



# Overseas Faculty Handbook

2011-2012

---

**ECA is accredited by the following organizations:**

Council of International Schools (CIS)

AdvancED (Southern Association of Schools and Colleges and North Central Association)



August 2011

Dear ECA Faculty,

On behalf the ECA Board of Directors and Administrative Team, it is my pleasure to welcome you to ECA for the 2011-12 school year!

The Faculty Handbook contains the core beliefs of ECA, the expectations for faculty and an outline of our standards-based curriculum. At ECA we believe **“Every Child Achieves”**. In order to meet these expectations our goal is to have the **“Best Teacher in Every Classroom Every Day”** and to work together as a team in a spirit of **“Collective Responsibility”**. This means each and every one of us is responsible for the education, mentoring, and guidance of children.

The faculty handbook provides the guidance needed to work effectively within the ECA Community. Below are examples of questions answered in the following pages:

- What are the working hours?
- What about professional development?
- How does the medical program work?
- How do I learn about salary and benefits?
- How does standards-based education work at ECA?

I encourage you to refer to the faculty handbook throughout the year if you have questions about policy or to learn how we go about doing things at ECA. If you have questions the handbook does not answer, please do not hesitate to ask an administrator. We are here to help.

Again, welcome to ECA!

Sincerely,

Jeff Paulson  
Superintendent  
Escuela Campo Alegre

## TABLE OF CONTENTS

<b>ECA MISSION STATEMENT .....</b>	<b>7</b>
<b>ESCUELA CAMPO ALEGRE VISION 2008 - 2013 .....</b>	<b>8</b>
<b>ECA CURRICULUM 2011-2012 .....</b>	<b>9</b>
WHAT BELIEFS GUIDE OUR CURRICULUM WORK? .....	9
THE WRITTEN CURRICULUM.....	9
ECA CURRICULUM TERMINOLOGY.....	9
USING YOUR CURRICULUM – PRACTICES FOR ALL ECA FACULTY.....	10
ASSESSMENT – GUIDELINES FOR COLLECTING EVIDENCE OF LEARNING .....	11
ASSESSMENT PRACTICES.....	11
CLASSROOM ASSESSMENT ESSENTIAL PRACTICES CHECKLIST:.....	11
RECORDING AND REPORTING PRACTICES .....	12
CURRICULUM MONITORING.....	12
<b>GENERAL GUIDELINES FOR FACULTY .....</b>	<b>13</b>
DRESS CODE FOR STAFF.....	13
<i>Required Attire</i> .....	13
<i>Examples of Inappropriate Attire</i> .....	13
<i>Exceptions</i> .....	13
SMOKING AND ALCOHOL .....	13
EDUCATIONAL STAFF WORKING HOURS .....	13
TEACHER ACTION & GROWTH (TAG) .....	13
LATE RETURN FROM VACATIONS .....	13
EXTRA CURRICULAR ACTIVITIES .....	13
SENSITIVE INFORMATION .....	14
NATIONAL ANTHEM.....	14
<b>STANDARDS OF EFFECTIVE FACULTY .....</b>	<b>15</b>
TEACHING AND LEARNING STANDARDS.....	15
PROFESSIONAL ETHICS STANDARDS .....	15
CODE OF PROFESSIONAL CONDUCT.....	15
STANDARDS OF EFFECTIVE FACULTY .....	16
<b>MENU OF EVALUATION EVIDENCE .....</b>	<b>23</b>
<b>SUPERVISION CYCLE.....</b>	<b>24</b>
<b>ECA SUMMATIVE EVALUATION 2011-2012 .....</b>	<b>25</b>
<b>TEACHER SELF-EVALUATION .....</b>	<b>27</b>
<b>PROFESSIONAL GROWTH AND EVALUATION 2011-2012 .....</b>	<b>29</b>
PURPOSE:.....	29
PROFESSIONAL GROWTH GOALS: .....	29
EVALUATION GOALS: .....	29
PROFESSIONAL GROWTH OPPORTUNITIES:.....	29
PROFESSIONAL GROWTH/SUPERVISION PROCESS: .....	29
<b>PROFESSIONAL GROWTH PLANNING TOOL.....</b>	<b>30</b>
<b>RETURNING TEACHERS .....</b>	<b>30</b>
<b>PROFESSIONAL GROWTH PLANNING TOOL.....</b>	<b>31</b>
<b>NEW TEACHERS.....</b>	<b>31</b>
<b>PROFESSIONAL GROWTH PLAN 2011-2012 .....</b>	<b>32</b>
<b>PROFESSIONAL GROWTH APPLICATION 2011-2012 .....</b>	<b>33</b>
<b>PROFESSIONAL GROWTH OPPORTUNITIES 2011-2012 .....</b>	<b>34</b>

GENERAL GUIDELINES .....	34
EXPECTATIONS.....	34
MID-YEAR CONFERENCES/WORKSHOPS.....	34
SUMMER STUDY .....	34
OTHER.....	34
<b>TAG.....</b>	<b>35</b>
<b>TEACHER ACTION &amp; GROWTH AT ECA.....</b>	<b>35</b>
WHAT IS IT?.....	35
WHY DO WE DO IT?.....	35
WHAT ARE THE PURPOSES OF THESE WEEKLY SESSIONS? .....	35
WHO WILL ORGANIZE EACH SESSION? .....	35
WHAT IS MY ROLE IN TAG AS A TEACHER? .....	35
<b>ECA FACILITIES USAGE POLICY .....</b>	<b>36</b>
PHILOSOPHY .....	36
GUIDELINES .....	36
<b>FACULTY USE OF FACILITIES &amp; SCHOOL SERVICES .....</b>	<b>37</b>
BUSES.....	37
CARE OF PERSONAL EFFECTS .....	37
GATHERING AREAS.....	37
HEALTH OFFICE .....	37
INFORMATION TECHNOLOGY .....	37
COMPUTER LABS.....	37
WIRELESS MOBILE LAB .....	37
GUIDELINES FOR CLASS USE OF COMPUTER LABS .....	37
1:1 LAPTOP PROGRAM .....	38
ELEMENTARY CLASSROOMS.....	38
LIBRARY MEDIA CENTER RESOURCES .....	38
INTERNET SERVICE.....	38
FACULTY ACCOUNTS, FLIES AND DATA SECURITY.....	38
SUPPORT SERVICES.....	38
CLASS WEBS (WIKIS).....	38
STORAGE SPACE.....	38
INTERNAL COMMUNICATIONS.....	38
E-MAIL.....	39
THE MORNING NEWS .....	39
CAMPO NEWS.....	39
EMERGENCY NOTICES .....	39
LIBRARY MEDIA CENTER.....	39
<i>Hours.....</i>	<i>39</i>
<i>Students.....</i>	<i>39</i>
<i>Use of the Library with Classes .....</i>	<i>39</i>
<i>Library Resources.....</i>	<i>39</i>
<i>Other Resources.....</i>	<i>40</i>
<i>Library Audio-Visual Materials .....</i>	<i>40</i>
<i>Library Audio-Visual Equipment.....</i>	<i>40</i>
<i>AV Coordinator .....</i>	<i>40</i>
LOST AND FOUND .....	41
MAIL.....	41

<i>Sending Mail</i> .....	41
<i>Receiving Mail</i> .....	41
PARKING .....	41
PHOTOCOPYING .....	42
STAFF LOUNGE .....	42
SUPPLIES .....	42
TELEPHONE & FAX USE .....	42
<i>Telephone Calls</i> .....	42
<i>Faxes</i> .....	42
THEATER .....	43
<i>Theater Guidelines</i> .....	43
<b>EMERGENCY PROCEDURES</b> .....	<b>44</b>
EMERGENCY CLUSTERS .....	44
EVACUATION DRILLS .....	44
EMERGENCY COMMUNICATION .....	44
<b>ECA EMERGENCY MEASURES FACT SHEET</b> .....	<b>45</b>
FIRE PROCEDURES .....	45
EMERGENCY THEATER GATHERING .....	45
CAMPUS EVACUATION PROCEDURES .....	45
EMERGENCY PICK-UP PROCEDURE .....	45
EARTHQUAKE PROCEDURE .....	46
LOCKDOWN – ON CAMPUS EMERGENCY .....	46
<b>OVERSEAS FACULTY SUPPLEMENT</b> .....	<b>47</b>
<b>SALARY &amp; BENEFITS</b> .....	<b>47</b>
<b>SALARY SCALE PLACEMENT</b> .....	<b>49</b>
<b>BASIC SALARY DEDUCTIONS ACCORDING TO VENEZUELAN LAWS</b> .....	<b>49</b>
INCOME TAX .....	49
SOCIAL SECURITY .....	49
HOUSING LAW .....	49
UNEMPLOYMENT LAW .....	49
<b>LEAVE POLICIES</b> .....	<b>50</b>
<b>CONTRACT INFORMATION</b> .....	<b>52</b>
<b>OVERSEAS MEDICAL INSURANCE</b> .....	<b>53</b>
<b>HOUSING POLICY &amp; PROCEDURES</b> .....	<b>53</b>
NEW OVERSEAS STAFF .....	53
<i>Conditions</i> .....	53
<i>Maintenance</i> .....	53
<i>Apartment Furnishings</i> .....	54
DEPARTING OVERSEAS STAFF .....	54
<i>Deadline to return the apartment</i> .....	54
<i>Returning the Apartment</i> .....	54
HOUSING INSURANCE .....	54
<i>Insurance Broker:</i> .....	54
<i>In case of theft you must do the following:</i> .....	55
<b>KEYS</b> .....	<b>55</b>
<b>UTILITY BILLS</b> .....	<b>55</b>
TELEPHONE .....	55
WATER .....	55

<b>STAFF EMERGENCY EVACUATION PROCEDURES .....</b>	<b>57</b>
INTRODUCTION .....	57
PREPLANNING PROCEDURES.....	57
COMMUNICATION .....	58
STAGING AREAS.....	58
TRANSPORTATION .....	58
EMERGENCY PROCEDURES .....	58
POST-EVACUATION PROCEDURES.....	59
<b>THE ADMINISTRATIVE TEAM.....</b>	<b>60</b>
STAFF ORIENTATION/STAFF RELATIONS.....	60
WHOM TO SEE FOR WHAT .....	60
ADMINISTRATIVE STAFF.....	61



## ECA MISSION STATEMENT

Escuela Campo Alegre (ECA) strives to be a model Prekindergarten-12 international school offering a US style educational program in the English language comparable to outstanding private and international schools worldwide. ECA primarily serves the children of international corporations and diplomatic agencies.

ECA will inspire its students toward the highest standards through a stimulating and comprehensive program of intellectual and personal development. The school emphasizes academic achievement and artistic, athletic, recreational and multicultural opportunities to prepare students for university studies and challenges of global citizenship.

**January 2000 Adopted**

**April 2003 Reviewed**

**January 2008 Reviewed**



## ESCUELA CAMPO ALEGRE VISION 2008 - 2013

Based on the ECA mission statement (January 2000, revised April 2003 and January 2008); the ECA Board of Directors affirms the following vision to guide the continuing progress of the school over the next five years. ECA is a place where students work daily with real-life problems and issues and are consistently given opportunities to acquire the relevant knowledge and develop the leadership, practical and ethical skills to solve those problems effectively. They will be risk-takers and innovators, equipped with both the skills and spirit to contribute, to be successful, and to invent the future.

### **WHAT WE TEACH AND ASSESS**

ECA programs will incorporate and hold administrators and teachers accountable for:

1. A clear set of skills and attitudes of global citizenship, including:
  - a. Critical thinking
  - b. Communication
  - c. Technology
  - d. Innovation
  - e. Lifelong learning
  - f. Teamwork and the role of competition
2. Emphasis on social responsibility, character development, behavioral and ethical standards.
3. High achievement in academic subjects.
4. Outstanding athletic and artistic programs.
5. A foundation in transition/university survival skills (including social, emotional, academic skills).

### **HOW WE TEACH**

ECA will:

1. Provide holistic learning processes, primarily real-life and problem-based learning.
2. Incorporate the best learning concepts from international sources into the US style standards-based curriculum.
3. Offer programs and course units which capitalize on our natural diversity and cultural opportunities.
4. Employ research-based practices to improve instruction and increase student achievement.
5. Create an environment that ensures students' emotional growth and self-confidence.

### **OUR LEVEL OF PROFESSIONALISM**

ECA will:

1. Establish models of teaching and learning that encourage pioneering in key areas and innovation.
2. Promote high ethical standards for the ECA community.
3. Develop and maintain strong relationships with universities.
4. Regularly review mission, vision, curriculum, instruction, and assessment methods.
5. Seek to maintain U.S. and international accreditation.
6. Dedicate the resources necessary to realize and sustain vision in a safe and secure environment.

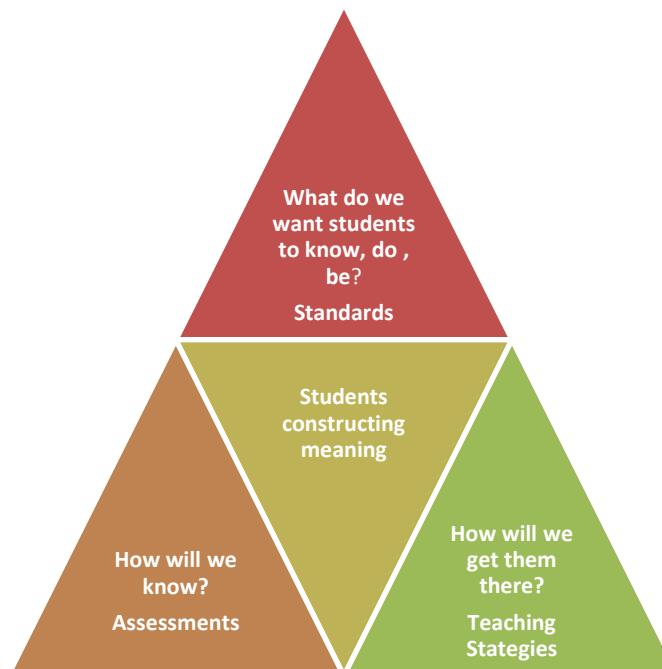
## ECA Curriculum 2011-2012

ECA Administrators and faculty leaders are available to assist you with implementation of the curriculum. At ECA, the 'Curriculum' serves two major functions:

- It is the 'roadmap', providing careful guidance on translating the ECA mission and vision into practice
- It is also the 'contract' that the school makes with each parent and student. It clearly describes what specific learning students will do in each grade level.

