poor choices and violates our code of conduct and discipline policy, they may be removed from the club.

For more information about the consequences, see the Appendix.

Awards and Recognition of Student Achievement



Awards and Recognition of Student Achievement

We know our parents like to celebrate the success of their children. At C.A.T., we like to honor our students that uphold the values of “Excellence for Life” in student achievement and living the values of honesty, integrity, kindness, and citizenship.

Honor Roll

The superior academic achievement of C.A.T. students will be recognized after each grading period, based on a cumulative average, with the selection of students to the Honor Roll. The weighted GPA will be used to calculate averages for Honor Roll and certificates will be awarded recognizing three (3) categories:

General Director's List: 95.0% to 100.00% (no failing grades/no attendance or disciplinary issues)
Principal's List: 90.0% to 94.9% (no failing grades/no attendance or disciplinary issues)
Commended Student List: 85.0% to 89.9% (no failing grades/no attendance or disciplinary issues).

Students will be recognized at an awards ceremony each grading period.

Other Student Awards

Our Grade Teams honor students based on the following criteria:

- Most Improved
- Best Effort
- Academic Achievement
- Character Award
- Student of the Month

Annual Student Awards

C.A.T. aims to encourage promising students with outstanding academic, extracurricular and community service achievements, and morality. The following awards are traditionally given during the end-of-the-year awards ceremonies. Awards are chosen for the three divisions

Students of the Year

This award recognizes a student who best fulfills the following characteristics: has shown a consistent and remarkable effort in all schoolwork through the year; demonstrates a passion for learning which is sustained through all subject areas; has consistently high marks; has universally excellent learning skills; and demonstrates a deep concern about their own academic success. Has shown exemplary leadership within the school and school community; takes an active humanitarian role within the school by demonstrating caring for others; the show a high level of maturity and responsibility, and use those skills to make the school a better place; has good or excellent learning skills in all areas. ***Students are chosen by the Grade Team.***

Athlete of the Year

This award recognizes two students (one male, and one female) who best fulfill the following characteristics: has a high standing in team athletics; demonstrates a passion for athletics which is expressed through an excellent attitude to team and extra-curricular sports; shows enthusiasm for athletics which positively impacts other students in their class and the wider school community; shows positive leadership when involved in extracurricular sports, and team; has good or excellent learning skills in all areas. ***Students are chosen by the Coaches.***

Scholar- Athlete of the Year

This award recognizes two students (one male, and one female) who best fulfill the following characteristics: has a high standing in physical education classes; demonstrates a passion for athletics which is expressed through an excellent attitude to physical education and extracurricular sports; shows enthusiasm for physical education that positively impacts other students in their class and the wider school community; shows positive leadership when involved in extracurricular sports, and physical education classes; has good or excellent learning skills in all areas. ***Students are chosen by the Coaches/ High School Teachers.***

Outstanding Achievement in Subjects

This award recognizes a student who fulfills the following characteristics: has a high academic standing in all strands of the subject matter curriculum; demonstrates a passion for the subject which is expressed in through an excellent attitude to their work; shows an enthusiasm for the subject that positively impacts other students in their class, and the wider school community; shows positive leadership during group work; has excellent communication skills; has good or excellent learning skills in all areas. ***Students are chosen by the teachers. Students may be chosen for more than one subject area.***

Principal Award

This award recognizes a student who fulfills the following characteristics: has a high academic standing in all strands of the subject matter curriculum; demonstrates a passion for the subject which is expressed in through an excellent attitude to their work; shows an enthusiasm for the subject which positively impacts other students in their class, and the wider school community; shows positive leadership during group work; has excellent communication skills; has good or excellent learning skills in all areas. ***Students are chosen by the Principal.***

General Academics and Classroom Expectations



General Academics and Classroom Expectations

Curriculum

Students are introduced to both a Mexican certificate and United States diploma curriculum in order to receive and qualify for both diplomas. The curriculum is based on the standards and benchmarks outlined by national standards per core subject. Those include, but are not limited to, McRel, Texas State Standards, Common Core State Standards, and Next Generation Science Standards. In most cases, it is a mixture of many, reviewed by the Curriculum Coordinator along with teachers each year to ensure vertical alignment to meet the needs of our student population.

Elective courses are reviewed each year and may be changed based on student interest or the talent we have among our teaching staff, as well as enrollment projections. The Principal reserves the right to change electives at any time. Electives also have a curriculum developed with the help of the Curriculum Coordinator.

Each curriculum has the essential components of: essential questions, big ideas, standards, benchmarks, summative and formative assessments, as well as some differentiation strategies. Some courses require that they are assessed at a standardized level (MAP).

Educational Platforms

Our teachers utilize the best educational platforms that fit their curricular needs. These platforms include Schoology, Moodle, and Google, and others. Each teacher reserves the right to use the one that best fits their style. Students will be given a password and can check their assignments and homework at anytime via the internet.

Homework and Make-Up Work Policy

Students are entitled to make up work for all excused absences and school related absences, excluding out-of-school suspensions. It is the parent or the student's responsibility to request the make up assignments. Students who are absent from school three consecutive days or longer may request makeup work via email from teachers by calling the High School Office. In all cases, teachers may need 24 hours from the time of the request to compile assignments.

<p><u>The student will have the opportunity to complete the make up work in a period of time equal to the number of days absent. A student cannot ask for work weeks or months after the absence. If the homework is not received by the agreed upon date, it may be marked as a "0".</u></p>

Tutoring

After school tutoring in all subjects will be available to interested students, as offered by peer tutors. The normal dates for tutoring are Monday, Tuesday, Thursday, and Friday from 2:45-3:30. All children participating in after school tutoring will adhere to the rules of the school as if it were a normal school day.

If you are interested, please contact the High School Counseling Office for available student tutors and times for hiring and help.

Homework Philosophy and Guidelines

The purpose of homework is to reinforce skills taught in the classroom, to complement classroom instruction, and/or to prepare students for future assignments required by their teachers. Homework is intended to be a meaningful and challenging supplement to material learned in the classroom. Homework that is assigned for credit must be submitted on the due date. Homework is an academic component of the learning environment and at no time is homework to be assigned as a result of disciplinary issues or be given as “busy work.”

Re-Do and Re-Take Policy

A student needs to be able to demonstrate his/her understanding of concepts and skills. We believe that each student should have more than one opportunity to demonstrate what he/she has learned. A student who wishes to improve their score on a summative assessment (unit tests, chapter tests, etc. NOT semestral or bimestral exams), will be provided with a second chance to demonstrate his/her knowledge, under the conditions listed below. ***Re-dos are not allowed for daily work.** (Summative assessments determine student understanding of long-term learning goals. Summative assessments include tests, essays, and/or projects.)

As indicated by C.A.T. Academic Achievement Policy, an acceptable grade is 70.00% in all subjects. A student not making this grade on any assessment will have a right to a re-do. The student must participate in additional preparation prior to the reassessment. The student is responsible for making arrangements with the appropriate teacher to determine a date and time to redo/retake the assessment (in the teacher's classroom and with the teacher), no later than one week after the original assessment is returned to the student.

Retake on a summative assessment, per this criteria:

Full Year Class = 2 Per School Year

Semester Class= 1 Per Semester

Only the higher of the two scores will count toward the student's content grade. The reassessment will cover the same material, but it may have different questions and/or a different format; however, the content will be consistent.

Alternate assessments may be required at the teacher's discretion as some scenarios are impossible to replicate. For example: computer lab assignments, experiments, guest speakers, projects, formal essay, etc. Because the ultimate goal is for each student to master the material, teachers will consider extenuating circumstances

Swimming Class

All students are expected to participate in swimming as part of the P.E. Curriculum. Any student that refuses to participate will receive a "0" which makes up 40% of their P.E. grade. If your child needs to miss swimming class for any health reasons, a valid doctor's note must be on file from year to year stating the time limit. Boys and Girls classes swim separately. If the student is ill, it is preferable that they stay at home. If the doctor authorizes the sick student to come to school, it is necessary for the doctor to give him a certificate explaining why he or she cannot participate in the swimming class and for how long. (Updated Doctor's Notes)

Doctor's notes must be valid from the time indicated, within the same school year (2018-2019) and quarter, otherwise they will be

Intensive English Program



Intensive English Program

Intensive English Enrollment

All students applying for enrollment to the Intensive English(I.E.) Program will take an English placement exam. In keeping with the C.A.T. vision of “Excellence for Life”, we believe that successful completion of the Intensive English program is of crucial importance before enrolling in 7th grade at C.A.T. under the following circumstances:

At the end of the school year, Intensive English (I.E.) teachers and school administrators will carry out an analysis for admission into 7th grade (1st year of secondary school), based on a final average of 70.00% or more in each class, together with other criteria indicated below. Students who do not reach a minimum average of 70.00% in each class have demonstrated that they have not developed the academic skills and English level necessary to enter C.A.T.’s academically rigorous bilingual program. If a student does not reach the minimum grade average of 70.00% in each subject, it is in the student’s best interest NOT to be promoted to seventh grade at C.A.T.

An excellent command of spoken English is needed in order to successfully participate in seventh grade subjects taught in English. For this reason, a minimum grade of 70.00% is required on the oral exam that will be administered at the end of the school year. Students entering seventh grade must meet expected C.A.T. student behavior guidelines. Students that have demonstrated a pattern of disobedience will not be recommended for promotion to seventh grade.

The Intensive English program is specifically oriented toward a curricular structure and educational process that have language acquisition as a goal. The teaching approach and competent use of the English language make the difference in helping our students reach their maximum potential.

As the school year advances, students will take their grading period and final exams. These exams are NOT the only determining factor for the student to be promoted to secondary school. It is the passing average of the entire academic load, more than the grade of the exam that will result in the final average. For this reason, we must emphasize the importance of being consistent with the day to day work of each subject.

The Intensive English students are divided into three levels according to the results of the admissions exam (basic, intermediate, and advanced). At the end of the first grading period, the Intensive English teachers and the Administration will consider moving those students who demonstrate a need for a different level than the one to which they were originally assigned. It is of upmost importance that you, as parents, follow-up on grades and averages throughout the school year. The school administration and Intensive English Program teachers are committed to the academic success of our students. If your son or daughter enters at-risk status or shows a pattern of low grades, this will be communicated to you immediately in a meeting to explain the academic problem and find a solution together.