CURRICULUM at ECA has three components:

- **What we teach:** what knowledge, skills and attitudes do we want our students to achieve?
- **How we assess:** what will form evidence of student learning?
- **How we teach:** how will we go about helping them achieve these standards?



### What Beliefs Guide our Curriculum Work?

- A well-conceived curriculum is an essential feature of an effective international school.
- The curriculum should translate the school mission into day-to-day practice.
- The curriculum should encapsulate 'big ideas' and provide teachers both guidelines and inspiration for their daily work.

### The Written Curriculum

Each teacher is provided with a print copy of the curriculum.

### ECA Curriculum Terminology

**Standards:** Statements that identify the essential knowledge and skills that should be taught and learned in school.

**Standards-based curriculum:** A curriculum designed with a specific focus on standards. Cumulatively, across all learning experiences and units of study, as well as their related assessments, all students have access to and demonstrate attainment of the knowledge and skills identified in the standards.

**Standards-based system:** A system in which the curriculum is aligned with the learning-teaching activities, assessments, and the recording and reporting practices to document student attainment of the standards.

**Curriculum Overview:** A synopsis of what students will be learning, doing and studying during the year. It identifies the flow of all units with unit title, duration, brief narrative description, major assessments, learning activities, and list of resources.

**Unit Plans include:**

- **Standards:** Statements that identify the essential knowledge and skills that should be taught and learned in school.
- **Benchmarks:** Specific statements of what students should know and be able to do by a particular stage of their schooling at ECA.
- **Essential Questions:** Questions that identify the most important learning in a unit of study.
- **Key learning activities:** Activities that address a variety of learning styles; that build on skills to prepare students for major tasks; that are detailed so the connection to the assessment tasks is evident.
- **Resources:** Include full range of teaching materials from texts to technology.
- **Opportunities for Integration:** Reinforce connections to real events; connect to content or theme of another subject area and/or technology.
- **Reflections:** Based on feedback and performance data, what should be done differently or added to this unit to increase student learning.

**Assessments:** Tasks that assess the student’s mastery of concepts and skills and show understanding and/or applications of these in a real-world context.

- Reflect the essential questions
- Address standards and benchmarks
- Are varied in form to address different learning styles
- Are graded and presented with criteria and models to students beforehand in the form of a rubric
- Require higher order thinking (applications, synthesis, evaluation)

**Rubric:** An established set of parameters for scoring or rating students’ performance on tasks. Good rubrics consist of a fixed measurement scale, a set of clear criteria, performance indicators for each criterion at each point on the scale, and sample responses (anchors) that illustrate various levels of performance.

**Models:** Samples of student work that clarify for the student what is required to be at, above, or below standard.

**“Meets the standard”:** Phrase used to denote a student’s performance to curricular expectations on a particular skill or concept at a point in time.

**Using Your Curriculum – Practices for all ECA Faculty**

- Each teacher is provided with a curriculum. In most cases, you will also receive a written curriculum document for your courses. The expectation is that you will use this document to guide your teaching.
- Review the document with your principal and subject coordinator/department, chair. It should guide your work in the classroom.
- Particularly review the standards portion of each unit to ensure you have a clear idea of what the expectations are.
- Prepare major assessments before you begin each unit. In elementary school these are, for most units, pre-designed.
- Provide students with copies of unit plans, major assessment criteria and exemplars of work.
- Put into effect all essential agreements.

- Utilize the grade level criteria and rubrics for cross-curricular standards.
- Record any suggested revisions to the unit in the "reflections" section of the unit plan.
- To suggest major changes to your curriculum, begin by speaking to your head of department or grade level team leader. There is a process for making major changes which does require the approval of your principal.

### Assessment – Guidelines for Collecting Evidence of Learning

- Our beliefs about assessment:
- Assessment should improve student learning, not just audit it.
- Assessment practices should serve to improve teaching.
- There should be clear alignment among learning standards, what is assessed and what is reported.
- Assessment tools should provide 'best' evidence of achievement of the selected learning standards.
- Students retain more of their learning for longer periods of time when regularly assessed 'in context' (complex, real-life application of skills and concepts).
- Data from classroom and external assessments are essential tools for improving both the curriculum and teaching practice.

### Assessment Practices

1. Evidence of learning is collected in four major ways:

External Assessments	“Common” Assessments
Tools designed outside of ECA, to collect evidence of how our students compare to those in other similar schools.  <b>Examples:</b> ISA, IB, ERB	Tasks designed by a group of teachers, given to all students across a grade level.  <b>Examples:</b> grade level writing prompts
Unit Assessments	On-going assessments
Teacher-designed tasks, given after a 'chunk' of learning as taken place, to assess achievement of unit standards.  <b>Examples:</b> products or performances, tests	Teacher-designed strategies for collecting evidence of standards related to learning processes, affective standards.  <b>Examples:</b> observation of students working, homework, running record

2. A big percentage of report card data (for grades 1-12) is drawn from UNIT Assessments. ECA uses three types of unit assessments:
- **Mastery Tasks assess:**  
What basic knowledge and routine skills does the student have?
  - **Understanding Tasks assess:**  
To what extent can the student use basic knowledge and skills to reason?
  - **Contextual Tasks assess:**  
To what extent can the student use knowledge, skills and understanding in 'real-life' situations?

### Classroom Assessment Essential Practices Checklist:

- Ensure that each assessment tool is aligned with the standards it is designed to assess.
- Assess what is MOST essential to assess.
- Plan backwards: design major assessment ahead of teaching.
- Provide student with clear criteria for success at the beginning of the learning process.
- Ensure the assessment tool provides 'best' evidence of the standards being assessed, making use of the 'MUC' model (Mastery, Understanding, Contextual).
- Use at least one contextual assessment per unit (per quarter in high school).
- Assess each standard multiple times and in multiple ways during a reporting period.

### Recording and Reporting Practices

- Student learning K-12 is assessed, recorded and reported according to specific curriculum standards, including content, skills and work habits.
- Standards assessed appear on the electronic grade book SKYWARD.
- Progress reports are issued at the end of each quarter.

**Reporting rubrics are as follows.** The letter grade, symbol, or description represents how the student is achieving compared to standard, determined through performance tasks, major assignments, and ongoing assessments.

Grades PK-K
C Consistently demonstrates
O Often demonstrates
B Beginning to demonstrate
Y Does not yet demonstrate

Grades 1 - 5
Significantly above grade level standard
Above grade level standard
At grade level standard
Approaching grade level standard
Below grade level standard
ESL report
Resource report

Grades 6 - 12
A=Exceeds standard
B=Meets standard
C=Approaches standard
D=Below standard
F=Fails to meet standard

### Curriculum Monitoring

Meeting high standards of learning requires vigilance and accountability. To this end, ECA has implemented a monitoring system designed to collect evidence of how we are progressing with our curriculum. As a classroom teacher, your role in this process will be:

- Collaborate with colleagues on setting benchmarks through sharing and analyzing "work samples", in department or team meetings.
- Periodically provide work samples and major assessments as requested by your principal.

## General Guidelines for Faculty

### Dress Code for Staff

ECA educators aspire to and represent a high standard of professionalism. Therefore, regarding the issue of school attire and general appearance, ECA staff believes in projecting a strong, positive, professional image to students, parents and the community. The desired standard of dress at ECA is significantly higher than one would find in many schools, because:

1. ECA has a long and recognized tradition of dressing and grooming at a high standard.
2. The culture of Caracas recognizes and endorses an elevated standard of professional attire.
3. Like all students, ECA students are strongly influenced by the role models their teachers represent, and they may be easily distracted by adult attire.
4. ECA regards school as a serious and dedicated workplace for students and staff, and therefore seeks to reinforce this concept in every way possible.

### Required Attire

Neat and professional attire is the norm. For women, this includes dresses, skirts, blouses, sweaters, slacks, or culottes. For men, this includes shirts with collars and slacks.

### Examples of Inappropriate Attire

Blue jeans, workout clothes, tights, short shorts, sundresses, spaghetti straps, mini-skirts (any skirt more than 10 cm. (4 inches) above the knees), T-shirts, and beach type sandals distract from the professional image of the staff and the desired standard of dress. Unusual, fad-like or provocative styles are also considered inappropriate.

### Exceptions

Appropriate exceptions will be made for PE, art, and theater staff and for individuals when conducting special activities that call for more informal attire. If you have a question regarding the appropriateness of attire, please speak with your principal.

### Smoking and Alcohol

Escuela Campo Alegre is a non-smoking, alcohol, and chemical free campus for all students, parents, faculty and staff.

### Educational Staff Working Hours

- 8:00 am – 4:00 pm Monday- Friday
- Faculty meeting day is an extension of the normal working hours.
- Educational staff works up to 200 days per school year as determined by the Superintendent.
- If you need to leave campus make sure you have signed out at the front gate.

### Teacher Action & Growth (TAG)

Each Wednesday will be dedicated to faculty work specifically on instructional and assessment strategies and/or other areas of professional development. TAG sessions run from 2:30 – 4:00 p.m.

### Late Return from Vacations

Should a person return late after a vacation due to reasons beyond his/her control, a personal day must be taken. If both personal days have already been used, a day's pay will not be deducted. However, any subsequent late arrivals will be monitored and noted in the end-of-year evaluation.

### Extra Curricular Activities

All teaching staff is obliged to be available to direct or supervise a co-curricular activity or duty.

### **Sensitive Information**

As teachers of children, we often have information about students that is of a sensitive nature. Each division has guidelines on what to do in various situations. If you receive information that affects the well being of a student or faculty member, please see someone in the guidance department or an administrator. Guidelines for each division are distributed in divisional meetings.

### **National Anthem**

The Venezuelan National Anthem is played over the public announcement system every morning at 8:30 am. Students should be in their first period classroom before it starts. Everyone is required to stand at attention and refrain from talking while it is being played, no matter where they happen to be.

## Standards of Effective Faculty

### Teaching and Learning Standards

1. Sets and assess high standards and is accountable for the achievement of all students.
2. Plans effectively to maximize student learning of ECA curriculum.
3. Teaches the ECA curriculum using the most effective and current strategies.
4. Pursues and applies professional development identified through reflective practice and coaching.
5. Collaborates in curriculum development and school improvement.
6. Uses technology appropriately to enhance teaching, learning, communication, and record keeping.

### Professional Ethics Standards

7. Demonstrates a positive approach to challenges and participates in school activities.
8. Models ECA values as stated in our Code of Professional Conduct.

### Code of Professional Conduct

This code represents an effort to establish a strong ethos of professional and ethical behavior for ECA staff. It therefore represents the high standards for the ECA community to which our staff are committed. All ECA staff agrees:

1. To demonstrate in their teaching and their dealing with others respect for the dignity and rights of all persons without regard to race, religion or nationality.
2. To demonstrate in their dealing with students the belief and commitment that all children can learn.
3. To refrain from commenting negatively upon students or their families.
4. To refrain from divulging information received in confidence except in situations where there is a professional need to know.
5. To emphasize the positive qualities of colleagues and refrain from gossip, backbiting or the spreading of rumors.
6. To make suggestions for improvements or practices through the appropriate administrative channel.
7. To conduct self in a manner consistent with the dignity of the profession, the philosophy of the school, and divisional core values.
8. To abide by and respect the school's policies, procedures and contractual obligations.

## Standards of Effective Faculty

**STANDARD 1:** Sets and assesses high standards and is accountable for the achievement of all students.

DOES NOT MEET	MEETS	EXCEEDS
1. Unable to articulate the standard to themselves, colleagues, students and/or parents.	1. Able to articulate standards to everyday planning.	1. Sought by colleagues as a model for aligning standards to everyday practice.
2. Students consistently unaware of standard.	2. Students are aware of the standard and work towards achieving it.	2. Criteria, rubrics/assessments and models of work are provided to students up front.
3. Students indicate standard is not high enough.	3. Most students report being challenged, yet remain motivated for success.	3. All students report being challenged yet remain enthusiastic and motivated for success.
4. Grading and reporting are not aligned with standards.	4. Grading and reporting aligned with standards.	4. Assessing and reporting practices are refined and improved based on on-going analysis of student results.
5. No evidence of adjustments to teaching practices, including pacing based on student results.	5. Uses a broad, appropriate repertoire of teaching strategies to meet diverse needs.	5. Leaves no stone unturned in searching for effective teaching practices for all learners.
6. Despite professional support/intervention student work is consistently of a standard below level/course.	6. Every student who is capable meets the standards.	6. Students are consistently challenged to go beyond meeting the standard.
7. Parents receive minimal information about and are rarely engaged in the learning of their children.	7. Engages parents in their child's learning through regular communication and involvement.	7. Actively pursues the involvement of all parents in the learning process.
8. Reluctant or resistant to collaboration with special service staff, outside professionals.	8. Collaborates with special service staff, outside professionals in a timely fashion	8. Models best practices in working with special service staff, outside professionals.

**STANDARD 2:** Plans effectively to maximize student learning of the ECA curriculum.

DOES NOT MEET	MEETS	EXCEEDS
1. No evidence of a coherent planning process aligned with the school curriculum.	1. Consistently aligns learning standards assessment strategies and homework with standards.	1. Makes on-going recommendations for refinements to curriculum materials based on the use of curriculum documents and teaching resources
2. Does not routinely pre-assess or use baseline data to determine student knowledge.	2. Routinely pre-assesses or uses baseline data to determine prior knowledge.	2. Assists colleagues in designing pre-assessment tools and analyzing baseline data for planning purposes.
3. Does not consistently design assessment tools before teaching begins.	3. Consistently designs assessment tools before teaching begins.	3. Reflects on the effectiveness of ongoing assessments and makes adjustments to the planning process.
4. Plans are not differentiated to accommodate student needs.	4. Variety in teaching strategies allows for some differentiation.	4. Planning documents have adjustments built in to meet specific needs of students.
5. Does not provide students with opportunities to self-assess and set learning targets.	5. Instructional plans take into account student self assessment.	5. Consistently involves students in practices that lead towards meaningful reflection of their learning.
6. Does not engage colleagues, specialists and/or supervisors in reflective conversation about improving student learning.	6. Uses school structures to reflect upon and improve student learning.	6. Initiates regular and constructive discussions regarding optimal teaching practices with students and colleagues that lead to positive change.
7. Is not prepared to collaborate in team/department planning discussions.	7. Contributes ideas to team/department during planning meetings.	7. Sought by colleagues as a resource for clarifying student needs and improving student learning during the planning process.
8. Pacing of unit plans is uneven, resulting in rushed units, or gaps in the curriculum.	8. Unit plans are paced to ensure appropriate, fluid sequencing for the entire curriculum.	8. Is frequently consulted by colleagues in the refinement of the pacing of their unit planning.

**STANDARD 3:** Teaches the ECA curriculum using the most effective and current strategies.

DOES NOT MEET	MEETS	EXCEEDS
1. Disregards ECA curriculum in the planning of instruction.	1. Consistently uses ECA’s written curriculum, including essential agreements, to guide instruction.	1. Enhances the ECA curriculum through reflection, inquiry and professional learning.
2. Demonstrates a poor match between teaching strategies and learning standards.	2. Adjusts teaching strategies to match learning standards	2. Demonstrates a consistently effective match between teaching strategies and learning standards.
3. Lesson activities do not engage all students in tasks related to curriculum standards.	3. Engages all students using a variety of instructional strategies.	3. Acts as a model for others demonstrating a range of effective teaching strategies to make every minute count and engage all learners.
4. Instructional strategies are not differentiated to accommodate student needs. Teacher uses “one size fits all” lesson plans.	4. Instructional strategies are differentiated to accommodate diverse learning needs.	4. Excels in implementing appropriate modifications for students with special learning needs, including gifted learners
5. Students are not consistently on task.	5. Classroom Management is orderly and purposeful where students are consistently engaged in learning and transitions are managed effectively.	5. Students are self-directed.
6. Lacks background or interest in understanding the needs of all students.	6. Demonstrates interest in understanding the needs of all students	6. Stays current in the literature of special needs students and acts as a role model and coach for others.
7. Cultural differences and gender biases are not considered when planning instruction.	7. Is sensitive to cultural differences and gender biases when planning instruction.	7. Proactively works to respond to culture differences and gender biases that might impact student learning.

**STANDARD 4:** Pursues and applies professional development identified through reflective practice and coaching.

DOES NOT MEET	MEETS	EXCEEDS
1. Unable to accurately self-assess, to identify personal growth or to respond to constructive feedback.	1. Able to self-assess for professional growth and work with supervisor to improve practices.	1. Initiates investigation in best practices and learning research.
2. Unwilling to take risks to implement new strategies.	2. Regularly takes risks to implement new strategies.	2. Mentors colleagues in trying new strategies and in analyzing the results to determine effectiveness.
3. Does not sustain change in instructional practices without on-going supervision or coaching support.	3. Takes responsibility for goal setting and follow-through	3. Conducts training sessions and/or coaches colleagues in attaining their goals.
4. Unable or unwilling to reflect on practices.	4. Completes a thorough end of year self-assessment, including ideas for growth.	4. Coaches colleagues on the benefits of reflection and on developing a growth plan.
		5. Conduct's 'action research' at ECA.

**STANDARD 5:** Collaborates in curriculum development and school improvement.

DOES NOT MEET	MEETS	EXCEEDS
1. Frequently absent from departmental or team meetings, or merely attends as a passive participant.	1. Attends and contributes to all departmental/team/divisional meetings focusing on curriculum and school improvement.	1. Provides leadership on formal and informal curriculum or school improvement teams.
2. No evidence of critical thinking about the discipline, or awareness of current research in the field.	2. Is receptive to new research and ideas and integrates them into practice	2. Pursues, and is eager to share, current research in a content area.
3. Generally resistant to modifying the curriculum or working with others to refine it.	3. Reflects on the strengths and weaknesses of the program and contributes ideas for its modification.	3. Inspires colleagues to reflect on the strengths and weakness of the program.
4. Complains about current school practices without offering solutions or alternatives.	4. When aware of a problem or inefficiency in school practice, participates in seeking solutions.	4. Frequently presents improvement ideas to his/her principal and/or initiates an improvement project.
5. Reluctant to share student work with colleagues.	5. Shares student work with colleagues to assess and refine the curriculum.	5. Provides leadership in developing ways to share student work and interpreting results.

**STANDARD 6:** Uses technology appropriately to enhance teaching, learning, communication, and record keeping.

Does Not Meet	Meets	Exceeds
<p>1. Does not use technology effectively or requires assistance to communicate with the school community, parents, and students (email, Skyward Message Center, Classwebs, Skyward Student Calendar, and Desktop Publishing, netiquette)</p>	<p>1. Uses technology effectively and without assistance to communicate with the school community, parents, and students (email, Skyward Message Center, Classwebs, Skyward Student Calendar, and Desktop Publishing, netiquette)</p>	<p>1. Uses technology effectively and without assistance to communicate with the school community, parents, and students (email, Skyward Message Center, Classwebs, Skyward Student Calendar, and Desktop Publishing, netiquette, Wikis). Able to teach or provide assistance to others in the use of these skills.</p>
<p>2. Does not use technology effectively or requires assistance for record keeping (Skyward gradebook, attendance, Student Data)</p>	<p>2. Uses technology effectively and without assistance for record keeping (Skyward gradebook, attendance, Student Data)</p>	<p>2. Uses technology effectively and without assistance for record keeping (Skyward gradebook, attendance, Student Data, and reports). Able to teach or provide assistance to others in the use of these skills.</p>
<p>3. Does not use technology effectively or requires assistance in the planning process (Edutrack, Skyward Lesson Planner, evaluation of online resources, copyright and fair use, subscription resources, advanced search techniques)</p>	<p>3. Uses technology effectively and without assistance in the planning process (Edutrack, Skyward Lesson Planner, evaluation of online resources, copyright and fair use, subscription resources, advanced search techniques)</p>	<p>3. Uses technology effectively and without assistance in the planning process (Edutrack, Skyward Lesson Planner, evaluation of online resources, copyright and fair use, subscription resources, advanced search techniques). Able to teach or provide assistance to others in the use of these skills.</p>
<p>4. Does not use technology effectively or requires assistance in the teaching and learning process without assistance (advanced search techniques, still images, video, spreadsheets, multimedia presentation, interactive whiteboards, projectors, Desktop Publishing, instructional techniques to integrate technology)</p>	<p>4. Uses technology effectively and without assistance in the teaching and learning process (advanced search techniques, still images, video, spreadsheets, multimedia presentation, interactive whiteboards, projectors, Desktop Publishing, instructional techniques to integrate technology)</p>	<p>4. Uses technology effectively and without assistance in the teaching and learning process (advanced search techniques, still images, video, spreadsheets, multimedia presentation, interactive whiteboards, projectors, Desktop Publishing, instructional techniques to integrate technology, online assessments, Student websites, document cameras). Able to teach or provide assistance to others in the use of these skills.</p>

**STANDARD 7:** Demonstrates a positive approach to challenges and participates in school activities.

DOES NOT MEET	MEETS	EXCEEDS
1. Generally maintains a negative outlook and conveys this to others in the school community.	1. Consistently maintains a professional and positive demeanor, characterized by friendliness, energy, and optimism.	1. Is instrumental in maintaining a positive climate in the school and is widely considered to be a positive force in the community.
2. Rarely participates in or attends co-curricular activities or school functions unless required to do so.	2. Contributes to co-curricular activities with students and participates in faculty, student and community events at school.	2. Creates, develops or is highly active in co-curricular activities and school functions, going well beyond the expected or required.
3. Exhibits a general unwillingness to perform tasks and take on responsibilities not specifically stipulated in their job description.	3. Demonstrates a willingness to take on extra responsibility when called upon to do so.	3. Frequently identifies areas of need and voluntarily takes on additional responsibilities.
4. Frequently assumes lack of good will on the part of colleagues.	4. Assumes others are acting with good will.	4. Consistently encourages colleagues to assume the best of others.
5. Speaks negatively about the school or undermines colleagues.	5. Offers constructive suggestions and solutions through appropriate channels. Ignores or neutralizes negative behavior in colleagues.	5. Consistently encourages colleagues to recognize the positive aspects of a situation; facilitates the formulation of constructive solutions.
6. Is inflexible and resistant to change or challenges.	6. Is flexible and resilient when faced with challenges.	6. Is a model to others in times of stress – remaining calm and reasonable and retaining a sense of humor.

**STANDARD 8:** Models ECA values as stated in our Code of Professional Conduct.

DOES NOT MEET	MEETS	EXCEEDS
1. Is disrespectful of the rights and dignity of others, or actively discriminates against individuals from a particular group.	1. Demonstrates in his/her teaching and dealings with others, respect for the dignity and rights of all persons without regard to race, religion or nationality.	1. Actively promotes multicultural awareness and respect for others in the school and local community.
2. Expresses cynicism regarding the ability of the school community to make a difference in the lives and learning of all students.	2. Demonstrates in his/her dealing with students the belief and commitment that all children can learn.	2. Inspires colleagues to leave no stone unturned in helping all students learn.
3. Makes derogatory or sarcastic comments about students, or shares sensitive information about students with people who do not need to know.	3. Does not comment negatively upon students or divulge information received in confidence, except in situations where there is a professional need to know.	3. Provides leadership in enforcing our guidelines for handling sensitive information and speaks out when colleagues violate the guidelines.
4. Makes derogatory or sarcastic comments about colleagues or parents; spreads rumors; shares sensitive information about parents or colleagues with people who do not need to know.	4. Emphasizes the positive qualities of colleagues and parents in discussions within the community. Avoids prejudicial statements and refrains from gossip, backbiting or the spreading of rumors.	4. Provides leadership in enforcing our guidelines for handling sensitive information and speaks out when colleagues violate the guidelines.
5. Is critical of school practices without offering constructive suggestions through appropriate channels.	5. Abides by and supports the school's policies, and contractual obligations.	5. Makes thoughtful suggestions for improving school policies and contractual obligations.
6. Conducts him/herself in a manner that undermines the dignity of the profession, the mission of the school or divisional core values.	6. Conducts him/herself in a manner consistent with the dignity of the profession, philosophy of the school and divisional core values.	6. Is an exemplary professional at all times, maintaining a positive community image of the school and the profession.
7. Does not abide by all the school's policies, procedures, or contractual obligations.	7. Offers constructive suggestions for improvements or practices through the appropriate administrative channel.	7. Sees situations from multiple perspectives, clarifies practices for others, and facilitates formulation of constructive solutions.
8. Frequently late in meeting administrative obligations.	8. Fulfills administrative obligations and procedures in a timely manner.	8. Provides suggestions for improving procedures.

## Menu of Evaluation Evidence

Following is a 'menu' of possible evaluation evidence to select from for the growth and evaluation processes. Working from this list and any other ideas your consultation may generate, you and your principal will develop an individualized growth program.

STRATEGY WITH COLLEAGUES AND/OR PRINCIPAL	SELECTED
1. Regular review of teaching plans	
2. Review of unit assessment tools	
3. Drop in visits	
4. Review letters or other communications to parents	
5. Review modifications to teaching plans, based on student results	
6. Student survey results	
7. Parent responses to your teaching	
8. Planned classroom observations	
9. Regular review of student work	
10. Observation of student response to selected instructional strategy	
11. Review the use of standardized and/or 'common' assessment results	
12. Review evidence and impact of professional growth activities	
13. Review individual student responses	
14. Review and analysis of recording and reporting practices, including comments or reports	
15. Evaluate alignment of assessment tasks and standards	
16. Review and analysis of administrative interventions	
17. Review innovations and their results	
18. Analysis of parent survey data	
19. Observation of interactions with colleagues/ parents/students	
20. Observation of collaborative skills at team/ faculty meeting	
21. Periodic monitoring of meeting deadlines, and using appropriate channels for change	
22. Classroom observations of instructional strategies	

## Supervision Cycle

### **Level I - New teachers and teachers changing positions within ECA will:**

1. Receive a full written evaluation, in which each standard is assessed and comments are written.
2. Complete a self-evaluation
3. Participate in an end of year conference with the supervisor to review the supervisor's evaluation, the self-evaluation and goals for the following year.
4. Teachers who are rated below standard on any of the teaching standards the previous year will receive written comments on that particular standard. If there are additional standards that the teacher is not meeting, written comments will be provided as well.

### **Level II - Second year teachers and teachers re-cycling in the supervision cycle will:**

1. Receive a partial evaluation in which each standard will be evaluated but no or few comments will be written. Possible goals for the following year will, however be written into the evaluation.
2. Complete a self-evaluation
3. Participate in an end of year conference with the supervision to review the supervisor's evaluation, the self-evaluation and goals for the following year
4. Teachers who are rated below standard on any of the teaching standards the previous year will receive written comments on that particular standard. If there are additional standards that the teacher is not meeting, written comments will be provided as well.