However, during this stage, you are our biggest support to help your son or daughter achieve success in the Intensive English program. Likewise, a commitment to school policies is very important in order to finish the school year in the best way possible.

We emphasize the following: the determining factors for continuing in seventh grade are:

**Achieving a minimum overall average of 70.00%.*

**Passing each subject with a minimum average of 70.00%.*

**Passing the final oral exam with a minimum grade of 70.00%*

**Meeting with the parameters of conduct and behavior as established by C.A.T. according to the parent/ student handbook.*

The Academic Affairs Office will communicate with you at the end of the school year if your student has passed the requirements to move to 7th grade. (Phone Call, Meeting)

Grading, Assessment, and Reporting

Assessment drives the cycle of teaching and learning. Teachers provide a variety of quality assessments for students to demonstrate their progress on the curriculum standards and benchmarks. The assessments are designed to gather information about students to inform the learning cycle. This is also necessary in order to communicate clearly on each student's progress toward the learning goals.

Student learning and grading is based on criteria or standards for performance toward the mastery of the content/subject. Some teachers take effort and participation into account.

Students will not receive a grade for things not pertaining to academics:
For example: bringing in kleenex, running a race, etc. as it is not related to performance or mastery of the subject.

I.E. Student Attendance Policy

We hold our parents, teachers, and students accountable for being here on time to insure that all students meet high academic standards. On time, daily attendance is a critical component of this educational process.

School begins at 7:40am and ends at 2:35pm, Mondays through Fridays, or as otherwise noted, this includes Morning Meetings, Homeroom, and other OLWEUS Activities. During grading period exams periods, the school day ends earlier. Students who are not involved in after school extra-curricular activities are expected to vacate the building immediately following dismissal.

Intensive English students must follow the general school attendance policy as also outlined in Section 4 of the handbook.

INTENSIVE ENGLISH students are permitted the following number of absences in a year:
14 absences TOTAL FOR THE SCHOOL YEAR

ASOMEX and School Trips

The Intensive English students must follow the general school attendance policy as outlined in Section 4 of the handbook. Absences due to participation in C.A.T school events are excused only if the student maintains a cumulative average of 70.00% in all of their classes. ***Additionally, there is a 3-week cut-off date on the grades prior to the event (the form must be filled out by the student and teacher 3 weeks prior to the event). If the form is filled out after the 3-week cut-off date, the Principal reserves the right to refuse participation.***

Secundaria (Grades 7-9)



Secundaria (Grades 7-9)

Middle school students have a unique set of wants and needs that separate them from the childhood years of elementary school but do not find them ready for the late adolescence of high school. They exhibit characteristics and behavior unique to early adolescence, and both teachers and parents should be aware of the differences.

Physical Characteristics

Middle school students experience an acceleration of their growth and development. This may lead to enlarged noses, ears, arms or legs. Also, middle school students have fluctuations in their metabolism that may cause them to be nervously active sometimes and lethargic and sleepy at other times. Learner.org says adolescents in middle school are maturing much faster than their parents or grandparents did and have to confront sexual topics at an earlier age. They are extremely concerned about their appearance and how they look to others within their peer group.

Emotional Characteristics

There are several emotional characteristics of middle school learners. One is that girls mature both physically and emotionally faster than boys. Adolescents are self-absorbed and tend to exaggerate a single occurrence as something far more dire and complex than it actually is. They are sensitive and easily offended. Learner.org states that middle schoolers can be moody and feel alienated from people around them. They are also curious about the world around them and need time to explore safely.

Approach to Learning

Middle schoolers are moving from merely thinking concretely to more abstract thinking skills. They are willing to learn if they feel the learning is meaningful. According to the National Education Association, middle school learners can hold between five to seven bits of information at a time, so teachers need to be sure not to overwhelm them with information. Middle schoolers are quick to distance themselves from adults – including teachers – who are insincere, or who they feel don't respect their feelings and opinions. Learner.org states that adolescent learners benefit from moving around and hands-on experiences or experiments that allow them to draw conclusions based on the data. They will challenge authority figures to ascertain boundaries.

Other Traits

The moral development of middle schoolers, begins with a sense of idealism, the feeling that human beings are inherently good. Adolescents also have a sense of wonder about the changes they see in themselves and in their peer group. They depend on parents, church leaders and adults they trust to help them establish moral boundaries. For this reason, it is important that students in middle school have good role models in place to emulate and look up to.

Source: ecudationSeattlepi.com

Admission Policy

Students interested in enrolling at the Colegio Americano de Torreón (C.A.T.), MUST submit all required documents (transcripts, report cards from previous schools) to the Counseling Office BEFORE the administration considers the application. After reviewing these documents, an entrance/placement exam will be scheduled and the student must successfully pass the entrance/placement exam to be eligible for enrollment at C.A.T.

Due to the nature of our rigorous Secundaria (7-9) academic program, students applying for admission for 7th grade must come from a bilingual, bicultural or English speaking institution prior to enrolling in the school.

Grading, Assessment and Reporting

Assessment drives the cycle of teaching and learning. Teachers provide a variety of quality assessments for students to demonstrate their progress on the curriculum standards and benchmarks. The assessments are designed to gather information about students to inform the learning cycle. This is also necessary in order to communicate clearly on each student's progress toward the learning goals.

Student learning and grading is based on criteria or standards for performance toward the mastery of the content/subject. Some teachers take effort and participation into account.

<u>THE MAXIMUM PERCENTAGE A STUDENT CAN RECEIVE IN A FINAL GRADE IS 100%. (SEP regulation)</u>
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<u>Teachers in Secundaria will give exams in accordance with SEP regulations, which is 30% of each grading period. They will use the other 70% of each grading period to assess participation, homework, formative assessments, quizzes, etc.</u>

Weighting Policy

The C.A.T. weighting policy is intended to be consistent with the following definitions and philosophies:

1. Preparation and productions refers to grading of non-academic factors or, items that, although essential to learning, are not specifically part of the curriculum for a particular subject area. Examples include (but are not limited to) effort, participation, homework and/or practice assignments assessed for completion, behavior, timeliness, attendance, tardiness. Teachers provide the support necessary to maintain/improve these skills, but the grading of these items should have minimal impact on the overall academic grade.
2. Formative assignments refer to items that are designed to determine whether students are learning what is being taught. Formative assessments guide instructional decisions by revealing to what extent students are learning. Examples include: exit tickets, quizzes, daily homework, etc.
3. Summative assignments refer to items that are designed to determine student mastery of curriculum. They should be given after students have had several

Formative opportunities that include detailed feedback related to performance. Examples include: unit texts, big projects, or grading period exams.

4. Many assessments have both formative and summative characteristics. Teachers are encouraged to use a variety of formats for both formative and summative assessments. Feedback to students should be frequent and timely.
5. The overall academic grade should recognize student progress throughout the term of instruction. Accordingly, an appropriate balance on the weighting of assignments throughout the grading period should be maintained. The relative weight of work done early in the grading period should not fail to recognize content mastery that occurs by the end of the term of instruction.

Students will not receive a grade for things not pertaining to academics:
For example: bringing in kleenex, running a race, etc. as it is not related to performance or mastery of the subject

<u>Secundaria (7-9)</u>	
A+	97-100
A	93-96
A-	91-92
B+	87-90
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 or Below

*A weighted GPA will be calculated by multiplying the grade by the number of times a class meets per week. The sum is divided by the total number of student contact hours per week.

Students At Risk Academically

If a student is “AT RISK” in two or more core subjects and scores below the 65th percentile during any grading period, (Secundaria) we will follow the criteria for informing parents. In addition, a student success plan will be developed in collaboration with parents, staff, and students for more monitoring.

General Criteria for informing Parents

*Principal has a right to change the criteria at any time should there be an immediate need

1. One or two classes At Risk

- a. Each individual teacher sends an email home to the parents of the student (even after the progress report has been generated)
- b. The Grade Team Leader should be copied on the email to verify documentation
- c. *A hard copy progress report may also be sent home by the individual teacher (teacher discretion)

2. Three classes At Risk

- a. Each individual teacher prints a hard copy of the progress report to be sent home and signed by the parents
- b. A phone call home by Counseling
- c. *Individual teacher-parent conferences may be set up with Counseling

3. Four or more classes At Risk

- a. Each individual teacher prints a hard copy of the progress report to be shared at a Team Parent Conference
- b. A Team Parent Conference will be set up for the Grade Level Team either before or after school by the Counseling or High School Office
- c. Grade Team Teachers
- d. Counselor
- e. Parent
- f. Student

4. Chronic At Risk Status (multiple grading periods)

- a. A progress report will be printed for all classes
- b. A parent teacher conference will take place with an administrator
- c. Student may be placed on Academic Probation with a contract of conditions

Teacher Responsibility: Mandatory contact with parents when student is At-Risk according to these steps, with a minimum of sending an email.

Parent Responsibility: Check the Plus Portals website daily and communicate with your children's teachers.

SEP Summative Exam Requirements

Grades are calculated using various criteria (class participation, lab/projects, reports, homework, quizzes, tests, etc.). Teachers will share these criteria (in writing) with their students at the beginning of the school year and/or grading period on their course syllabus. Grades will be expressed as numbers from zero to one hundred, carried out to two decimal places (0.00 to 100.00). Grades below 60.00% are failing grades, and the student is in jeopardy of leaving CAT.

At the end of each grading period, in accordance with Secretaría de Educación (SEP) requirements for Secundaria Certificates, each student will be subject to an exam during each grading period.

The results of these exams will be weighted 30% of each grading period. The minimum passing grade for the grading period is 60.00%. Grades below 60.00% are failing.

There are two ways by which a student may fail a subject (class) for the year:

1. Should the students' cumulative final average be below 60.00%, the student will fail the subject (class) for the year.
2. Should the student exceed the number of absences permitted for a school year per class (see Attendance Policy) he/she will fail the class for the year.

**If a student is failing the final cumulative average at the end of the school year for any subject (class), they will have to take an extraordinary exam (as not to exceed 4 classes) in order to remain enrolled at C.A.T.