### **Level III - Third year teachers will:**

1. Complete a self-evaluation
2. Participate in an end of year conference with the supervisor to review the self-evaluation and goals for the following year
3. Teachers who were rated below standard on any of the teaching standards the previous year will receive written comments on that particular standard. If there are additional standard that the teacher is not meeting, written comments will be provided as well.

### **Level IV - Fourth year teachers will be evaluated at Level II.**

1. Upon principal recommendation a teacher could remain at level III for two years.
2. Teachers leaving ECA at the end of a school year will complete the mid-year self-evaluation and have an exit interview.

## ECA Summative Evaluation 2011-2012

Teacher: \_\_\_\_\_

Teaching Assignment: \_\_\_\_\_

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

Standards	Below	Meets	Exceeds
1. Sets and assesses high standards and is accountable for the achievement of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

2. Plans effectively to maximize student learning of the ECA curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------

**Comments:**

3. Teaches the ECA curriculum using the most effective and current strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------

**Comments:**

4. Pursues and applies professional development identified through reflective practice and coaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------

**Comments:**

5. Collaborates in curriculum development and school improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------

**Comments:**

6. Demonstrates a positive approach to challenges and participates in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------

**Comments:**

7. Models ECA values as stated in our Code of Professional Conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------

**Comments:**

8. Uses technology appropriately to enhance teaching, learning, communication, and record keeping.



**Comments:**

**Suggestions for growth next year from supervisor and teacher:**

General growth areas (related to teaching standards):

Teaching strategies:

**Expectations for next year:**

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Teacher's Signature  
(signature indicates that he/she has read this report)

(Attach any other evaluation products, such as rubrics for teaching or assessment strategies)

## Teacher Self-Evaluation

Teacher: \_\_\_\_\_

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

Please provide comments on your professional growth this year and your performance against the ECA Standards. Finally, please identify some possible growth areas for yourself next year. When completed, return it to your principal. It is designed to be completed on-screen (the comment spaces will expand as you type) but you may either print it or send it back electronically.

### A) COMMENTS ON YOUR PROFESSIONAL GROWTH THIS YEAR:

(Some things to consider: books you have read; courses/workshops; implementing new teaching strategies; impact on student learning; collaboration with others; developing or refining curriculum/assessment; data analysis; leadership responsibilities; building character and community; home-school partnership; facilitating TAG sessions; peer coaching.)

### B) COMMENTS ON YOUR PERFORMANCE IN RELATION TO THE ECA STANDARDS FOR EFFECTIVE TEACHERS:

1. Sets and assesses high standards and is accountable for the achievement of all students.

2. Plans effectively to maximize student learning of the ECA curriculum.

3. Teaches the ECA curriculum using the most effective and current strategies.

4. Pursues and applies professional development identified through reflective practice and coaching.

5. Collaborates in curriculum development and school improvement.

**6. Demonstrates a positive approach to challenges and participates in school activities.**

**7. Models ECA values as stated in our Code of Professional Conduct.**

**8. Uses technology appropriately to enhance teaching, learning, communication, and record keeping.**

**C) REFLECTIONS ON OTHER COMMITMENTS/ACTIVITIES:**

- Leadership responsibilities?
- After-school sports/clubs?
- Improvement committee?
- Accreditation team?
- TAG Presenter?

**D) YOUR IDEAS FOR GROWTH NEXT YEAR**

**Teaching strategies:**

**General goals (related to teaching standards):**

## Professional Growth and Evaluation 2011-2012

### Purpose:

The purpose of professional growth and evaluation at ECA is to promote teacher practices that will improve student learning. All teachers will participate in professional growth activities throughout the year and have a summative conference at the end of the year reflective of the impact of these activities on student learning. The basis of both professional growth and evaluation are the 'Standards for Effective Faculty at ECA'.

### Professional Growth Goals:

- To provide individualized support and guidance to improve student learning.
- To stimulate professional growth, through reflection and analysis.
- To provide support in working toward 'Standards for Effective Faculty at ECA'.
- To align curriculum programs and teaching strategies with the ECA Vision.

### Evaluation Goals:

- To reinforce and promote effective instructional practices.
- To identify areas needing improvement and to develop strategies for improvement.
- To determine if a teacher meets ECA's professional standards.

### Professional Growth Opportunities:

- Teacher Action & Growth (TAG): A weekly opportunity to focus on instructional and assessment strategies
- Summer Study: Opportunities to develop skills in off campus settings
- Mid-Year Conferences; AASSA/VANAS/ASCD
- Masters Degree courses (on or off site)
- Online learning opportunities
- School Improvement/Accreditation Teams
- Divisional/Grade or Department/Schoolwide Team Meetings

### Professional Growth/Supervision Process:

The process begins with teacher reflection, followed by a meeting between the teacher and supervisor to establish tentative goals, activities and evaluation strategies. Throughout the year the teacher and supervisor will meet to reflect on the impact of activities to document evidence and clarify goals. The teacher will complete a self-assessment and the supervisor will prepare a summative evaluation that is written or verbal, based on the professional growth plan and the Standards of Effective Faculty at ECA.

## Professional Growth Planning Tool Returning Teachers

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

Position: \_\_\_\_\_

The ultimate goal of our professional growth program is to help more students achieve standards to the highest level possible.

### Part I: To be completed by the teacher:

A. What new ideas or strategies are you excited about trying in your professional work this year?
B. After reviewing the rubrics for the 'Standards of Effective Faculty at ECA' which standards do you intend to emphasize this school year? (Please provide standard and describe the specific area of focus.)

## Professional Growth Planning Tool New Teachers

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

Position: \_\_\_\_\_

The ultimate goal of our professional growth program is to help more students achieve standards to the highest level possible.

### Part I: To be completed by the teacher

<p>A. What new ideas or strategies are you excited about trying in your professional work this year?</p>
<p>B. After reviewing the rubrics for the 'Standards of Effective Faculty at ECA' which standards do you intend to emphasize this school year? (Please provide standard and describe the specific area of focus.)</p>

## Professional Growth Plan 2011-2012

**Part II: To be completed by the teacher and supervisor collaboratively. This is an initial road map to be reviewed or revised periodically throughout the year.**

Growth Goals	Recommended Activities/Strategies

Evaluation Evidence
---------------------

\*May be revised periodically throughout the year.

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

## Professional Growth Application 2011-2012

**TO APPLY FOR PROFESSIONAL DEVELOPMENT SPONSORSHIP BY ECA YOU MUST:**

- A. Fill out an application form, available from your Division Principal. Turn in completed application to your principal for approval.
- B. If approved the division principal will notify you.
- C. Once you have been notified you must turn in copy of the approved application and invoices for all expenses to the division principal so that the pertinent checks are requested.
- D. You are responsible for your own registration and arrangements for flights and accommodations.

**Name:** \_\_\_\_\_

**Division:** \_\_\_\_\_

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

Please fill out the following and submit to your principal for review and approval.

**Important:** When submitting this application attach pertinent invoices for all costs listed.

1. **Course Title:** \_\_\_\_\_  
**Sponsoring Institution:** \_\_\_\_\_  
**Course dates:** \_\_\_\_\_
2. **Describe the connection between the content of the conference/workshop and the division/school goals or program reviews:**
3. **How will attendance at the conference/workshop be valuable to your professional growth?**
4. **What form of follow-up do you plan to provide at ECA? (in-house or conference workshop, TAG module, class demonstration, sharing with team/departments members)**
5. **In the past two years what previous ECA professional growth support have you received? (dates and names). If you are requesting mid-year conference selection/support, explain why you did not or could not receive this same training in the summer.**

**PRINCIPAL'S APPROVAL & COMMENTS:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature Principal \_\_\_\_\_ Date \_\_\_\_\_ Approved for \$ \_\_\_\_\_

**COSTS:**

Registration/other fees: \_\_\_\_\_

Accommodation (price per night X number of nights) \_\_\_\_\_

Airfare (if selected by ECA or local hire-summer study) \_\_\_\_\_

TOTAL \_\_\_\_\_

## **Professional Growth Opportunities 2011-2012**

Staff development funds are available for ECA faculty through the on-site masters program, mid-year professional conferences, such as VANAS and AASSA, and summer courses, workshops and conferences. Support for these opportunities will be based on available funds. In accordance with Standard 4 of Standards for Effective Faculty, ECA Faculty are to "Pursue and apply professional development". In addition, all faculty members are to have the equivalent of 6 semester hours in each 5 year period to meet SACS Accreditation Criteria.

### **General Guidelines**

1. Faculty will be funded for no more than one major off-site staff development activity per year. Exceptions may be made when the school/division will derive a direct benefit from the individual's participation in the staff development activity.
2. Priority will be given to requests that are aligned with the school or division goals, I.B. and program changes.
3. Priority will be given to individuals who did not receive money the previous year.
4. Priority will be given to individuals who have not received stipends for the Masters programs during the year.
5. Priority will be given to individuals who are returning for the next school year.
6. Teachers need to indicate in writing the connection between the division/school goals and the content of the course/workshop/conference.
7. Teachers agree to provide some form of follow-up at ECA, e.g. in-service hours or conference workshop, program review team contribution, class demonstration, sharing with colleagues of team/department.
8. At the conclusion of the conference, teachers will give plans for follow-up to division principal.
9. All approved professional development that requires missing school days will not be counted as absences.

### **Expectations**

1. Teachers will participate actively and positively in weekly TAG sessions.
2. Teachers need to discuss plans with Department Head where applicable and with their principal.
3. Teachers need to indicate in writing the connection between the division/school goals and the content of the course/workshop/conference.
4. Teachers agree to present a workshop on the course/workshop/conference and to respond to requests for information or assistance from those who were unable to attend the conference.

### **Mid-Year Conferences/Workshops**

1. Approved mid-year staff development activities will be funded for selected faculty based on funds available
2. If faculty members are interested in being selected and supported by ECA for a mid-year conference or workshop, they should state why they did not or could not receive similar training in the summer.

### **Summer Study**

1. Approved summer staff development activities will be funded for selected faculty based on funds available.
2. Summer staff development activities may be funded up to \$1500 for overseas and local hire teachers.
3. Individuals who are leaving ECA may not receive monies for summer staff development activities.
4. If credit is available for participation in a course or workshop, teachers will be responsible for payment of this fee.

### **Other**

1. Interns, instructional assistants and part-time faculty are eligible to apply for stipends of \$200 or less from their supervision's discretionary funds.
2. Funding decisions will be based on the fact that the school will derive benefit from the individual's participation in the activity.

**Staff development money will not be released to faculty without an approved application on file.**

## **TAG**

### **Teacher Action & Growth at ECA**

#### **What is it?**

A weekly, 90-minute session each Wednesday from 2:30 – 4:00 p.m. for all ECA faculty designed to provide opportunities for each teacher to further develop instructional and assessment strategies, address school improvement issues, and develop or improve skills to improve instruction.

#### **Why do we do it?**

The most effective route to improving student achievement is by focusing on specific instructional and assessment strategies, and developing critical instructional skills. When teachers have time to analyze and reflect on practice, collaborate on school improvement issues and learn new skills, student learning and results improve.

#### **What are the purposes of these weekly sessions?**

1. To expand your repertoire of effective teaching and assessment strategies.
2. To practice instructional strategies with your colleagues.
3. To ‘coach’ and/or be coached by others in learning and teaching strategies.
4. To participate in study groups related to a specific educational topic.
5. To examine and analyze student work and learning results with colleagues.
6. To set goals and create action plans related to student learning.
7. To address topics specific to a particular subject area or division.
8. To develop skills that will improve classroom instruction and assessment.
9. To review, revise or design curriculum and to insure curriculum articulation school-wide.
10. To collaborate on a variety of school improvement issues.

#### **Who will organize each session?**

The principals will monitor the use of TAG time. Division principals will work together as a team to insure PreK-12 and divisional needs are being addressed. Outside consultants may be used during this time. Many sessions will be organized by division, and some will be developed by groups with common interests, goals or needs for professional growth.

#### **What is my role in TAG as a teacher?**

The effectiveness of TAG sessions is largely determined by the positive contribution of the participants. ECA faculty and administration are expected to approach TAG sessions with a positive attitude and desire to translate learning in TAG into improvements in student learning and school environment. Ideally, teachers will volunteer their expertise to the program and conduct training sessions for their colleagues when the opportunity arises.

## ECA Facilities Usage Policy

### Philosophy

The school facilities are used to support the instructional and co-curricular program of the school. The primary users of the facilities are the students.

### Guidelines

All requests for the use of facilities shall be submitted to the Superintendent or designee who shall use the following guidelines in granting requests:

Priority for usage of facilities will be given to the following groups:

- Instructional and co-curricular student program.
- After school student program.
- ECA faculty use.
- ECA parent use.
- ECA parents and other community members on an event basis.
- Community group where no participants are ECA members, on an exceptional basis.

Specific guidelines:

- In general, facilities will be made available to ECA Community and non-ECA Community groups on an event basis, not on a long-term, recurring basis.
- Classrooms are not available for use by non-ECA personnel.
- ECA teachers tutoring ECA students may use classrooms free of charge, provided the classroom is not required for another purpose.
- The Board will not authorize any use of school facilities for purely commercial activities.

Any ECA mixed group or community group must agree to the following conditions:

- The user employs at least 2 ECA maintenance staff members and pays them according to ECA pay schedule for such functions as cleaning.
- The user assumes full responsibility for damage to ECA property or material.
- A facilities usage agreement is signed, which includes a waiver of liability and security.
- The user shall pay for an additional ECA guard if required by the Administration.
- School equipment and supplies may not be utilized without the express consent of the administration in the 'usage agreement'.
- Permission for use of facilities may be revoked with minimum three days notice should the administration determine the facility is not going to be properly utilized or there is an immediate, unforeseen school need.
- No school facilities will be available when school is officially closed for holiday periods.

**Revised November 2003**

## Faculty Use of Facilities & School Services

### Buses

The daily bus service is contracted directly by the parents and facilitated by the school. When students are registering for the school year, they also sign up for bus service. The school contracts the bus service for field trips, sport competitions, etc. Should you need bus service for a field trip, ask your division office for procedures.

The bus office is located on ECA's campus to better facilitate the school's needs. The Transportation Office extension number is #1503.

### Care of Personal Effects

The School will not be responsible for providing reimbursement in the event of loss or theft of personal items from classrooms, other work areas, or anywhere on campus. We will try to provide lockable space, wherever possible. Let the appropriate principal know if there is a personal item that you are using in the instructional program that you feel the school should provide.

### Gathering Areas

There are two multipurpose rooms, one conference room, the STAR Plaza and the South Patio. These rooms should be booked through the Admissions Office, as this office maintains the Master Calendar. The Admissions Office extension is #1011.

The Middle School Administrative Assistant books the multipurpose room in the middle school area. The Middle School Office extension is #3003.

### Health Office

The Health Office is located along the south side of the main building. A full time nurse is employed. The office is open to students as well as staff. Each school division has guidelines regarding the use of the health office by students. The Health Office extension is #1401.

## Information Technology

### Computer Labs

- Middle School Lab (142) May be used by any class from any of the schools.
- Elementary School Lab (214) may be reserved via the ES IT Integration Teacher.
- Library Media Center computers

### Wireless Mobile Lab

In addition to our computer labs, we have one Wireless Mobile lab, which Elementary teachers may check out. Each wireless mobile lab comes with 12/13 wireless laptops.

The ECA campus now supports wired and wireless access from most locations.

### Guidelines for Class Use of Computer Labs

Teachers are welcome to use any lab whenever there is an open period. Rules may differ in each lab, so be sure to check with the IT teacher or the online lab booking system beforehand. Lab use guidelines and rules are posted in each lab. Labs are usually open before and after school. Please do not interrupt the IT teacher while a class is in session. While he/she is very willing to help you with your projects, problems and requests, it is not fair to the students to take time away from their instruction. If you are using the lab, please observe class start and stop times so that you are not disrupting the start of a new class. You can reserve a lab by using the online lab booking system from the Intranet webpage. You must accompany and stay with your class when they are using the lab. Small groups of students may work independently on a project if there is periodic supervision. Make your lab reservation well in advance. Software owned by the school will not be copied or distributed unless the license permits it.

### **1:1 Laptop Program**

Beginning the 2011-12 school year, all students in grades 5-12 will be assigned a laptop.

### **Elementary Classrooms**

Depending upon availability, each classroom will be equipped with 3-4 computers for student use in addition to the laptop assigned to the teacher.

### **Library Media Center Resources**

There are a number of laptops for use in the Library Media Center. Please confer with one of the librarians before bringing a class to the library.

### **Internet Service**

Internet service is accessible from every single networked computer and throughout the campus via wireless network. Please do NOT download any unauthorized files. If you are not sure please ask first. Make sure that you read the ECANET user agreement and understand the guidelines and terms for use.

### **Faculty Accounts, Files and Data Security**

All ECANET users need to sign the ECANET user agreement to have access to the ECA computer network. You should be able to access your account from any computer at school. After you sign the user agreement you will have all networked services and resources available to you, including email, Internet, file and application access. We have a sophisticated data backup system in place for files saved in your personal folder on the servers. It is strongly recommended that you save all important files on the server, files saved on your computer hard drive (my documents) are not backed up and may be lost if there is a computer failure.

### **Support Services**

We currently service and support about 650 computers and laptops, as well as our network. In order to be more efficient, we need to track and assign requests for service. An online technology helpdesk facility is available. All helpdesk requests must be submitted using the online form, which can be found at <http://www.eca.com.ve/intranet> you will find additional links to all our online services from this link.

Please refer to your divisional IT teacher for more details about procedures and policies and any further questions you may have.

### **Class Webs (Wikis)**

Faculty members will be expected to create, use and maintain a class wiki using the school's wikispaces private label to complement and supplement classroom instruction and to provide continuous learning in case of unscheduled school closures. The assignment pages of your ECA Wiki must be public to make them easily accessible to parents. Other pages may be made private. The wikis need to be up to date and their content should be checked for accuracy and appropriateness. Faculty members should encourage all their students to use these wikis which are an integral part of ECA's academic program.

Faculty members will receive training on how to maintain their wiki and they will also receive technical support throughout the year. Time to plan and update these web sites will provided by divisional principals.

### **Storage Space**

The technology department provides secure network storage to store emails (50MB) and data (up to 750MB). In the interest of all users and the performance of our system we encourage all users to maintain their files and optimize their storage space frequently. In most cases, requests for an increase in storage space will not be honored.

### **Internal Communications**

All faculty members have a mailbox located in the staff room. Please check it at the start of every day.

## E-mail

Each faculty member is provided with a school-based email account which may be used in accordance with your user agreement.

## The Morning News

The Morning News is printed every day in the MS and HS and is the main form of communication within the school. Items for inclusion in the Morning News are to be submitted to the individual school administrative assistant by 12 noon the previous day. MS and HS posts the Morning News in different locations throughout the school as well as on the web. All relevant items are to be read to students during the first period. For announcements/messages that are of interest to all, or to a significant number of staff, please use the Morning News rather than e-mailing your own message.

## Campo News

This is a weekly newsletter for parents sent home every Monday, via the youngest child in each family (it is also on our web page). Items for submission should be given to Director of Admissions as early in the week as possible, but **no later than noon on Wednesday**, by email or on disk in Word Format. **ALL ACTIVITIES TO BE ANNOUNCED SHOULD BE SUBMITTED THROUGH YOUR PRINCIPAL.**

## Emergency Notices

Emergency notice will be posted on ECA website at <http://www.eca.com.ve/emergency>

## Library Media Center

The Library Media Center exists to meet the academic and enrichment needs of ECA students and staff. The ECA Library's mission is to help students and teachers become effective users and creators of ideas and information. We support and enrich the curriculum through many resources—books, audiovisual and computer software, technology and equipment, facilities, and the expertise of the library staff. The ECA Library provides enrichment and academic resources for our students in all three divisions, from Nursery through grade 12. It is important that teachers and librarians work together to provide students with opportunities for learning through exploration and use of appropriate library resources.

## Hours

- **Monday-Friday** 7:30 - 4:30
- **Saturday** 09:00 AM - 12:00 noon (except when holidays are observed)

## Students

- **Kindergarten-grade 1** students come to the library weekly with their teachers.
- **Grades 2-grade 5** students follow a flexible schedule developed by their teacher and librarian.
- **Middle and high school** classes use the library on a flexible schedule. Individual students may use the library for reading, research and study.

## Use of the Library with Classes

- Teachers should sign up to reserve the library, the assistance of the librarian, and/or library materials. This can be done in person (preferably) or via email.
- We recommend that teachers confer with their librarian as early as possible when planning units that require library use so we can give you the best possible assistance.
- On an ad hoc basis, teachers may send small groups of students (3 or 4) to the library. Students must bring a note so that the library staff knows the purpose of their visit and can better assist them.

## Library Resources

- Circulating books (print, audio and ebooks)
- Reference books
- Online research databases on the library web page:

- **EBSCO** databases
- **Gale Group** (Student Resource Center, Opposing Viewpoints, and Informe Académico)
- **Newsbank**
- **World Data Analyst**
- **Britannica Online School Edition** (Britannica, Compton's, and Britannica Elementary)
- **World Book Online** and **World Book for Kids** (English and Spanish)
- **CultureGrams**
- **Modern World History**
- **Ancient and Medieval World History**
- **Overdrive** (audio and ebooks)
- Magazine/periodical subscriptions
- AV materials
- Graphics (print sets, maps, posters, and vertical file materials)

#### Other Resources

- 15 laptop computers are available for class research projects.  
**Please refrain from booking the library as a computer lab.**
- There is a photocopying machine for making single copies of library materials.  
**Please do not send students to make copies in the library.**
- **Destiny**, the library's web-based catalog of all library materials, is available on the library web page from home or school.
- The library has a graphic scanner for patron use.
- The library staff will laminate class materials. Because laminating supplies are limited, **please be judicious in sending items to be laminated.**

#### Library Audio-Visual Materials

- Videotapes, DVDs, audiotapes, CDRs, and graphics are available for teachers to borrow.
- Students are encouraged to view such materials in the library. Students may borrow, with a note from his/her teacher, a video or DVD overnight if it is needed for a class project.

#### Library Audio-Visual Equipment

- Equipment is available on a first come, first served basis. Contact the AV Coordinator in advance.
- Video cameras, digital still cameras and multi-media projectors (MMPs) are provided on a short-term basis on request.  
**Teachers must reserve equipment at least one day in advance to ensure availability and delivery.**
- Other instructional equipment such as TVs, DVD players, VCRs, overhead projectors, tape players and CD players may be checked out for long-term classroom use.

#### AV Coordinator

- If you require the assistance of the AV Coordinator, you will need to contact her directly.
- When you need the AV Coordinator's time for things such as filming or editing, make sure you book in **advance** and confirm her availability **in person.**

**Please remember that food and drinks are not allowed in the library.** (Except in the coffee shop)

## Lost and Found

The Lost and Found is located by the nurses' office and elevator on the first floor. Valuable items will be in the security office.

## Mail

### Sending Mail

To send mail via the school's mail service, place your letters in the "MAILBOX" across from of the supply room. All letters **must have the correct US postage**. There is a scale available for your use. The mail leaves Monday, Wednesday, and Friday by one o'clock. Stamps may be purchased on line directly through the web page of the US Postal Service. [www.usps.com](http://www.usps.com)

### Receiving Mail

ECA receives mail through the School's Miami address. The purpose of this service is to allow staff members to receive letters and magazines in a timely manner. All staff may receive mail via the following address:

**YOUR NAME  
ESCUELA CAMPO ALEGRE  
8424 NW 56<sup>th</sup> Street, Suite CCS00007  
Doral, Florida 33166-3327**

### IMPORTANT

1. This is a correspondence service, not courier, although it is provided by DHL. Therefore, should anyone wish to send you correspondence via courier service, the address to be used should be the one at the end of this section.
2. This service is free for correspondence (letters and magazines).
3. All packages and stuffed envelopes will be deducted from your salary using the same rate DHL charges the school (currently \$5.00 per pound); **EVEN IF YOU DID NOT REQUEST OR WERE NOT EXPECTING TO RECEIVE THEM**. If you want to avoid unnecessary costs, inform your relatives and friends not to send packages, even small ones, to the school's US address.

### ADDRESS TO BE USED FOR PACKAGES AND COURIER SERVICES

**YOUR NAME  
ESCUELA CAMPO ALEGRE  
Final Calle La Cinta, Las Mercedes  
Caracas, Venezuela 1060-A**

4. Any questions regarding sending and receiving mail please see the receptionist in the Main Office.
5. Purchases for classroom materials requiring a courier service need prior principal approval.
6. The school will not assume responsibility for loss of personal items.

## Parking

In order to have access on campus, parents and staff with cars need to get a security sticker from the Security Office. This sticker is to be displayed on the windshield on the lower left hand corner. Cars without the security stickers will not be allowed to enter the premises. Parking for parents and visitors is on the first floor of the parking structure. Parking for school employees is on the second floor of the parking structure; there are no reserved parking spaces. The third floor of the parking structure is reserved for the Board of Directors, administrators, prospective parents and special visitors.

## Photocopying

The self-service duplicating room is located near the entrance on the main floor and may be used during normal working hours.

To request duplicating services, please go to the Supply Room and fill the service request form providing full details of your requirements. Then, give the form and originals to the clerk. The finished copies will be available in the self-service room to be picked up. **Allow 48 hours for most copying to be completed.** Materials marked confidential will be available in the supply room.

The library has a photocopying machine. However, it may be used only for single copies of library materials.

Photocopying machines are also located in each school division office, the Guidance Department and Main Office. **These are not to be used to duplicate classroom materials. See your principal for guidelines.**

**WE ARE TRYING TO SAVE TREES (AND \$)! PLEASE MAKE THE BARE MINIMUM NUMBER OF COPIES.**

## Staff Lounge

The first floor staff lounge has two refrigerators and microwaves. Children are not allowed in the staff lounge, including the children of staff members. Meetings, including parent teacher interviews, are not to be held in the staff lounge.

## Supplies

The Supply Room is located next to the staff lounge on the main floor.

**Hours:** Monday to Friday from 7:30 - 11:30 a.m. and 12:30 – 4:30 p.m.

### To order supplies:

1. Obtain an order form from your division office or from the box outside the supply room.
2. Put the completed form in the envelope outside the supply room. Please put the room number on the order form.
3. Your supplies will be ready for pick up within 24 hours.
4. Please do not send students to collect your supplies.
5. An inventory listing of all supplies is available in the Supply Room and division office.

## Telephone & Fax Use

### Telephone Calls

- Personal calls from the school may be made from the telephone for staff use in the staff lounge or the outside phone. ES may use the phone located in the mailboxes room. Only in emergencies may the staff use the regular phones.
- The only telephones from which long distance calls can be made are in the offices of the principals, counselors and Director of Support Services.
- If you wish to make a long distance call from school you must go to the offices listed above and request the administrative assistant to place the call, informing whether the call is business or personal. All personal long distance calls are billed and deducted from salary payments. You will receive a copy of the CANTV or 123.com charge along with your salary statement.

### Faxes

To send faxes please place the fax in the "FAX IN BOX" located in the Main Office, attaching a completed fax log form. Once the fax is sent it will be returned to your mailbox in the staff lounge. Faxes addressed to you will be placed in your mailbox. All personal long distance are billed and deducted from salary payments. You will receive a copy of the CANTV or 123.com charge along with your salary statement.