At C.A.T., Secundaria (7-9) is incorporated with and governed by the regulations of the Secretaría de Educación y Cultura SEP. SEP makes no provision among its regulations for repeating a failed class; rather, students who do not initially pass a subject (class) are permitted three (3) additional opportunities to receive credit for the class by passing a cumulative exam. The first two (2) opportunities are defined as extraordinary exams; the final opportunity is defined as the special exam.

1st Extraordinary Exam

Students failing a subject (class) are afforded an opportunity to take a cumulative Extraordinary Exam. However, a student may not fail more than four (4) subjects to be eligible to take initial extraordinary exams. Should a student have more than four (4) subjects below a 60.00%, they will not be allowed to re-enroll in our school. Cumulative extraordinary exams are designed to test students on material presented during the entire school year.

2nd Extraordinary Exam

Students may not fail more than three (3) 1st Extraordinary Exams to be eligible to take the 2nd Extraordinary Exams

Special Exams

The special exam is given during the first ten working days of the new school year to all students who failed two or fewer 2nd extraordinary exams. * The minimum passing grade on each of these exams is 60.00%. **NOTE: The highest grade a student may receive on any exam is 60.00%. Students failing one (1) or more Special Exams are not allowed to re-enroll the following year.**

Reporting of Exam Grades

Any student who has failed the subject (class) will go to extraordinaries. If this happens, parents and students will be informed via:

1. Teachers review cumulative average and extraordinary exams with the students and parents. The teacher will determine the Office hours for revision.
2. Parents can request that a tutor reviews the exam when it gets to the extraordinary phase, please see your son/daughter's teacher.
3. Teachers will share the final results of the final cumulative averages with the administrators before sending a student to extraordinary exams or to specials.
4. When a student is referred to extraordinaries or specials, the parents and students will be informed in 2 ways:
 - a. A phone call from HS Office and/or Grade Team Leaders
 - b. An email from teachers

Academic Probation

Students in grades 7-9 who are doing poorly academically as demonstrated by failing grades in three (3) or more of their classes for any given grading period may be placed on **ACADEMIC PROBATION**. Failure to meet the conditions of this probation may result in student withdrawal from C.A.T.

Throughout the school year, teachers and administrators are able to provide additional opportunities for students to demonstrate their commitment to improvement. After school tutoring, Saturday School (some teachers) are just a few examples of the kinds of interventions that we have in place to help students. At the end of the school year, the following Process of Academic Review will be used to assess students on Academic Probation: Students who pass all of their subjects without having to go to extraordinary exams will automatically be off probation and reinstated to regular status. Students who fail one or more subjects regardless of whether or not a student passes the extraordinary exams, will have their case shared in front of an Academic Review Committee (ARC) to discuss the student's progress (or lack of progress) and make a recommendation to the administration.

The Review Committee would consider three (3) options:

1. Extend the probationary period for one grading period
2. Extend probationary period with additional support
3. Deny readmission to C.A.T.

IMPORTANT: Students who are withdrawn from C.A.T. for academic reasons, will be eligible under the consideration of the administration for repeating the grade or re-enrollment at a future date.

Valedictorian and Salutatorian

Each year, two members of the ninth grade shall be determined to be the valedictorian and salutatorian of the ninth grade (9th) generation. The valedictorian shall be the student who has obtained the highest cumulative grade point average according to the following guidelines. They have to be a student that has been a part of the C.A.T. community for the three years of Secundaria (7-9). The salutatorian shall be the student who has obtained the second highest cumulative grade point average as determined under the following guidelines and has been a part of the C.A.T. community for the three years of Secundaria (7-9).

The highest grade point average shall be determined by calculating final cumulative grades in each course taken from the first grading period of grade 7 through the last grading period of grade 9.

Transfer grades are not accepted for credit and will be omitted from the computation. All grades will be calculated using the C.A.T. Secundaria grade point system. If two or more students have the same grade point average, calculated to the second decimal place, the following criteria shall be used to determine the valedictorian and/or salutatorian in this order.

- e. If all students involved in the tie have or will have completed the Measures of Academic Progress (MAP) by the beginning of their eighth grading period, the student with the higher composite MAP scores shall be selected.
- f. If a tie still exists between two or more students, the valedictorian or salutatorian honors will be shared.

Students currently under Academic/Disciplinary Probation contract are not eligible
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Withdrawal Conditions and Procedures

Parents wishing to withdraw their son/daughter from C.A.T. must inform the Office of Community Relations to begin the withdrawal process.

Students failing to comply with the following Academic Standards will be withdrawn from the school:

IMPORTANT: Students who are withdrawn from C.A.T. for academic reasons, will be eligible under the consideration of the administration for repeating the grade or re-enrollment at a future date.

Prepa (Grades 10-12)



Prepa (Grades 10-12)

Physical Characteristics

Between the ages of 15 to 19, girls fully develop physically. Boys continue to develop physically after graduating from high school. During the high school years, hormonal changes cause increases in weight and height, changes in skin complexion, the growth of body hair and increases in appetite. Johns Hopkins University states that eating during the late teen years becomes irregular. For example, a teen may skip meals or eat late at night. As teen boys continue to develop, their voices lower and they begin to grow facial hair.

Emotional Characteristics

The emotional changes young people experience during high school help them gain a sense of self and figure out what they want to do in the future, according to the American Psychological Association. As cognitive skills improve, teens gain the ability to empathize better with others. They form a sense of self-identity as they test their newly developed communication skills, explore new interests and consider the future. The American Psychological Association states that a teen's self esteem can remain stable, steadily get worse or steadily improve during the high school years.

Approach to Learning

Most high school students have achieved the formal operational stage, as described by Piaget. These students can think abstractly and need fewer concrete examples to understand complex thought patterns. Generally speaking, most students share the following characteristics:

1. Need to understand the purpose and relevance of instructional activities
2. Are both internally and externally motivated
3. Have self-imposed cognitive barriers due to years of academic failure and lack self-confidence
4. May have "shut down" in certain cognitive areas and will need to learn how to learn and overcome these barriers to learning
5. Want to establish immediate and long-term personal goals
6. Want to assume individual responsibility for learning and progress toward goals

Other Traits

High school students are experimenting with adult-like relationships. Generally speaking, most students share the following characteristics:

1. Interested in co-educational activities
2. Desire adult leadership roles and autonomy in planning

3. Want adults to assume a chiefly support role in their education
4. Developing a community consciousness

Source: <http://blog.penningtonpublishing.com/reading/characteristics-of-high-school-learners/>

Admission Policy

Students interested in enrolling at the Colegio Americano de Torreón (C.A.T.), MUST submit all required documents (transcripts, report cards from previous schools) to the Counseling Office BEFORE the administration considers the application. After reviewing these documents, an entrance/placement exam will be scheduled and the student must successfully pass the entrance/placement exam to be eligible for enrollment at C.A.T.

Graduating students from Colegio Ingles who wish to enroll in 10th grade at C.A.T. and have a minimum 85% GPA (grades 7-9) are exempt from taking the admission exam.

The complete list of admission requirements is available in the Office of Community Relations. Students who do not complete the admission requirements and who do not pass the entrance examination will not be eligible to enroll in the Colegio Americano de Torreón.

C.A.T. students returning from a year abroad in an English-speaking country will be exempt from taking an entrance exam; however, they need to revalidate their coursework with SEP before being readmitted. C.A.T. is not involved in this process. If a student goes abroad for 11th grade, they must take a U.S. History or equivalent course in order to receive their high school diploma.

IMPORTANT: Colegio Americano de Torreón is a college preparatory, bilingual, accredited school and does not have a program nor the resources for students with special needs or learning disabilities. We will provide the best education we can within our capacity.

12th Grade Admissions

12th grade students wishing to enter into C.A.T. for their 12th grade year can only do so, on two conditions:

1. Students transferring to Torreón because of family relocation and that have passed C.A.T.'s entrance exam;
2. Students that are coming to our school for the first time and that spent their 10th and 11th grades abroad and that have passed C.A.T.'s entrance exam.

**Non-admittance: Students that have studied their 10th and 11th grades here in Torreón, at different academic institutions, MAY NOT apply for their 12th grade academic year here at C.A.T.

Grading, Assessment and Reporting

Assessment drives the cycle of teaching and learning. Teachers provide a variety of quality assessments for students to demonstrate their progress on the curriculum standards and benchmarks. The assessments are designed to gather information about students to inform the learning cycle. This is also necessary in order to communicate clearly on each student's progress toward the learning goals.

Student learning and grading is based on criteria or standards for performance toward the mastery of the content/subject. Some teachers take effort and participation into account.

THE MAXIMUM PERCENTAGE A STUDENT CAN RECEIVE IN A FINAL GRADE IS 100%. (SEP regulation)

The faculty and staff at C.A.T. will use the following guidelines for the relative weighting of categories used to determine grades. Assignments in the “preparation and production” category will count for no more than 30% of the student's overall grade. (a 10% weight for this category is recommended). Examples are homework, seat work, and participation.

Assignments in the formative and summative categories will count for at least 70.00% of the student's overall grade. The relative weight between the formative and summative categories is left to teacher discretion. Examples are quizzes, tests, projects.

Weighting Policy

The C.A.T. High School relative weighting Policy is intended to be consistent with the following definitions and philosophies:

- Preparation and productions refers to grading of non-academic factors or, items that, although essential to learning, are not specifically part of the curriculum for a particular subject area. Examples include (but are not limited to) effort, participation, homework and/or practice assignments assessed for completion, behavior, timeliness, attendance, tardiness. Teachers provide the support necessary to maintain/improve these skills, but the grading of these items should have minimal impact on the overall academic grade.
- Formative assignments refer to items that are designed to determine whether students are learning what is being taught. Formative assessments guide instructional decisions by revealing to what extent students are learning.

- Summative assignments refer to items that are designed to determine student mastery of curriculum. They should be given after students have had several Formative opportunities that include detailed feedback related to performance.
- Many assessments have both formative and summative characteristics.
- Teachers are encouraged to use a variety of formats for both formative and summative assessments.
- Feedback to students should be frequent and timely.