## Theater

To book the theater, please obtain your principal's approval and use the online booking facility. Contact the Theater Technician as far in advance as possible. The Theater Technician will need to know what services you require, e.g. lights, microphones, etc.

**Please remember that food and drinks are not allowed in the Theater.**

## Theater Guidelines

### **The following will be read before theater events:**

"Good evening. Please give me a moment of your attention while I remind you of our expectations for being a considerate audience. If you have a cell phone, please take a moment now to check it, to make sure it is turned off. Please be respectful of the performers by staying in your seat throughout the performance, and refraining from talking. If you must leave your seat during the performance, please wait for a natural break or intermission. If you are outside the theater you will be able to return only during a pause in the performance. ES students should be seated with their parents or another adult. Thank you for your cooperation."

Those who are sponsoring an event in the theater should pick up a copy of the performance guidelines from the theater manager.

## Emergency Procedures

**For any personal emergencies immediately contact: INTERNATIONAL LAUREL R.M.S**

**Phones:       (0212) 975-0156  
                  (0212) 975-0929  
                  (0212) 975-4060**

### Emergency Clusters

At the start of the school year staff is organized into clusters. Your cluster leaders are the people responsible for informing you of school closures or other emergencies. On occasion, some political or military turmoil may require departure from normal school hours. Should any such decision be made outside of school hours your cluster leader will inform you. Should any form of emergency occur while the school is in session and students are on the premises, the following procedures will take effect.

### Evacuation Drills

**The ECA Fire Marshall** will be in charge of all emergency evacuation procedures in the event of fire/earthquake emergencies or bomb threats. Detailed procedures will be distributed at the beginning of the year.

### Emergency Communication

**In the event of emergency notices will be placed on the school's website**

**Reminder:       In any emergency, the teacher must evaluate the situation and use her/his best judgment to move students to the safest possible place.**

## ECA Emergency Measures Fact Sheet

**AT ALL TIMES PLEASE KEEP STUDENTS QUIET**

**LISTEN TO FURTHER INSTRUCTIONS**

Items in parentheses are announcements that will be made.

### Fire Procedures

#### (Fire alarm)

- Teachers with students proceed to the field by designated routes and sit in rows in designated areas.
- Doors should be closed but left unlocked. Turn off all lights. Administrative assistants will come around to confirm attendance and report to division principal.
- Await further instructions from ECA fire marshal.

### Emergency Theater Gathering

#### (All students, faculty, and support staff report to the theater immediately.)

- Upon announcement, runners move to their positions.
- All personnel to move to theatre and sit in designated areas.
- Doors should be closed but left unlocked. Turn off all lights.
- Teachers take attendance and administrative assistants confirm. **BRING CLASS LISTS**
- Administrative assistants report attendance to principal, who reports any anomalies to fire marshal.
- Await further instructions from ECA fire marshal.

#### If long term possibilities exist:

- Students and teachers will be sent to overnight rooms.
- All unassigned staff report to library.
- Master lists made by selected staff and sent to library.
- Supplies will be delivered to rooms as necessary.
- Bathroom use must be monitored accurately.

**NB: Students are not to be dismissed from rooms unless an ECA faculty member comes to get them. Pick-up point for students will be the library and only after official sign out has been completed.**

### Campus Evacuation Procedures

*(Please follow evacuation procedures. Elementary teachers, bring your students to the busses.)*

- MS and HS classes proceed to the field by designated routes and sit in designated areas.
- Doors should be closed but left unlocked. Turn off all lights.
- ES students proceed to bus area and load on designated busses.
- Administrative assistants will come around to confirm attendance.
- Await further instructions from ECA fire marshal.

### Emergency Pick-Up Procedure

- Elementary parents report to the Elementary School Principal in Room 130B.
- Runners will get students and parents must sign students out.
- MS and HS parents report to the library.
- The Director of Library and Admissions will call MS or HS office to have student(s) report to library.
- Parents must sign students out from the library.

**NB: Students are not to be dismissed from rooms unless an ECA faculty member comes to get them. Pick-up will only happen after official sign out has been completed.**

### Earthquake Procedure

- Students and teachers in classrooms take cover under desks and tables.
- Students and teachers away from classrooms kneel facing interior wall.
- Cover faces and necks with hands in a huddle position.
- All electricity in room to be turned off (lights, computers, etc.).
- All stoves, science burners and fireplaces should be extinguished.
- Remain quiet and listen for further instructions.
- Be aware of your surroundings. Move only when absolutely necessary.
- Wait for all clear signal.

### Lockdown – On Campus Emergency

*(Your attention please. Code red. Code red. All personnel begin emergency shut down procedures.)*

- All students report to nearest classroom.
- Teachers assist by calling students that are in hallways to rooms.
- Anyone outdoors moves to the nearest enclosed area.
- Students in toilets should stay in the toilets unless directed differently by a teacher.
- All students should sit on floor away from windows and under cover of desks or tables.
- Teachers lock doors, close curtains and turn off lights.
- Remain quiet and listen for further instructions.
- Log on to <http://intraweb/lockdown> and fill out missing and extra students in your room.
- Be aware of surroundings. Move only when absolutely necessary.
- Wait for all clear signal.

**NB: NO ONE SHOULD BE IN THE HALLWAYS EXCEPT POLICE OFFICIALS.**

June / 2008

## Overseas Faculty Supplement

### Salary & Benefits

If you are hired from outside Venezuela your salary & benefits package will include:

Benefit	Currency	Conditions												
<b>BASIC SALARY</b>	U.S. DOLLARS	<ul style="list-style-type: none"> <li>• Based on a Step System.</li> <li>• Step increases annually.</li> <li>• 100% paid in U.S. dollars.</li> <li>• Basic salary is paid by the first week of the following month, deposited in your US bank account.</li> <li>• Step 9 is the highest step for new teachers.</li> </ul>												
<b>UTILIDADES (Profit Sharing) 80%</b>	U.S. DOLLARS	<ul style="list-style-type: none"> <li>• Following Venezuelan law, all staff will receive the equivalent of 80% of two (2) months salary for a full year of service at ECA, as specified on the salary and benefits schedule and cash flow.</li> <li>• <b>Payments are pro-rated based on the number of months effectively worked on the calendar year.</b> Advances of earned “utilidades” (accrued on a monthly basis) may be requested prior to scheduled payments.</li> </ul>												
<b>VACATION BONUS</b>	U.S. DOLLARS	<ul style="list-style-type: none"> <li>• Following Venezuelan law, all staff will receive the equivalent of 80% of seven (7) days of salary for a full year of service at ECA, as specified on the salary and benefits schedule and cash flow.</li> <li>• One additional day will be paid for each additional year of labor, up to 21 days pay.</li> </ul>												
<b>PRESTACION DE ANTIGUEDAD (Severance) 80%</b> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Year</th> <th style="text-align: left; border-bottom: 1px solid black;"># of days</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>45 days of salary</td> </tr> <tr> <td>2</td> <td>62 days of salary</td> </tr> <tr> <td>3</td> <td>64 days of salary</td> </tr> <tr> <td>4</td> <td>66 days of salary</td> </tr> <tr> <td>5</td> <td>68 days of salary</td> </tr> </tbody> </table>	Year	# of days	1	45 days of salary	2	62 days of salary	3	64 days of salary	4	66 days of salary	5	68 days of salary	U.S. DOLLARS	<ul style="list-style-type: none"> <li>• Following Venezuelan Law, beginning on the fourth (4) month of work, the equivalent of 80% of five (5) days of salary is deposited monthly into a restricted ‘Fideicomiso’ bank account.</li> <li>• Total payment of this benefit will be in May.</li> </ul>
Year	# of days													
1	45 days of salary													
2	62 days of salary													
3	64 days of salary													
4	66 days of salary													
5	68 days of salary													
<b>OVERSEAS PREMIUM</b>	U.S. DOLLARS	<ul style="list-style-type: none"> <li>• Based on a Step System. Paid 4 times a year, directly to your U.S. bank account. Step 9 is the highest step for new teachers.</li> </ul>												
<b>RETIREMENT PLAN</b>	U.S. DOLLARS	<ul style="list-style-type: none"> <li>• Beginning the 1st year at ECA, ECA will contribute 5% of the basic salary to a pension fund if the employee contributes 4%.</li> <li>• Beginning the second year at ECA, ECA will contribute 7% of salary to a pension fund if the employee contributes 4%</li> <li>• Beginning third year at ECA, ECA will contribute 12% of salary to a pension fund if the employee contributes 4%</li> </ul>												
<b>SETTLING-IN ALLOWANCE</b>	BOLIVARES	<ul style="list-style-type: none"> <li>• Bs. 5.000</li> </ul>												
<b>SHIPPING ALLOWANCE</b>	U.S. DOLLARS	<ul style="list-style-type: none"> <li>• US \$1,200 Or \$1,500 based on home of record.</li> </ul>												
<b>INCIDENTAL TRAVEL EXPENSES</b>	U.S. DOLLARS	<ul style="list-style-type: none"> <li>• \$100 for one-way or \$200 for round-trip summer travel</li> </ul>												

<p><b>RELOCATION ALLOWANCE</b> (Per teacher and authorized dependent)</p>	<p>U.S. DOLLARS</p>	<ul style="list-style-type: none"> <li>Varies from \$900 to \$1800, in accordance with the following chart:</li> </ul> <table border="1" data-bbox="768 239 1419 491"> <thead> <tr> <th colspan="5" data-bbox="768 239 1419 268">RELOCATION ALLOWANCE TABLE</th> </tr> <tr> <th data-bbox="768 268 967 344">HOME OF RECORD</th> <th data-bbox="967 268 1073 344">1yr</th> <th data-bbox="1073 268 1192 344">2yrs</th> <th data-bbox="1192 268 1289 344">3yrs</th> <th data-bbox="1289 268 1419 344">4yrs or more</th> </tr> </thead> <tbody> <tr> <td data-bbox="768 344 967 386">Americas</td> <td data-bbox="967 344 1073 386">900</td> <td data-bbox="1073 344 1192 386">1,100</td> <td data-bbox="1192 344 1289 386">1,300</td> <td data-bbox="1289 344 1419 386">1,500</td> </tr> <tr> <td data-bbox="768 386 967 428">Europe/Africa</td> <td data-bbox="967 386 1073 428">1,100</td> <td data-bbox="1073 386 1192 428">1,300</td> <td data-bbox="1192 386 1289 428">1,500</td> <td data-bbox="1289 386 1419 428">1,700</td> </tr> <tr> <td data-bbox="768 428 967 491">Asia/Australia/ New Zealand</td> <td data-bbox="967 428 1073 491">1,200</td> <td data-bbox="1073 428 1192 491">1,400</td> <td data-bbox="1192 428 1289 491">1,600</td> <td data-bbox="1289 428 1419 491">1,800</td> </tr> </tbody> </table> <p>Relocation Allowance per teacher &amp; authorized dependent</p>	RELOCATION ALLOWANCE TABLE					HOME OF RECORD	1yr	2yrs	3yrs	4yrs or more	Americas	900	1,100	1,300	1,500	Europe/Africa	1,100	1,300	1,500	1,700	Asia/Australia/ New Zealand	1,200	1,400	1,600	1,800
RELOCATION ALLOWANCE TABLE																											
HOME OF RECORD	1yr	2yrs	3yrs	4yrs or more																							
Americas	900	1,100	1,300	1,500																							
Europe/Africa	1,100	1,300	1,500	1,700																							
Asia/Australia/ New Zealand	1,200	1,400	1,600	1,800																							
<p><b>HOUSING</b></p>	<p>BOLIVARES</p>	<ul style="list-style-type: none"> <li>ECA provides its foreign hire teachers with housing in Caracas. New foreign hire teachers will receive a school-selected, furnished apartment during their first year at ECA, as per ECA Housing Policy.</li> </ul>																									
<p><b>TRAVEL (Annual Home Leave)</b></p>	<p>TICKET</p>	<ul style="list-style-type: none"> <li>Amount is based on home of record agreed at time of hire.</li> </ul>																									
<p><b>HEALTH INSURANCE</b></p>	<p>CLEMENTS INTERNATIONAL</p>	<ul style="list-style-type: none"> <li>Comprehensive medical &amp; hospital coverage up to \$2,000,000/annual</li> <li>\$100 deductible/per year</li> </ul>																									
<p><b>LIFE &amp; LONG-TERM DISABILITY</b></p>	<p>TIE CARE</p>	<ul style="list-style-type: none"> <li>Life Insurance - \$20,000.</li> <li>Long-term Disability (after 6 months) - \$16,200 per year.</li> </ul>																									
<p><b>WELLNESS ALLOWANCE</b></p>	<p>BOLIVARES or U.S. DOLLARS</p>	<ul style="list-style-type: none"> <li>Reimbursement up to \$800 annually for health club membership, dental expenses, or any activity during the school year related to wellness.</li> <li>Wellness Allowance is extended to contractual dependents for dental expenses and other uncovered medical expenses ONLY.</li> <li>Deadline to apply for reimbursement is June 15 of each year.</li> </ul>																									
<p><b>TIE MEMBERSHIP</b></p>	<p>MEMBERSHIP</p>	<ul style="list-style-type: none"> <li>School pays membership in The International Educator (TIE) including \$100,000 common carrier life insurance and \$10,000 for private automobile travel.</li> </ul>																									
<p><b>PROFESSIONAL EDUCATION ORGANIZATION MEMBERSHIP</b></p>	<p>BOLIVARES or U.S. DOLLARS</p>	<ul style="list-style-type: none"> <li>Reimbursement up to \$75 annual allowance towards membership in a professional education organization of choice.</li> </ul>																									
<p><b>FREE TUITION FOR DEPENDENTS</b></p>		<ul style="list-style-type: none"> <li>Tuition for children of ECA overseas staff is free up to 2 children per teacher. Tuition is waived only if it would otherwise be paid by the family and not by a corporate or agency sponsor.</li> </ul>																									
<p><b>CONTRACTS</b></p>		<ul style="list-style-type: none"> <li>If you desire a change in your contract status, it must be discussed prior to signing the next contract.</li> </ul>																									
<p><b>ATTENDANCE BONUS</b></p>	<p>U.S. DOLLARS</p>	<ul style="list-style-type: none"> <li>A strong staff attendance record is essential to ECA's success, therefore perfect and near perfect attendance will be recognized annually as follows: Near perfect attendance (0-2 days absent) will result in a \$300 bonus. There would be no half day consideration. If a teacher requires a substitute, then they are absent for the day. This bonus is paid at the end of the school year. Professional leaves, religious holidays and bereavement leaves do not affect this bonus. All other leaves apply.</li> </ul>																									

		<u>Days Absent</u>	<u>Attendance Bonus</u>
		0-2	\$300
		3	\$200
		4	\$100
		5 +	\$0

### Salary Scale Placement

When you begin your first contract you will be credited for completed years of teaching experience as follows:

**Step 1** = 1 - 2 years

**Step 2** = 3 - 4 years

**Step 3** = 5 years

**Step 4** = 6 years

**Step 5** = 7 years

**Step 6** = 8 years

**Step 7** = 9 years

**Step 8** = 10 years

**Step 9** = 11 years

**Step 9 is the highest step for new teachers.**

**Each year completed at ECA moves you up one step.**

#### Basic Salary Deductions According to Venezuelan Laws

Venezuelan Labor Law establishes the following deductions:

##### Income Tax

US citizens are exempted from Venezuelan income tax for the first two years of employment. After that period, income taxes will be assessed at 7% to 12% of your gross income, depending on your level of income. If you are not a U.S. citizen, see the Director of Support Services. A stipend is awarded in this case.

##### Social Security

Venezuelan Social Security is deducted monthly from your basic salary. Current deduction is approximately 4%-5% of your yearly basic salary.

##### Housing Law

Another obligatory deduction from your basic salary (1%).

##### Unemployment Law

This deduction is approximately 0.5% of your yearly basic salary.



## Leave Policies

- In all cases of unexpected absences, please contact your principal immediately.
- In all situations involving principal's discretion, a primary consideration will be the school's commitment to ensure quality instruction for the students.

<b>SICK LEAVE</b>	<ol style="list-style-type: none"> <li>1. In case of 1-3 days of absence due to illness or injury, the teacher must notify her/his principal.</li> <li>2. In cases of more than 3 days of absence due to illness or injury, the teacher must obtain a medical report from a private doctor, indicating the nature of the illness and the number of days needed to recover; otherwise, the absence days will be deducted from your salary.</li> </ol>
<b>BEREAVEMENT</b>	In case of bereavement for spouse, parents, children or siblings, <b>ECA</b> agrees to grant the teacher a leave of five (5) working days if the death occurs in Venezuela, and ten (10) working days if the death occurs abroad. A leave of five (5) working days will be granted for the death of a grandparent.
<b>MATERNITY &amp; PATERNITY LEAVE</b>	<p>Under Venezuelan labor law, employees are granted 18 continuous weeks maternity leave (including holidays, vacation periods, etc.). There are no legal requirements for any institution to pay for maternity leave. However, ECA's maternity leave policy is as follows: Female staff who have completed at least one (1) year of service (at the time of delivery) to ECA will be granted two (2) full months of basic pay and benefits. Those with less than one (1) full year of service will receive one (1) full month of basic pay and benefits.</p> <p>Male staff who become fathers will be granted 3 working days of paternity leave at the time of birth or adoption.</p>
<b>PERSONAL LEAVE</b>	<p>Each faculty member may be granted up to two (2) personal days per school year with pay. The following guidelines apply:</p> <ol style="list-style-type: none"> <li>1. Personal days may not be used adjoining school holidays.</li> <li>2. Request for personal leave the first two weeks of school and the two weeks before the end of school year will only be allowed for exceptional circumstances.</li> <li>3. Two personal days may not be used consecutively to extend a weekend (e.g. Thursday/Friday, Friday, Monday, or Monday/Tuesday). However, one personal day on a Monday or Friday may be requested.</li> <li>4. Only in cases of emergency will more than one faculty member in the same division be granted personal leave on the same days. In the cases of conflict, the person making the earliest request will be granted leave.</li> <li>5. Faculty members are asked to give at least ten (10) days prior notice in requesting a personal day.</li> <li>6. Any exceptions to these guidelines will be reviewed by the leadership team.</li> </ol> <p>Stating a reason for the personal day request will not be required. It is typically used for such personal business as elective surgery, banking, visiting parents, etc. Personal leave request forms can be picked up from your division office or outside the staff service center. Submit the form to your division principal.</p>
<b>LEAVES FOR RECRUITMENT PURPOSES</b>	<p>The following policies are designed to govern the situation in which ECA staff members submit a request to attend out of country recruitment conferences or interviews to secure a position at another school, or for pursuing other career opportunities.</p> <ol style="list-style-type: none"> <li>1. This is not an automatic leave benefit, rather one to be determined on an individual basis.</li> <li>2. Staff members in the process of completing their second year MAY be granted up to five days of leave (including their statutory two personal days) to attend a recruitment conference. Additional days will be docked from the next month's salary. The leave days will be granted only with the approval of the immediate supervisor (principal).</li> <li>3. Third year and successive years staff members may be granted five days (including their two statutory personal days) and may be granted an additional day for each year they have served at ECA beyond the two years, up to a limit of five additional days (maximum total: 10 days, including personal days). This leave is subject to the approval of the immediate supervisor (principal).</li> <li>4. In order for leave to be approved for interviews outside the recruitment fairs, an itinerary of confirmed interviews must be approved by the principal.</li> <li>5. If accepting a job <u>before</u> attending a fair, you must be at school until the year ends. Having been already hired at another school automatically eliminates the option of attending a fair, traveling, etc.</li> </ol> <p>In 1 &amp; 2 the first 2 days of any recruitment leave will be considered the 2 statutory personal days. Should the personal days be used previous to recruiting only a maximum of 3 days may be granted.</p>

<b>DISCRETIONARY LEAVE WITHOUT PAY</b>	Upon permission of the Superintendent, leave for other urgent personal business may be granted to certified personnel, such leave to be called "Discretionary Leave". In such cases, 1/200 of a year's salary shall be deducted from the total pay package for each day of such leave. No deductions will be made, however, for less than one half-day.
--	---

## Contract Information

These policies are designed to maximize communication between staff and administration regarding re-employment and contract extensions at ECA, and to provide procedures that enhance early notice and fairness with regard to all parties. These policies and guidelines will be reviewed annually to ensure that these goals are being met effectively.

<p><b>TWO YEAR COMMITMENT OF OVERSEAS STAFF</b></p>	<p>Overseas staff are engaged at Campo Alegre for a minimum two-year commitment of service. Therefore, staff or school notice of intention to continue service for a second year is not required. Should a staff member decide to discontinue service after only one year, unless the reason is clearly beyond his/her control, this will be considered a breach of contract (as stated in your contract). The following may result:</p> <ol style="list-style-type: none"> <li>1. Return transportation costs (including relocation allowance and incidental travel expenses) will not be provided.</li> <li>2. A fee of \$700 will be charged to cover recruitment costs.</li> <li>3. The teacher will be required to return 50% of the settling in allowance (Bs. 1,500), as well as 50% of all expenses related to his/her employment.</li> <li>4. The teacher will receive only payments stipulated by the Organic Labor Law.</li> <li>5. If a contract is breached after May 1<sup>st</sup>, one month's rent will also be due.</li> <li>6. A reference may not be provided.</li> </ol> <p>The teacher will be liable to penalties stipulated by the Organic Labor Law.</p>
<p><b>STAFF NOTICE OF INTENTION TO DISCONTINUE EMPLOYMENT AT THE END OF A CONTRACT</b></p>	<ol style="list-style-type: none"> <li>1. In early October, staff will be asked to complete a non-binding form indicating their intent regarding employment at ECA for the next school year.</li> <li>2. No later than the <b>Third week of November</b>, all staff intending to leave ECA shall give written notice to the Superintendent to enable ECA to take full advantage of the December recruitment season. Unless otherwise agreed to in writing by the Superintendent, going to a recruitment conference or private interview will be deemed constructive notice of the intention to leave ECA. Depending on the circumstances, formal acceptance of the resignation notice may be delayed to a mutually agreed date.</li> </ol>
<p><b>LATE NOTICE OF INTENTION TO DISCONTINUE EMPLOYMENT</b></p>	<p>Staff who give written notice <b>after November 27</b> of intention to resign in June will not be entitled to transportation, relocation allowance and incidental travel expenses, and will receive only the benefits stipulated by the Venezuelan Labor Law, unless the demonstrated reason for leaving is clearly beyond his/her control. The Superintendent <u>may</u> apply the full Organic Labor Law, which stipulates that an employee who breaches contract is liable for up to 50% of the remaining salary of the contract. A letter of reference may not be provided.</p>
<p><b>SCHOOL'S OBLIGATIONS FOR NOTICE OF NON-RENEWAL</b></p>	<ol style="list-style-type: none"> <li>1. In any case where non-renewal of employment is a significant possibility, the Administration will discuss this with the affected staff member early in the school year.</li> <li>2. The school will officially notify all teachers of service of their re-employment <b>by November 27</b>. After official notification, should anything serious occur related to the teaching contract, ECA may still opt not to renew.</li> <li>3. Teachers not offered contract renewal will receive all termination benefits under Venezuelan law.</li> <li>4. Staff who are formally notified after March 15 that their contract will not be extended are entitled to a week of paid leave to pursue other options.</li> <li>5. Should the School decide to terminate a contract before the termination date of the contract, the teacher will receive all termination benefits under Venezuelan law.</li> </ol>

## Overseas Medical Insurance

You will receive a complete information packet from Scholars Health.

1. Escuela Campo Alegre provides health insurance but it is your responsibility to complete the claim form and collect the necessary documentation needed to file a claim in accordance with Scholars procedures, and to file such claim.
2. When submitting a claim MAKE SURE YOU KEEP COPIES OF ALL RECEIPTS, MEDICAL REPORTS AND FORMS YOU SEND.
3. **THE DEDUCTIBLE** for your Health Policy is \$100 per policy year, which begins August 1 and ends July 31. If your first claim is below \$100 it will be applied towards the deductible and any subsequent claim until the full amount of the deductible has been satisfied. Any claim thereafter will be reimbursed according to Scholars policy as described in the booklet.
4. The Scholars representative is Ann Turcios, who can be reached at: [aturcios@clements.com](mailto:aturcios@clements.com) or her assistant Brian Nido at [bnido@clements.com](mailto:bnido@clements.com)
5. Please review your insurance packet to learn about that policy details, how to pre-authorize medical procedures, access their web site and file a claim.

## Housing Policy & Procedures

### New Overseas Staff

New overseas staff will receive a school selected, furnished apartment during their first year at ECA.

### Conditions

- Staff members remain in this apartment for the first year. Changes of apartment in this first year are not made.
- In some cases, due to market conditions, first year staff will be given an apartment in which the rent exceeds the housing allowance. The staff member will be informed of this during orientation. In such cases, the staff will have the option to move at the end of the first year or remain in the apartment and pay the additional cost.
- Staff will pay for all utilities, including telephone.
- Staff will be responsible for an apartment SECURITY DEPOSIT in accordance with the table below. The security deposit will be deducted in two installments from the August and November foreign premium payments. Refunds from this deposit will be issued within 6 months of the final departure of each teacher. The deposit is used to pay any outstanding bills and for any damages to the apartment and furnishings beyond normal wear and tear.

CATEGORY	SECURITY DEPOSIT
Single	\$500
Couple	\$1,000
Pets	\$500

### Maintenance

- Requests for repairs and maintenance to school housing should be made via intranet to the housing coordinator.
- The maintenance repair service provided by the school is a courtesy; please understand that it might take several days to fulfill your request. ECA staff is to use school personnel to make ordinary repairs when possible, in which case the cost of labor is not charged to the occupant.
- If it is necessary to employ an outside specialist, the cost of labor and the cost of materials are billed to the occupant or the landlord, depending on the type and cost of repair and the terms of the lease.
- This process should also be done through the housing coordinator.

- If you prefer to find and pay for your own maintenance, you must report the repair to the housing coordinator. The school will not provide maintenance to apartments / houses leased directly by teachers.

### Apartment Furnishings

ECA will provide the following basic furniture, appliances and utensils:

- Living/dining room: 1 three-seat couch; 2 chairs; 1 coffee table; 1 end table; 1 lamp; 1 dining table; 4 (single) or 6 (two or more) chairs.
- Kitchen: 1 stove with oven; 1 refrigerator; 1 washer; 1 dryer; 1 ironing board; 1 iron; 1 vacuum cleaner (for carpeted apartments only); 4 (or 6) glasses; tableware for 4 (or 6); 1 set of pans; 1 set of pots.
- Master bedroom: 1 double bed; 2 nightstands; 1 lamp; 1 chest of drawers (if the bedroom has no built in closet); 1 set of linen; 1 (or 2) set(s) of towels; 2 pillows and curtains if the bedroom has no curtains or blinds.
- Additional bedrooms (when applicable): 1 single bed; 1 nightstand; 1 lamp and curtains if the bedroom has no curtains or blinds.
- Additional furniture (per ECA employee): 1 working desk, 1 chair, and 1 lamp.
- **PETS: Most condominiums will not allow pets on the premises. Should there ever be a problem with a neighbor or the condominium related to pets, the pet will have to go.**

### Departing Overseas Staff

- You are responsible for packing your personal belongings and taking them to the airport.
- **Prior to departure, an appointed ECA staff member will inspect apartments that are being vacated by departing overseas staff.**

### Deadline to return the apartment

- The deadline to move is June 26 of each year.