The overall academic grade should recognize student progress throughout the term of instruction. Accordingly, an appropriate balance on the weighting of assignments throughout the grading period should be maintained. The relative weight of work done early in the grading period should not fail to recognize content mastery that occurs by the end of the term of instruction.

Students will not receive a grade for things not pertaining to academics:
For example: bringing in kleenex, running a race, etc. as it is not related to performance
or mastery of the subject

*A weighted GPA will be calculated by multiplying the grade by the number of times a class meets per week. The sum is divided by the total number of student contact hours per week.

Pass/Fail

Students in the American Program who have met all requirements for graduation in a given subject area but who wish to undertake further study in that area may do so on a Pass/Fail basis, pending receipt of a written request by the parent/guardian in the Counseling Office to exercise that option, recommendation by the Counselor, and approval by the High School Principal.

Upon satisfactory completion of the course requirements the student will receive the grade "Pass" and will receive credit for the course. The course will not be included in calculation of the student's GPA or class rank. Should the student fail the course, he/she will have the same opportunities to make up the missing credit through Extraordinary and/or Special Exams as do other students in the class. A maximum of two credits toward graduation may be earned in this manner.

Prepa (Grades 10-12)

<u>Prepa (High School 10-12)</u>	
A+	98-100
A	94-97
A-	92-93
B+	90-91
B	87-89
B-	85-86
C+	82-84
C	79-81
C-	77-78
D+	75-76
D	72-74
D-	70-71
F	69 or Below

Students At Risk Academically

If a student is “AT RISK” in two or more core subjects and scores below the 65th percentile in any grading period and evaluation (Secundaria) we will follow the criteria for informing parents. In addition, a student success plan will be developed in collaboration with parents, staff, and students for more monitoring.

General Criteria for informing Parents

*Principal has a right to change the criteria at any time should there be an immediate need

1. One or two classes At Risk

- Each individual teacher sends an email home to the parents of the student (even after the progress report has been generated)
- The Grade Team Leader should be copied on the email to verify documentation
- *A hard copy progress report may also be sent home by the individual teacher (teacher discretion)

2. Three classes At Risk

- Each individual teacher prints a hard copy of the progress report to be sent home and signed by the parents
- A phone call home by Counseling
- *Individual teacher-parent conferences may be set up with Counseling

3. Four or more classes At Risk

- Each individual teacher prints a hard copy of the progress report to be shared at a Team Parent Conference

- b. A Team Parent Conference will be set up for the Grade Level Team either before or after school by the Counseling or High School Office
 - c. Grade Team Teachers
 - d. Counselor
 - e. Parent
 - f. Student
4. **Chronic At Risk Status (multiple grading periods)**
- a. A progress report will be printed for all classes
 - b. A parent teacher conference will take place with an administrator
 - c. Student may be placed on Academic Probation with a contract of conditions

Teacher Responsibility: Mandatory contact with parents when student is At-Risk according to these steps, with a minimum of sending an email.

Parent Responsibility: Check the Plus Portals website daily and communicate with your children's teachers.

Mexican Certificate and United States Diploma Regulations

Grading procedures in the U.S. diploma program are tied directly to the corresponding procedures used in the respective levels of the Mexican System, whether that is Secundaria (7-9) or Prepa (High School 10-12) [see below]. Students will have the same number of opportunities to receive credit for a failed class by passing one of up to two Extraordinary Exams or the Special Exam. In order to remain in C.A.T., all students must be enrolled in both programs (Mexican and American).

SEP Summative Exam Requirements

Grades are calculated using various criteria (class participation, lab/projects, reports, homework, quizzes, tests, etc.). Teachers will share these criteria (in writing) with their students at the beginning of the school year and/or grading period on their course syllabus. Grades will be expressed as numbers from zero to one hundred, carried out to two decimal places (0.00 to 100.00). Grades below 70.00% are failing grades, and the student is in jeopardy of leaving CAT.

Ordinary and Grading Period Exam Requirements

At the end of each grading period, all students are subjected to a cumulative written exam or final project (known as the Ordinary/Final Exam). The results of this exam or project are averaged with the results of each of the three grading periods of the grading period to achieve a final grading period grade. The minimum passing grade for the grading period is 70.00%.

Partial 1 + Partial 2 + Partial 3 + Grading Period Final/4= Final Grade

Regulations and Requirements

IMPORTANT! Students must return their (rented) textbooks ONE WEEK BEFORE they are allowed to take Ordinary Exams. Lost or damaged textbooks must be paid for in the Business Office and the receipt submitted to the teacher(s) BEFORE the student is allowed to take the exam. Failure to comply with these conditions will result in a ZERO (0) on the exam! No exceptions! Additionally, a student's final grade for the grading period will not be uploaded for viewing until the bill is paid in full.

IMPORTANT!

Students that have had Out of School suspension or are caught cheating on exams will not be able to present at ordinary exams and will pass directly to extraordinaries.

Cumulative Mid-Year Ordinary/Grading period exams are designed to test students over material presented during 1st, 2nd, and 3rd partials.

Cumulative Final (2nd Grading period) Ordinary/Grading period exams are designed to test students over material presented 4th, 5th, and 6th partials.

There are three ways by which a student may fail a subject for the grading period :

1. Should the student exceed the number of absences permitted (per grading period), he/she will not be eligible to take the Ordinary/Grading period exam and will fail the class for the grading period .
2. Should the student score below 50.00% on the Ordinary/Grading period exam he/she will automatically go to extraordinaries.
3. Should the student score above 50.00% on the Ordinary/Grading period exam, but the grading period average (after averaging in the exam grade) is below 70.00%, the student will fail the class for the grading period . At C.A.T., Bachillerato is incorporated with and governed by the regulations of the Secretaría de Educación y Cultura of the State of Coahuila. Students who do not initially pass are permitted two (2) additional opportunities to receive credit for the class by passing a Cumulative Grading period exam. The first opportunity is known as the 1st Extraordinary Exam; the second opportunity is known as the 2nd Extraordinary Exam.

****If a student is failing a subject (class), they will not present at Ordinary Exams and will move directly to Extraordinary Exams (as not to exceed 4 classes) in order to remain enrolled at C.A.T.**

1st Extraordinary Exam

Students failing subjects (classes) (1st and/or 2nd grading period) are afforded an opportunity to take a cumulative extraordinary exam; however, a student may not fail more than **four (4) subjects** to be eligible to take initial extraordinary exams.

2nd Extraordinary Exam (Specials)

Students may not fail more than two (2) 1st Extraordinary Exams to be eligible to take the 2nd extraordinary exams. Failure to meet these requirements will result in the student not being allowed to continue enrollment at C.A.T.

The minimum passing grade on extraordinary exams is 70.00%. Students who pass one of these exams will have the exam result recorded as the grading period final grade. NOTE: The highest grade a student may receive on either exam is 70.00%.

Special Exams

The special exam is given one working day after the extraordinary exam to all students who failed two or fewer 2nd extraordinary exams. * The minimum passing grade on each of these exams is 70.00%. NOTE: The highest grade a student may receive on any exam is 70.00%. Students failing one (1) or more Special Exams are not allowed to re-enroll the following year.

Exam Exemptions

Students are given the opportunity to be exempt from taking grading period exams under the following conditions:

1. The student must have a minimum cumulative average (first grading period) or (second grading period) of 96.00% or better to qualify for exemption. (NOT 95.99%) There is no rounding of the percentage to qualify for exam exemptions. Students will not be given extra work, extra credit, etc. to round the points.
2. In Prepa (10th -12th), only 20% of the total generation may be exempt from taking exam in each subject/course. In the case that there is a tie, and more students qualify for exemption, the following will be taken into account:
 - Class rank in all previous grading periods (96.00% or above average)
 - Class rank in current grading period
 - Attendance
 - Accountability Card
3. No severe or severe cases of cheating or plagiarism in any class
4. No OSS during the grading period

Reporting of Exam Grades

Any student who has failed the subject (class) will go to extraordinaries. If this happens, parents and students will be informed via:

1. Teachers review cumulative average and extraordinary exams with the students and parents. The teacher will determine the Office hours for revision.
2. Parents can request that a tutor reviews the exam when it gets to the extraordinary phase, please see your son/daughter's teacher.
3. Teachers will share the final results of the final cumulative averages with the administrators before sending a student to extraordinary exams or to specials.

Prepa (Grades 10-12)

4. When a student is referred to extraordinaries or specials, the parents and students will be informed in 2 ways:
 1. A phone call from HS Office s and Grade Team Leaders
 2. An email from teachers

Academic Probation

Students in grades 10-12 who are doing poorly academically as demonstrated by failing grades in three (3) or more of their classes for any given partial may be placed on **ACADEMIC PROBATION**. Failure to meet the conditions of this probation may result in student withdrawal from C.A.T.

Throughout the school year, teachers and administrators are able to provide additional opportunities for students to demonstrate their commitment to improvement. After school tutoring, Saturday School (some teachers) are just a few examples of the kinds of interventions that we have in place to help students. At the end of the school year, the following Process of Academic Review will be used to assess students on Academic Probation: Students who pass all of their subjects without having to go to extraordinary exams will automatically be off probation and reinstated to regular status. Students who fail one or more subjects regardless of whether or not a student passes the extraordinary exams, will have their case shared in front of an Academic Review Committee (ARC) to discuss the student's progress (or lack of progress) and make a recommendation to the administration.

The Review Committee would consider three (3) options:

1. Extend the probationary period for one grading period
2. Extend probationary period with additional support
3. Deny readmission to C.A.T.

IMPORTANT: Students who are withdrawn from C.A.T. for academic reasons, will be eligible under the consideration of the administration for repeating the grade or re-enrollment at a future date.

Final Exam Procedures and Teacher Proctoring

The integrity of the exam process is fundamental to any educational program because it provides a supervised check of the student's knowledge and capability. The school therefore requires that proctors understand their responsibilities and agree to ensure that integrity.

- Secure the exam until the student begins the exam session
- Accurately identify the student by photo ID (or other verification, if necessary)
- Provide a quiet, well-lit area free from noise and distraction and within supervisory distance
- Verify instructional materials (if any) allowed during the exam process
- Return all papers, including scratch sheets, exam questions and the completed exam to Academic Affairs. Note: photocopying or taking notes from any exam is not permitted
- If necessary, terminate the exam, confiscate any exam materials and immediately notify Academic Affairs by telephone if there is improper conduct on the part of the student or any evidence that there has been a violation of the Student Code of Conduct or the examination process

During the Exam

1. When the student arrives at the testing site, his or her identity is to be verified by checking the student's ID. The proctor is to unlock the exam using the password received via email (if online), review the exam instructions with the student, and monitor the student and computer screen while the exam is being taken.
2. Students are not permitted access to mobile phones, tablets, or other personal electronic devices unless directed by the instructions in exam.
3. The student must remain under the supervision of the proctor for the entire duration of the exam. Receiving assistance from any person during an exam is considered cheating and is to be reported to Academic Affairs.
4. Proctors are NOT ALLOWED to give out exam passwords or copies of the exam to anyone.
5. Students cannot take the exam with unauthorized books, notes, or reference aids of any kind unless specifically stated on the exam instructions in the proctor letter. Proctors are expected to read the exam instructions regarding approved testing aids and resources prior to giving exams. Students are accountable for communicating allowance of specific calculators or tables as indicated by their course materials.
6. Students cannot take notes on the exam or have any part of it to study after taking it. The exam is not to be duplicated in any way.

7. Proctors should maintain full view to ensure that only the exam is accessed by the student (especially online exams). Access to the online course lessons and search engines (such as Google, etc.) is NOT permitted. Visiting unauthorized web sites at any time during the testing period is considered cheating and may result in failure of the course. All such breaches in exam security should be reported to Academic Affairs.

8. Proctors are responsible for appropriately documenting and reporting cases of incomplete testing and other incidents, and to include questions in breaches of academic integrity.

9. Proctors are responsible for keeping students quiet and maintaining discipline the entire test time, even if the student is done with the exam. No students are allowed to leave the testing area early.

Graduation Requirements

As we are accredited as a dual program, our students are enrolled in the U.S. Diploma plan as well as the Mexican Certificate plan. Because of this, there are two sets of requirements that the students must accomplish these requirements at a minimum of 70.00% (satisfactory effort) in order to receive their diploma and certificate.

U.S. Diploma (American Plan as Mandated by AdvancED)

(9-12 Grade Equivalent in the U.S.A.)

To receive a U.S. Diploma, students must earn a minimum of twenty-six (26) credits in grades 9-12. Students must attend C.A.T. a minimum of one (1) year and finish (12th grade) at C.A.T. in order to be granted a diploma.

The following subjects must be successfully completed: 26 Credits Total

Foreign Language	2 credits
Computer Science	1 credit
Physical Education	1 credit
Electives	6 credits
English	4 credits
Social Studies	4 credits (1 of U.S. History)
Science	4 credits
Mathematics	4 credits

Prepa (Grades 10-12)

One credit is defined as 130 hours of instruction and can be earned for obtaining a passing grade in a class meeting four or five times per week for a full academic year. One half credit is earned for obtaining a passing grade in a class meeting two or three times per week for a full academic year, or four or five times per week for a grading period .

For a credit to be earned in a class where a student posts a failing grade at the end of the grading period /academic year, the student must pass an extra-ordinary or special exam. Failure to pass an extra-ordinary or special exam will result in repeating the class, and grade level, the following year.

Bachillerato (Mexican Plan as Mandated by SEP)

The Mexican Bachillerato Program is a three-year [six grading period s] college preparatory program for students who have completed grade 9 and have a Mexican "Secundaria (7-9) "Certificate". Graduation from the program requires the successful completion of 45 grading period -long subjects in addition to meeting the requirements of the Social Service Program.

Seniors are required to have completed all of their social service hours two weeks before their graduation ceremony. Those seniors who do not complete all of their hours before the deadline will not be allowed to participate in the graduation ceremony.

All classes are taught in English except for Spanish Language Arts and Mexican Social Studies and some electives. To earn the Mexican Bachillerato certificate students must successfully complete the program of study prescribed by the Secretaría de Educación y Cultura SEP (modified 1999-2000).

Social Service Program

Students at C.A.T. registered in the Mexican Program in 12th Grade are required to complete 140 documented hours of community service (in addition to meeting the school's academic criteria) to qualify for graduation. 11th grade students are allowed to enroll in a project and start fulfilling the requirement before their Senior year. The school must approve the program as well as the institutions in which the students are carrying out their community service.

Transfer Credits and Studying Abroad

Students who study abroad for just one grading period can face difficulties when returning to C.A.T., as they are coming in halfway and might find difficult to incorporate to our yearlong courses. When choosing to study abroad, if only for one grading period , it is suggested that students leave during the Spring Period (January-June).

C.A.T. parents that have students planning on studying abroad must schedule a meeting with the Counseling Office to cover what the curriculum requirements are for C.A.T. and the classes the student must take for the revalidation of their coursework.

All students studying abroad must take U.S. History either at the school of study or take the course online through an accredited institution. Counseling will provide assistance in finding an appropriate online U.S. History course if the school abroad does not offer 11th grade U.S. History.

Counseling will work with the placement school, parents and the student to best fulfill the curriculum requirements. Once the decision of what placement and what curriculum needs will be met by the traveling student, all parties will sign an acknowledgement of the agreement and expectations to be followed and completed.

It is important to understand that SEP is the only institution able to determine validation of courses and in order to put together this procedure, upon return, students and parents must provide SEP with the proper required documents and certifications. SEP will only validate the course work at the end of the academic year or grading period .

Upon re-enrollment at C.A.T., it is important that the students are in contact with Counseling to make sure that the returning students and parents understand what legal documents, paper-work, and certified transcripts must be obtained so that there is the needed proof of credit validation and re- enrollment into C.A.T.

Senior Year Transfer

Colegio Americano de Torreón reserves the right to reject applicants requesting transfer for their final year of study at C.A.T.

Other Study Options

United States plan (only) students at C.A.T. (with Principal authorization only) may earn credits through Independent Study, Summer School, or Online Study.
A maximum of two (2) credits may be earned (in any combination) through these programs.

Independent Study

An Independent Study program must have prior authorization from the Principal, and credits will only be awarded for classes that are a part of the C.A.T. curriculum and that the student, as a result of scheduling conflicts, is not otherwise able to take.

Correspondence Courses

Potential credits earned through Correspondence Courses must have prior authorization from the Principal, and credits will only be awarded for classes that are a part of the C.A.T. curriculum and that the student, as a result of scheduling conflicts, is not otherwise able to take.

Summer School

Potential credits earned through Summer School courses must have prior authorization from the Principal. A minimum of 130 classroom hours shall be required to earn one unit of credit in summer school. It must be from an accredited school and 75.00% or higher must be obtained to count toward the U.S. Diploma only.

Virtual High School

Prepa (Grades 10-12)

The Virtual High School (VHS, Inc.) is a non-profit organization dedicated to increasing educational opportunities for middle and high school students, educators, and schools - everywhere.

Through The Virtual High School's unique network of schools, students, educators, and parents gain access to student-centered online education within a high quality, collaborative learning environment.

Students learn in cohorts where student exchange and interaction are valued components of the instructional process. Students benefit from access to highly-qualified faculty and innovative curriculum within diverse global classrooms. Teachers benefit by learning with and from their peers, and opportunity is not limited by geographic location or resource availability.

For the Fall 2018 grading period , there are over 145 choices for our students' electives and over 100 in the Spring 2019 grading period ! The world is their oyster! We can only open this opportunity to 25 students per grading period with students who meet the criteria of good standing and who sign the VHS agreement.

Here is a link to the VHS Online Collaborative Learning Website, where they have 20 years of experience and schools worldwide use their expertise to open the world even more to their students! <http://www.thevhs.org/>

Colegio Americano de Torreón VHS Online Course Student Elective Criteria

- The student must have an 85 percent grade point cumulative average (GPA) in all courses through the present date
- Students who have a history of being on "At Risk Lists" will not be allowed to take a VHS class
- Parent signature agreeing with the option for their child
- Students are not allowed to drop the course. Should they drop the course, the parents will have to re-pay the school \$150 USD
- Students who drop will be enrolled in a campus C.A.T. class based on availability and seating (of the electives offered)
- Parents and students need to be aware that these classes count for credit, meaning if you fail VHS per VHS regulations, you also fail at CAT.

Advanced Placement Honors Courses (College Board)

Philosophy

Advanced Placement Philosophy C.A.T., Advanced Placement students will be offered the opportunity to participate in a college-level learning environment. It should be understood that Advanced Placement courses are challenging; however, most students can rise to the challenge. The Advanced Placement courses require that students are independent learners practicing effective time management, directed inquiry, strong study skills, applied analysis, and critical thinking. The objectives of the courses are to excel in the Advanced Placement examination in May and to promote a successful transition to college. The Advanced Placement program, at C.A.T. is one that holds these classes in the highest esteem. They are considered honors courses and are for students that sincerely want to

push themselves to be better, critical thinkers. These courses are for students who are internally motivated to operate under the highest standards no matter the cost of time and dedication to their learning.

Background

The Advanced Placement Program is a cooperative educational endeavor between secondary schools, colleges, and universities. Since its inception in 1955, the Program has provided motivated high school students with the opportunity to take college-level courses in a high school setting. Students who participate in the program not only gain college-level skills, but in many cases they also earn college credit while they are still in high school. AP courses are taught by dedicated and enthusiastic high school teachers who follow course guidelines developed and published by the College Board.” (The College Board, <http://apcentral.collegeboard.com> April 2011)

AP Exam Fees

Students taking AP courses are expected to participate in the AP exam for that course in May. The cost of the AP exam is **\$124.00 USD**, and payment will be added to the cost of tuition. If you register for an AP exam and are unable to take the exam on the exam day, you will be required to pay the \$15USD exam return fee, in addition to the \$45USD late exam fee, totaling \$60USD. Exam dates are scheduled by the College Board and must be taken on the assigned test day. Complete guidelines for the AP Exams can be accessed at The College Board’s website <http://apcentral.collegeboard.com/apc/public/courses/index.html>

AP Contract of Commitment

Students taking AP courses as an elective are expected to participate in the course for the entire year, as it fills the requirements for transcripts and graduation. C.A.T. acknowledges the course selection document as a commitment of contract. If a student wishes to drop the course, they may do so during the first 2 weeks of the school year, deadline September 7, 2018. After this date, the student will not be allowed to drop the course.

Honors Diploma

Students who exceed the graduation requirements of C.A.T. are eligible to receive an Honors Diploma.

Requirements:

- Maintain a cumulative GPA of 90.00 between 10-12 grades
- Take at least 3 AP courses total between 11-12 grades
- Is a member of National Honor Society in good standing for one (1) year minimum
- Receive a score of three (3) minimum on at least one AP exam
- Receive a score of 1200 on the SAT (Scholastic Aptitude Test)

Prepa (Grades 10-12)

- Complete one year of a foreign language (other than Spanish and English), inside or outside of C.A.T.
- Participate as a tutor in the Peer Tutoring Program (min. 40 hours)
- 20 Community Service Hours in addition to those regulated by SEP

***All requirements must be met by the end of 3rd Partial, Second Grading period Senior Year**

Valedictorian and Salutatorian

Each year, two members of the senior class shall be determined to be the valedictorian and salutatorian of senior (12th grade) generation. The valedictorian shall be the student who has obtained the highest cumulative grade point average according to the following guidelines. They have to be a student that has been a part of the C.A.T. community for the three years of Prepa (10-12). The salutatorian shall be the student who has obtained the second highest cumulative grade point average as determined under the following guidelines and has been a part of the C.A.T. community for the three years of Prepa (10-12).

The highest grade point average shall be determined by calculating final cumulative grades in each course taken from the first grading period of grade 10 through the last grading period of grade 12.

Transfer grades are not accepted for credit and will be omitted from the computation. All grades will be calculated using the C.A.T. Secundaria grade point system.

If two or more students have the same grade point average, calculated to the second decimal place, the following criteria shall be used to determine the valedictorian and/or salutatorian in this order.

1. If all students involved in the tie have or will have completed the SAT by the beginning of their eighth grading period, the student with the higher composite SAT score shall be selected. If one or more of the students completed more than one SAT testing, the student's highest recorded score is used for the tie breaker.
2. If a tie still exists between two or more students, students involved in the tie will have or will have completed the AP exams by the beginning of their eighth grading period, the student with the higher composite AP scores shall be selected. If one or more of the students completed more than one AP testing, the student's highest recorded score is used for the tie breaker.
3. The student with the highest number of credits earned in grades (10) through (12) shall be selected. This includes all electives and all non-elective classes (I.E., band, chorus, physical education, etc.)
4. If a tie still exists between two or more students, the valedictorian or salutatorian honors will be shared.

Students currently under Academic/Disciplinary Probation contract are not eligible

Any student that is in default of: social service hours, academic credits, has not paid tuition, owes library fines or has not paid their missing text book fines will not receive grades in any of the grading periods nor will part-take in the 9th or 12th grade graduation ceremonies.

Appendix A

Discipline Matrix for Violation of C.A.T. Code of Conduct

This matrix is intended to serve as a guide for assigning discipline consequences. Campus administrators have the right to assign other consequences as deemed necessary, and also as deemed by the Honor and Justice Committee.

***Failure to complete a consequence will automatically result in moving to the next possible consequence.**

***Parents will be notified via email, letter, phone, or in person depending on the infraction.**

General Discipline Guidelines for Assessing Penalties

The school may impose disciplinary consequences for conduct that interferes with the educational environment. When administering discipline, district personnel shall adhere to the following general guidelines:

1. Discipline shall be administered when necessary to protect students, school employees, or property and to maintain essential order and discipline.
2. Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of circumstances of each case.

The Principal can review the cases with the Dean of Students at any time. The Dean of Students will follow the matrix and keep records of student behavior. Students with repeat and continual offenses will be handled separately, and may be referred to advisory or a behavior contract.

Level One Minor Offenses (Minor):

Minor offenses are low level offenses that typically occur in the classroom. Our teachers can use the Accountability Card to handle these situations.

Level 2 Offense (Serious):

Mid level offenses that have been addressed by the teachers without success. The Dean of Students will handle these situations.

Level 3 Offense (Severe):

High level offenses that have been addressed by the Dean of Students without success. The High School Principal, General Director, or Honor and Justice Committee will handle these situations.

Level One Offenses: Minor

Offense	1st Offense Consequence	2nd Offense Consequence	Administrative Decision (Possible Options: Consequences)
Cell Phone (Between 7:40am-2:35pm)	Confiscate- Parent Pick Up at End of Next Day (24 hour Hold, unless it is a Friday, you have to wait until Monday)	Confiscate- Parent Pick Up 7 Days Later	Confiscate- Parent Pick Up End of Semester
Classroom Insubordination	Accountability Card Teacher Conference	Accountability Card Conference with Dean of Students	Office Referral Friday Detention Saturday Detention ISS Loss of Privilege
Defiance of School Personnel (All Campus Areas)	Accountability Card Teacher Conference	Accountability Card Conference with Dean of Students	Office Referral Friday Detention Saturday Detention ISS Loss of Privilege
Disruptive Conduct during Assemblies and Flag Salute	Accountability Card Teacher Conference	1 Day ISS	Office Referral Friday Detention Saturday Detention ISS Loss of Privilege
Dress Code Violation (Regular, Seasonal, Flag Salute or P.E. Uniform)	Immediately Change Clothes Accountability Card Refer to Dean of Students	Immediately Change Clothes Accountability Card Refer to Dean of Students	Office Referral Friday Detention Saturday Detention ISS Loss of Privilege
Electronic Devices (Tablets or Laptops) for Non-Academic Purposes	Accountability Card Confiscate for Class Period Teacher Conference	Accountability Card Confiscate for Class Period Teacher Conference	1 Day ISS
General Disruptive Conduct (All Campus Areas)	Accountability Card Teacher Conference	Accountability Card Conference with Dean of Students	Office Referral Friday Detention Saturday Detention ISS Loss of Privilege

Appendix A: Discipline Matrix

Horseplay	Accountability Card Teacher Conference	Accountability Card Teacher Conference	Office Referral Teacher Conference Parent Conference Discipline Contract
No Hall Pass	Teacher Warning Teacher Conference	Accountability Card Teacher Conference	Accountability Card Teacher Conference Teacher Calls Parents
No Permission to Leave Class	Accountability Card Teacher Conference	Accountability Card Teacher Conference	Accountability Card Teacher Conference Teacher Calls Parents
Parking Lot Behavior (Driving Fast, No Pass, No Tag, etc.)	Accountability Card Conference with Dean of Students	Saturday Detention	Office Referral Friday Detention Loss of Privileges
Plagiarism (Low Level Meter) <ul style="list-style-type: none"> • Half Hearted • Reflection • Mosaic • Miscue • Warp 	Accountability Card Teacher Conference	Accountability Card Teacher Conference 75% credit of what you earned on assignment	Accountability Card Teacher Conference Office Referral 0% credit on assignment Parent Conference
Profane Language	Accountability Card Teacher Conference	Accountability Card Teacher Conference Teacher Calls Parents	Office Referral Friday Detention Saturday Detention ISS Loss of Privilege
Public Display of Affection (Inappropriate)	Teacher Warning Teacher Conference	Teacher Warning Teacher Conference	Accountability Card
Tardiness (Excessive= Student has been tardy 6+ times, 2 Attendance Points)	Accountability Card Teacher Conference Use of Performance Card Communicate with GTL	1 Day ISS Conference with Dean of Students	Saturday Detention Loss of Privileges

Level 2 Offenses: Serious

Offense	1st Offense Consequence	2nd Offense Consequence	Administrative Decision (Possible Options: Consequences)
Forged Documents (Passes, Signatures, Notes, etc.)	Office Referral Accountability Card Dean of Students Conference	1 Day ISS	Office Referral Saturday Detention ISS Loss of Privileges
Plagiarism (Level Two) <ul style="list-style-type: none"> • Half and Half • Ghost Citation • Remix • Recycle • Mitosis 	Accountability Card Dean of Students Conference 75% credit of what you earned on assignment	Accountability Card Dean of Students Conference Office Referral 0% credit on assignment Parent Conference	Office Referral Saturday Detention ISS Loss of Privileges
Truancy or Ditching (All or Partial Day)	Office Referral Unexcused Absence (0% credit for assignments)	Office Referral 2 Points, Unexcused Absence (0% credit for assignments)	Office Referral Saturday Detention ISS Loss of Privileges
Unauthorized Transactions of Food or Items (during the school day, online or in person)	Office Referral Confiscate Items and Return to Parents Parent Conference	Confiscate Items and Donate to Student Organizations 1 Day ISS	Office Referral Saturday Detention ISS Loss of Privileges

Appendix A: Discipline Matrix

Level 3: Offenses: Severe

Offense	1st Offense Consequence	2nd Offense Consequence	Administrative Decision (Possible Options: Consequences)
Academic Dishonesty /Cheating	2 days ISS 0% credit for assignment or work for this subject Conference with Dean of Students	1 day OSS	Long Term Suspension Honor and Justice Committee Hearing Expulsion
Arson	1-3 days OSS	3-5 days OSS	Long Term Suspension Honor and Justice Committee Hearing Expulsion Report to Authorities
Bullying or Cyber Bullying	3-5 days OSS OLWEUS Intervention Referral Honor and Justice Committee Hearing	Long Term Suspension Honor and Justice Committee Hearing Expulsion Report to Authorities	Expulsion pending Honor and Justice committee hearing
Assault, Physical Fighting	1-3 days OSS	3-5 days OSS	Long Term Suspension Honor and Justice Committee Hearing Expulsion Report to Authorities
Plagiarism <ul style="list-style-type: none"> • Identity Theft • Copy Cat • Cherry Pick 	1 Day ISS Dean of Students Conference 0% credit of what you earned on assignment for that class	1-3 Days OSS	Long Term Suspension Honor and Justice Committee Hearing Expulsion Report to Authorities

Controlled Substances- Drug and/or Paraphernalia (including alcohol) possession	5 Days OSS	Long Term Suspension Honor and Justice Committee Hearing	Honor and Justice Committee Hearing Expulsion
Controlled Substances- Drug and/or Paraphernalia (including alcohol) distribution	Long Term Suspension Honor and Justice Committee Hearing	Long Term Suspension Honor and Justice Committee Hearing Expulsion	Honor and Justice Committee Hearing Expulsion
Dangerous Behavior	1-3 days ISS	1-3 days OSS	Long Term Suspension Honor and Justice Committee Hearing Expulsion Report to Authorities
Roughhousing/Horseplay	1-3 days ISS	1-3 days OSS	Long Term Suspension Honor and Justice Committee Hearing Expulsion
Verbal Harassment (Toward another student or staff member)	1-3 days OSS	3-5 days OSS	Long Term Suspension Honor and Justice Committee Hearing Expulsion
Sexual Harassment (Toward another student or staff member)	5 Days OSS	Long Term Suspension Honor and Justice Committee Hearing	Honor and Justice Committee Hearing Expulsion
Indecent Exposure	1-3 days ISS	1-3 days OSS	Long Term Suspension Honor and Justice Committee Hearing Expulsion
Extortion	1-3 days ISS or OSS depending on severity and evidence	3-5 days ISS or OSS depending on severity and evidence	Long Term Suspension Honor and Justice Committee Hearing Expulsion

Appendix A: Discipline Matrix

Under the Influence (any substance, alcoholic breath)	Office Referral Accountability Card Dean of Students Conference Leave Campus OSS for the day	2 days OSS	Long Term Suspension Honor and Justice Committee Hearing
Tobacco (possession and/or use)	1 day ISS Office Referral Accountability Card Dean of Students Conference Confiscate Tobacco	2 days OSS	Long Term Suspension Honor and Justice Committee Hearing
Vandalism/Graffiti/Disrespect of Property, Theft	1-3 days ISS or OSS depending on severity and evidence Seek Restitution	3-5 days ISS or OSS depending on severity and evidence Seek Restitution	Long Term Suspension Honor and Justice Committee Hearing Expulsion
Weapon (Including laser use for unintended purposes)	5 Days OSS	Long Term Suspension Honor and Justice Committee Hearing	Honor and Justice Committee Hearing Expulsion

Appendix B

Discipline Matrix for Violation of CATravel Code of Conduct (Immediate and will be referred for discipline at the school)

Offense	1st Offense Consequence (on travel)	2nd Offense Consequence(on travel)	Additional Consequences Administrative Decision (Possible Options: Consequences upon return to C.A.T.)
Aggressive Behavior (Fighting, Horseplay, Roughhousing, Other)	Incident Report, Loss of Privileges (Free Time) Parent Notification	School Office Referral Behavior Contract	Long Term Suspension Honor and Justice Committee Disciplinary Probation at C.A.T. for 4 weeks Hearing Expulsion Loss of CATravel Privileges (including ASOMEX or any school related travel)
Controlled Substances- Drug and/or Paraphernalia (including alcohol) Possession	Incident Report, Loss of Privileges (Free Time) Parent Notification Confiscate Items	School Office Referral Behavior Contract	Long Term Suspension Honor and Justice Committee Disciplinary Probation at C.A.T. for 4 weeks Hearing Expulsion Loss of CATravel Privileges (including ASOMEX or any school related travel)
Controlled Substances- Drug and/or Paraphernalia (including alcohol) Sale and Distribution	Incident Report, Loss of Privileges (Free Time) Parent Notification	School Office Referral Behavior Contract	Long Term Suspension Honor and Justice Committee Disciplinary Probation at C.A.T. for 4 weeks Hearing Expulsion

			Loss of CATravel Privileges (including ASOMEX or any school related travel)
Direct Disobedience	Incident Report	School Referral Behavior Contract	1-3 OSS Disciplinary Probation at C.A.T. for 2 weeks Loss of CATravel Privileges (including ASOMEX or any school related travel)
Disrespect (towards any student or staff member, tour guide, citizen, etc.)	Incident Report	School Referral Behavior Contract	1-3 OSS Disciplinary Probation at C.A.T. for 2 weeks Loss of CATravel Privileges (including ASOMEX or any school related travel)
General Disruptive Conduct (in hotel, bus, public touring areas, any)	Incident Report	School Referral Behavior Contract	1-3 OSS Disciplinary Probation at C.A.T. for 2 weeks Loss of CATravel Privileges (including ASOMEX or any school related travel)
Language, Profane and/or Abusive Actions (toward students or staff members)	Incident Report	School Referral Behavior Contract	1-5 OSS Disciplinary Probation at C.A.T. for 2 weeks Loss of CATravel Privileges (including ASOMEX or any school related travel)
No Pass/No Permission to Leave Designated Areas (tours, rooms after hours within the hotel)	Incident Report, Loss of Privileges (Free Time) Parent Notification	School Office Referral Behavior Contract	Long Term Suspension Honor and Justice Committee Disciplinary Probation at C.A.T. for 4 weeks Hearing Expulsion

			Loss of CATravel Privileges (including ASOMEX or any school related travel)
No Pass/No Permission to Leave Hotel	Incident Report, Loss of Privileges (Free Time for the rest of the trip) Parent Notification		3-5 day OSS Office Referral Accountability Card Expulsion Pending Honor and Justice Committee Hearing Dean of Students Conference Loss of CATravel Privileges (including ASOMEX or any school related travel)
Tardiness (Excessive) (to the bus or designated area)	Incident Report	School Referral Behavior Contract	Saturday Detention Learning Center Referral
Tobacco, Possession or Use (cigarettes, chewing, smoking)	Confiscate Tobacco Incident Report, Loss of Privileges (Free Time) Parent Notification	Confiscate Tobacco Incident Report, Loss of Privileges (Free Time) Parent Notification	1-3 day ISS Office Referral Accountability Card Dean of Students Conference Loss of CATravel Privileges (including ASOMEX or any school related travel)
Sexual Misconduct (consensual sex, harassment, abuse, assault, sleeping/staying in opposite sex's room)	Incident Report, Loss of Privileges (Free Time for the rest of the trip) Parent Notification		3-5 day OSS Office Referral Accountability Card Expulsion Pending Honor and Justice Committee Hearing Dean of Students Conference Loss of CATravel Privileges (including ASOMEX or any school related travel)

Vandalism/Graffiti/ Disrespect and Damage of Property (intentional)	Incident Report, Loss of Privileges (Free Time for the rest of the trip) Parent Notification Seek restitution		3-5 day OSS Office Referral Accountability Card Expulsion Pending Honor and Justice Committee Hearing Dean of Students Conference Loss of CATravel Privileges (including ASOMEX or any school related travel)

The following is a list of rules for all students on CATravel (including Club de Investigación and ASOMEX)

1. All CATravel trips are considered an extension of the Colegio Americano de Torreón and as such, students on these trips will be expected to follow school rules as established in the handbook. NO: Fighting, bad language, physical intimacy, and any other infraction mentioned in the school's handbook and on this document are strictly prohibited.
2. Students involved in CATravel trips must stay at the accommodations arranged by the school.
3. The staff member in-charge on such trips has the final authority and the right to discipline any students who are in breach of these rules.
4. Curfew times, as set forth by the staff member in-charge, will be adhered to by all students. While staying in hotels, students will be expected to be in their own rooms and quiet by 11:00 P.M. No students are to leave their rooms after curfew except in the case of an emergency and then they must immediately contact a chaperone.
5. Chaperones will check rooms periodically to assure students are in their assigned accommodations as well as to verify there are no prohibited substances and/or objects. Staff members will examine luggage, backpacks, and/or any other personal items in the bus or room to verify there are no prohibited substances and/or objects in them. This will always be done in the presence of another chaperone and the owner of the travel bag.
6. When teams are staying in hotels, boy's rooms are off limits to the girls and vice versa. No non-CATravel members are allowed in any rooms.

7. Students involved in CATravel trips are there for specific reasons. The allocation of free time is at the discretion of the staff member in-charge.
8. When traveling to and from all activities the following rules are in force:
 - a. The staff member in-charge has the final authority on the bus
 - b. Playing music during rides in the bus is at the discretion of the chaperones. If you wish to listen to music, bring earphones
 - c. While in transit students are to remain seated. Noise and activities which distract the driver will not be permitted. In vehicles which are equipped with seat belts, they must be worn.
 - d. Eating on the bus will only be permitted if it is agreeable to the driver. Students are not to throw their litter on the floor. The bus is to be kept neat and tidy. Students are required to clean the interior of the bus as requested by the chaperone(s).
9. Students are expected to attend school right up to the time they are to leave for an event and immediately upon their return. Students who take time off school to "get ready" before the trip or "rest-up" upon returning days will not have excused absences.
10. All CATravel Chaperones will follow the CATravel Matrix as aforementioned. See appendix for details.

This matrix applies to all C.A.T. related travel, including but not limited to: anytime off of the C.A.T. campus (ASOMEX, Club de Investigación, etc.)
CATravel, in accordance with the school's handbook, will not tolerate any activities involving alcohol or any other drugs, as well as activities that could result in harm of a student, group of students, and/or staff members.

Matrix developed by CATravel Committee and approved by General Director.

Discipline Guidelines for Assessing Penalties While Traveling

The school may impose disciplinary consequences for conduct that interferes with the educational activity or trip. When administering discipline, school personnel shall adhere to the following general guidelines:

1. Discipline shall be administered when necessary to protect students, school employees, or property and to maintain essential order and discipline.
2. Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of circumstances of each case.

The Principal can review the cases with the Honor and Justice Committee at any time. The administration will follow the matrix and keep records of student behavior. Students with repeat and continual offenses will be handled separately, and may be referred to advisory or a behavior contract or other consequences.

Appendix C

Homework Guidelines

Homework is different from classwork. While at C.A.T., the assignments the students are working on, whether a quiz, test, or seatwork is done under the direct supervision of our staff. While on campus, the students have the opportunity to ask questions and get feedback in real time. On the other hand, homework is done after school hours, in an independent setting, and as we know, sometimes under the supervision of tutors or parents. After looking at the educational research, C.A.T. also agrees that homework provides a chance for students to demonstrate their knowledge independently and if assigned properly and attached to the learning goal that the teachers have set, will increase student learning (Marzano, 2007).

Additionally, research has shown that if students are doing homework, it produces the desired teacher effects, meaning it will only produce the typical effects we would imagine (Hattie, 2011). For this reason, we would like to concentrate our efforts on other methods to increase achievement, such as, but not limited to: *learning strategies, feedback, cooperative learning, and direct instruction.*

For this reason, we promote the following guidelines for our teachers when assigning homework. In general, students should be assigned 10-20 minutes times the grade level in order to calculate the appropriate number of minutes students should be working at home each night. For example, a 7th grade student would be expected to have between 70-140 minutes a night.

***Please note, that the time spent on homework varies individually on each student due to their learning style, their cognitive abilities, the physical abilities, and their emotional maturity. These rules apply to the “average student.”**

Communicating Homework

Students are expected to write their homework in their Student Agenda. They can use the monthly calendar to put important exam dates. In the day-to-day calendar, they should write down the assignment for each period as well as the due date. In addition, teachers are encouraged to use the **Google Calendar** to communicate the homework with each generation. Please see your child's teachers for more information. Lastly, students can find due dates on the Schoology or Moodle websites.

Age Appropriate Homework Tasks and Guidelines

<u>Grade Level</u>	<u>Description of Tasks</u>	<u>Time Each Night</u>
Intensive English	<ul style="list-style-type: none"> • Tasks that reinforce learning of content and skills from grade-level curriculum benchmarks 	<ul style="list-style-type: none"> • 60-90 Minutes per night.
7 th Grade	<ul style="list-style-type: none"> • Tasks that require students to research and reflect upon course content and apply their skills to create a foundation for critical thinking. 	<ul style="list-style-type: none"> • 70-105 Minutes per night.
8 th Grade	<ul style="list-style-type: none"> • Tasks that require students to research and reflect upon course content and apply their skills to create a foundation for critical thinking. 	<ul style="list-style-type: none"> • -80-120 Minutes per night.
9 th Grade	<ul style="list-style-type: none"> • Tasks that require students to research and reflect upon course content and apply their skills to create a foundation for critical thinking. 	<ul style="list-style-type: none"> • 90-135 Minutes per night.
10 th Grade	<ul style="list-style-type: none"> • Tasks that require students to research and reflect upon course content and apply their skills to create a foundation for critical thinking. 	<ul style="list-style-type: none"> • 100-150 Minutes per night.
11 th Grade	<ul style="list-style-type: none"> • Tasks that require students to research and reflect upon course content and 	<ul style="list-style-type: none"> • 110-165 Minutes per night.

	apply their skills to create a foundation for critical thinking.	
12 th Grade	<ul style="list-style-type: none">• Tasks that require students to research and reflect upon course content and apply their skills to create a foundation for critical thinking.	<ul style="list-style-type: none">• 120-180 Minutes per night.

Please note: Students that are taking Advanced Placement classes in 11th and 12th grades will see increased amount of preparation, homework, reflection, and practice. Since these classes are intended to be “college level”, it can increase the homework time by 60 minutes each night for each Advanced Placement class that is taken.

Appendix D

Academic Integrity

Colegio Americano de Torreón Honor Code

As most schools around the world can attest, we too have the highest expectations for our students, including that of integrity and honesty. We are committed to teaching and guiding students through a process of character education and social emotional well being, during regular classes, but also through our counseling services and Morning Meetings.

Unfortunately, sometimes our students feel the pressure to be successful and are faced with decisions that challenge them to make a decision about right and wrong. We like to remind them that have signed the C.A.T. honor code that embodies what we would like from our parents, students, and staff. We invite you to sign it now:

The Colegio Americano de Torreón Honor Code of Conduct is a set of expectations and values that frame the life of our community and stakeholders. It drives our actions and our policies in achieving our educational mission.

It is a privilege to be a CAT community member, therefore I accept, understand, and agree to live under the Code of Conduct spirit.

I pledge to maintain a high level of respect and integrity as a student/parent/employee/board member representing Colegio Americano de Torreón. I will care for our school and community. I will not lie, cheat or plagiarize or be complicit with those who do. I make this pledge in the spirit of honor and trust.

Student Name: _____ Signature: _____

Parent/Guardian Name _____ Signature: _____

Useful Information Regarding Academic Honesty and Dishonesty:

In a case where a teacher has found the student to conduct malpractice within their learning, it is important to note that C.A.T. conducts investigations to determine the exact type of malpractice that was committed.

Authentic Work: Work that is based on the student's original ideas and individual work. They use their own language, data, ideas, and expression. If a student uses another's ideas, they use direct quotations or paraphrase. They acknowledge the work they used in the appropriate APA, MLA, or other cited style as directed by their teacher.

Plagiarism: Work that is another person's but the student presents it as their own. It may be intentional or unintentional, and intention is often hard to prove; therefore, we will follow the handbook consequences. It is a student's responsibility to make sure that they are not committing plagiarism. They can ask teachers for help if they are still not clear on sourcing. Additionally, our teachers use *Turnitin.com* which is a tool that detects plagiarism. We recommend that students do not go above a 10% "similarity" to another document that exists worldwide. Levels higher than 10% indicate that a student has plagiarized.

Collaboration: We encourage students to collaborate and work toward common goals as assigned by the teacher. Collaboration is when students work together with shared information to find solutions and brainstorm ideas. Oftentimes, students "allow" another person from their group to copy or submit their work and present it as their own. For each case of collaboration, students must present the data of their group; however, their reports, work, etc. must be submitted in their own words and presented for an individual grade.

Collusion: When a student allows their work to be copied or submitted for assessment by another student. Although some students see this as "helping", it is really taking an authentic opportunity from a student to receive feedback on their own learning. When a student allows this behavior, or supports another student by allowing work to be copied, they are conducting educational malpractice.

Paraphrasing: We encourage students to paraphrase when they acknowledge the source correctly. It is a legitimate way to use a source; however, it is a skill that students need to practice. If they present the work as their own, and polish the grammar without citing the source, it will be considered plagiarism.

Duplication of Work: When a student uses a piece of work for more than one class, and may or may not have been previously graded and assessed.

Fabrication of Data: When a student invents data, ideas, or information that does not exist in any source. It is also when a student invents a source to gain academic advantages, yet under the guise of educational malpractice.

Intellectual Property: Intellectual property usually refers to patents, registered designs, trademarks, moral rights, and copyrights. Most forms of intellectual and creative expression (works of literature, art, or music) are normally protected by law.

By implementing measures to prevent plagiarism, C.A.T. is helping to combat educational malpractice and illegal behaviors that students may face if caught and face at the Discipline Hearing Committee.

Problems involving academic dishonesty may appear on the student's official transcript, which follows the student from school to school, for the rest of his/her academic career.

Source: This appendix has been relying heavily on words and phrases used in the JFK Academic Honesty Handbook, which references the "IB Learner Profile Booklet" and "Academic Honesty" portions of the International Baccalaureate. (2011)

Appendix E

Attendance Guidelines

There is a critical link between successful educational outcomes by students and their attendance at school. Students have to be present and engaged in order to learn. Being at school provides the subsequent foundational learning that students need in order to succeed. When a student is absent, it not only affects their individual student learning, it takes away from the community and group as well. (Laws, 2013)

Research shows that missing 10 percent of the school, or about 18 days in most school districts, negatively affects a student's academic performance. That's just two days a month and that's known as chronic absence. When students improve their attendance rates, they improve their academic prospects and chances for graduating. (Attendance Works, 2018)

Did you know? If a C.A.T. student misses 15 days, whether they are excused or unexcused, which means they have been at school 91% of the time. If that number increases to 20 days absent, they will be in school only 88% of the time. Should a student be out 30 days, they will be in school roughly 83% of the time, which means they have effectively missed 6 weeks, or a grading period of school.

Attendance Points & Codes Summary

Code	Name	Policy
T	Tardy	Missing up to 5 min. of class (3= Unexcused Absence)
A	Unexcused Absence	0% on all work for this date
X	Excused Absence	100% for all work on this date
P	Pre-arranged Absence Non-School	100% for all work on this date
I	In School Suspension	75% for all work on this date counts as present
O	Out of School Suspension	0% for all work on this date
S	Pre-arranged Absence-School Related	100% for all work and counts as present

Appendix F

Student Planners

The High School division will implement Student Planners as a way to enhance student learning and communication. Each student and teacher will be given a student planner at the beginning of the school year in order to help with student organization, better communication between students, teachers, and parents, as well as allow our students to have more freedom in tracking their day to day life at CAT.

Each planner is equipped with:

- Highlights from the Student and Parent Handbook
- Weekly Calendars for students to track their assignments, assessments, and reminders
- Monthly Calendars for students to track big events on campus
- Accountability Cards to track student discipline and behavior
- WOOP Goal Setting sheets
- Absence Trackers
- Assessment Trackers
- Achievement Trackers
- Performance Cards for students At Risk

Organization does not come easy to students, and communication with teachers and parents is essential. Research has shown that Student Planners promote a systematic approach to recording all of the necessary information needed to be successful at school, in one convenient place.

Our students will be coached through the process during their Homeroom/Advisory time. Please use the student planners to send notes to the teachers if you have any concern. Additionally, check them nightly to make sure that your child's teachers are not also communicating with you. Planners are a great way to open up the communication between parents and students as well. You can check and see what they have to do, as well as see their accomplishments.

Please note, if a student loses their planner they will be required to purchase a new one in the High School office for \$150 pesos. Additionally, they will start at Step 5 on their accountability card, making this a Level Two consequence. The good news is; the High School Office will be working with STUCO to acknowledge those students that are exemplary at following the school code of conduct for clean cards each grading period. If your child made a mistake, they will get a chance to start new at the next grading period.

Glossary of Terms and Abbreviations

Conference= Meeting

Discipline Contract= Contract Between the School, Students, and Parents

Friday Detention= After school detention for 1 hour

ISS= In School Suspension, High School Office

Long Term Suspension= More than 5 days

Lunch Detention= Detention during school hours on student recess

OSS= Out of School Suspension, At Home

Warning= Verbal or written warning

Restitution= P

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