### Returning the Apartment

- At least two weeks prior to departure please inform the Housing Office, in writing, of your departure date, time, flight number, forwarding address, and e-mail address.
- Leave keys in a sealed envelope to the attention of the Housing Office at ECA's guardhouse the day you leave. Failure to do so will cause ECA to immediately change all locks and debit the cost to your account.
- Please leave your apartment clean, with the refrigerator turned off and its door open.
- You will be responsible for all utility bills up to June 30<sup>th</sup> and all long distance, cellular or international calls up to the day of departure, inclusive.

### Housing Insurance

The School maintains a limited theft insurance policy, which is extended to all housing units rented by ECA.

- Your personal effects **are not insured**, unless you give to the Housing Coordinator an inventory of these effects in your apartment. Inventory should include a description of the items, date of purchase (date/ year) and approximate value. THE DEADLINE TO SUBMIT THE INVENTORY IS AUGUST 30, 2011. The inventory must be signed and dated. Without this inventory the insurance company will not honor any claims.
- As you buy new items be sure to keep original receipts of purchase. Add the item to your inventory and give an updated inventory list to the Housing Coordinator.
- Cash, jewelry and specialized equipment are not covered.

### Insurance Broker:

Luis Fernandez

Phones: (0212) 514-3189

(0212) 763-0021

(0414) 309-5098

(0416) 723-3278

Email: [lfernandez@mipunto.com](mailto:lfernandez@mipunto.com)

### In case of theft you must do the following:

- For any personal emergencies immediately contact:
- **International Laurel R.M.S**
- Phones: (0212) 975-0156  
(0212) 975-0929  
(0212) 975-4060  
(0212) 975-0036
- Contact ECA's broker.
- Report the incident with the local police station; International Laurel R.M.S will assist you with the process.
- To file the claim, forward the police report, inventory of stolen goods, receipts of purchase and a copy of the inventory of insured goods to ECA's broker.
- Follow-up your claim with ECA's broker, Monday, Wednesday and Friday from 1-4 pm in the Main Office conference room.

### Keys

Each of you will receive one set of keys for your apartment. If an entry must be forced then it is cheaper to force the cylinder than break the door.

### Utility Bills

You are responsible for all utility bills. The monthly bills will be left in the mailbox of your building or under the apartment door by the concierge, for the use of the telephone, electricity/garbage collection and, in some cases, gas and/or water. Invoices usually arrive three weeks ahead of the due date. However, it is your responsibility to keep track of due dates and pay your bills in case an invoice fail to arrive. Should you need assistance, please contact the housing coordinator who will teach you how to check the amount due via internet.

Utility bills (electric, gas, phone, water, etc.) may be paid online via Banco Mercantil through the cashiers in the accounting office. As this is a courtesy service; ECA will not be responsible for late payment fines. Please submit the bill to be paid and funds one week ahead of the due date. After payment, the receipt will be given to the Housing Coordinator who will place a copy in your mailbox. Please give the correct change or a completed check with the corresponding invoice to the ECA cashiers.

### Telephone

The telephone bill comes once a month and has the word "CANTV" on the envelope and bill. The service will immediately be cut for lack of payment and a message to that effect will appear if you call your number from another phone.

- If the line is dead or has a crackling noise you should check that the telephone jack is plugged in correctly.
- If you have problems receiving or making calls, then advise the housing coordinator, who will call the phone company to have them check the connection.

### Water

Some apartments have individual water meters and an invoice will be delivered to you, usually every two months. The service company is called "HIDROCAPITAL". If no water enters your unit then the concierge will know if the water service has been cut.

You can pay bills yourself. However, the housing coordinator will need the originals of all your paid utility bills. The school cashier hours are: from 7:30 am to 3:30 p.m.

Checks for utility bills should be payable to:

<b>PHONE</b>	C.A.N.T.V.
<b>ELECTRICITY</b>	ADMINISTRADORA SERDECO, C.A.
<b>WATER</b>	HIDROCAPITAL
<b>GAS</b>	PDVSA GAS or DI-GAS TROPIVEN, S.A.C.A.

**Gas** payments must be made out according to the bill for your area. There are two companies that supply gas in the areas near the school, one of which will service your building.

**THERE IS A SERVICE CHARGE FOR CHECKS THAT ARE RETURNED FOR LACK OF FUNDS**

On the back of the check please put:

- Your passport or “cedula” number
- Your home telephone number
- Your name in clear printed letters

On the front of the check and under your name it is advisable to put non-endorsable, in Spanish **NO ENDOSABLE**.

## Staff Emergency Evacuation Procedures

### Introduction

These procedures are designed to ensure the safe and orderly departure of expatriate staff from Venezuela in case of emergencies, which pose a threat to the safety of the staff and their dependents. They include preplanning procedures, evacuation procedures and post-evacuation procedures. Faculty members must familiarize themselves with the procedures.

It is strongly recommended that faculty members acquaint themselves with the emergency procedures of their embassies or government representative offices. ECA will liaise with various embassies and private security groups to provide faculty members with the most accurate information available during a crisis situation.

As a private organization ECA does not have the corporate structures and resources available to multinational corporations through their international headquarters. It will however, do everything it can to facilitate a safe and orderly evacuation, in keeping with the procedures that follow:

### Preplanning Procedures

1. All expatriate staff and their dependents will register with their respective embassies or government representative offices.
2. All expatriate staff will become familiar with this document, discuss it with dependents, and have a plan in place to prepare for an evacuation. Below are a few specific recommendations that will be helpful if we experience a natural or civil problem:
  - a. Provide to ECA a suitable contact in your country of record with details provided to your principal.
  - b. Do not let the fuel in your car drop below ½ full.
  - c. Keep a two-week supply of drinking water in your living quarters. (As a guide, you will need 28 liters drinkable water and 56 liters of water for other purposes, per person.)
  - d. Keep a two-week supply of staple goods (see attached for suggestions).
  - e. Two or three flashlights with extra batteries and bulbs for each, and a portable AM/FM radio. A reasonable supply of candles is also encouraged.
  - f. Keep 2 cell phone batteries fully charged (and an extra if possible). An extension that supplies power from your car lighter to a cell phone is also a good idea.
  - g. Keep important papers in a handy portable archive located in or near an evacuation handbag. These could include: passports, I.D cards photocopies, birth and marriage certificates, insurance policies, immunization records, medical and health records, among other important documents.
  - h. Make a list of items you would take if required to evacuate your home and could only take one small suitcase per family. Ensure that these items can be located, and packed, in fifteen minutes or less.
  - i. Be sure your household goods inventory (paper or video) is current, and complete. It would be a good idea to send the inventory to a friend or relative outside of Venezuela.
  - j. Keep a basic first aid kit and include prescribed medicines.
  - k. A current household effects inventory.
  - l. Consolidated personal records, financial documents, school records, etc.
  - m. A plan for securing valuables that cannot be taken.
  - n. A plan for pets. Pets will not be evacuated.
  - o. Enough U.S. dollar cash and enough Bolivares in cash to cover incidental expenses for each person.
  - p. An understanding of how all other money matters will be handled.
  - q. A plan for paying household help.
  - r. A map or clear understanding of the route from your house to:
    - Staging area
    - Airport
    - Embassies
  - s. Current visas

3. Local-hire expatriate staff included in the evacuation plans of their spouses' employing companies must so inform ECA in writing.

### Communication

1. The superintendent will liaise with the embassies, various security agencies and International communication networks. The school will maintain telephone and radio contact with the U.S. Embassy Security Detachment.
2. Each division will maintain an up-to-date telephone tree, which will be submitted to the superintendent.
3. The ECA Website will be used to post information.
4. E-mail will be used to inform parents and staff of urgent situations.

### Staging Areas

The designated staging area for an evacuation will be the ECA Campus. Embassy staging areas will be identified by particular Embassies at the time of evacuation.

### Transportation

If needed transportation to the airport will be via School Buses.

### Emergency Procedures

1. The superintendent, in consultation with the Board, will alert staff that conditions are becoming unstable.
2. The superintendent will activate an emergency committee to deal with the operation of ECA in the event of temporary or permanent closure. The emergency committee will consist of the council chair or acting chair, superintendent, the director of support services, and the principals. The emergency committee will be empowered to take actions and formulate administrative procedures, in accordance with policy manual, and the school's mission statement. The committee will also be empowered to determine whether the school should be closed temporarily or permanently. The committee will cease to function once the purpose for which it was established has been met.
3. The director of support services will clarify evacuation options with various embassies.
4. The superintendent will maintain close contact with various embassies and security, communication networks to monitor the status of situations that might cause a temporary or permanent closure of the school.
5. The food service manager will ensure that the school is sufficiently stocked in the event the facility is used as a safe haven for students and/or school staff.
6. The director of admissions and the security manager will ensure that all safe haven facility requirements are met, all alternate routes to the airport are mapped, and all buses are readied with sufficient fuel.
7. The director of support services will ensure that U.S. dollar and bolivares funds are available to fulfill contractual obligations and evacuation procedures.
8. In the event of an embassy ordered evacuation, the providers of ECA medical insurance coverage may be unable to guarantee the availability within Venezuela of medivac, air ambulance and other medical transportation benefits included within the terms of services provided by our insurance schemes. Some medical insurance benefits could become inactive.
9. Expatriate staff and their dependents will implement their family evacuation plan (see preplanning procedures) and ensure they have a means to get to embassy gathering points, the airport, or the school.
10. If embassy transport to the airport is not available ECA will assist with arranging transportation from identified staging areas.

11. The superintendent will liaise with shareholders to determine what assistance they can provide. Such assistance could include charter flights, immigration procedures, transportation to the airport, and hotel bookings
12. The evacuation will be declared either 'temporary' or 'permanent.' If possible, an initial estimated length of time for a temporary closing will be announced.
13. If it is determined that air travel is too dangerous, the school will be used to provide safe haven until safe passage is advised.
14. Overseas-hire expatriate staff and any eligible dependents will receive the equivalent of their travel allowance to their home of record. If time permits they may collect this from the business office. If time does not permit, checks will be mailed to the head of household's address. If the evacuation occurs in proximity to the end of the school year and school does not reopen for the remainder of the year, only one travel allowance per person will be provided.
15. School records (including college-bound date, business operation records, and any other essential documents) will be completed and secured outside Venezuela.
16. Only staff deemed essential by the emergency committee will remain in Venezuela.

#### Post-Evacuation Procedures

1. When the evacuation is completed and the school temporarily closed, the following procedures will be implemented:
  - a. Up-to-date information and instructions will be made available to staff via the ECA website. Staff members will be informed when to report for the reopening of the school. Staff members not arriving in Caracas on the reporting date will forfeit one day's pay for each day of absence. Any separation for more than twenty days after the designated reopening date, or lack of contact with the school beyond ten days after the reporting date will be considered voluntary separation by the staff member from the school.
  - b. The offices of AASSA in Miami will be used as a stateside office and contact point for staff member unable to contact Caracas. Phone: (954) 436-4034 Fax: (954) 436-4092.
  - c. The director of support services will ensure that adequate staffing is available to protect and maintain the school facilities will arrange security of school property and grounds.
2. When an evacuation is completed and the school permanently closed, the following procedures will be implemented:
  - a. ECA will transport overseas-hire staff members and contractual dependents to their home of record.
  - b. The director of support services will ensure that adequate staffing is available to protect and maintain the school facilities will arrange security of school property and grounds.
3. Permanent closure does not imply that the institution will be dissolved. The emergency committee will take the necessary measures to ensure that the institution will be in a position to resume operation when the emergency is over and the need for the school is reestablished.

## The Administrative Team

The Administrative Team consists of the superintendent, principals, assistant principals, director of support services, and director of admissions.

### Staff Orientation/Staff Relations

The coordinator is Mariolga Tosta who works closely with the Administrative Team. The goal is to provide as welcoming, warm, and harmonious and enlightening an introduction and adaptation to ECA and to Caracas as possible for new staff, and to integrate them socially and professionally with returning staff.

The Staff Orientation Coordinator is also responsible for the organization of social events throughout the year such as:

- A collective monthly birthday party for staff usually held at 7:30 a.m. the last Friday of the month.
- The collection and distribution of gifts to the janitorial staff at Christmas.
- Sending greeting cards and gifts as needed (get well, sympathy, birth congratulations etc.).

### Whom to See for What

Topic	Person to see	Where
Appointment with Superintendent	Carolina Delgado	Main Office
Contracts Salary, Benefits Other Financial Issues	Francisco Hernandez	Main Office
Local Bank Account	Guerino Di Nino	Accounting Office
Medical Insurance	Guerino Di Nino	Accounting Office
Shipping Housing	Chabillal Inderpaul	Main Office
FAX In Box	Receptionist	Main Office
Photocopies Supplies	Rómulo Díaz	Supply Room
Mail	Receptionist	Main Office
Medical Exams, Health Matters	Nurse	Health Office
Purchase Requests	Division Principal	Division Office
About Caracas - Personal Services and Social Events	Mariolga Tosta	Main Office
Parent Liaison / Campo News/ Facilities Booking	Monica Rivero	Admissions Office
Visa, Cedula	Leilany Mora	Main Office
Other Issues	Division Principal	Division Office

## Administrative Staff

<b>Administrators</b>	<b>Title</b>	<b>Location</b>
Jeff Paulson	Superintendent	Main Office
Francisco Hernandez	Director of Support Services	Main Office
Paul Sicard	Elementary Principal	Elementary Office
Michael Johnson	Middle School Principal	Middle School Office
Win Lowman	High School Principal	High School Office
<b>Payroll &amp; Accounting</b>		
Francis Moreno	Head Accountant	Accounting Office
Maria Fernanda Piñate	Accounts Receivable	Accounting Office
Alirio Zavarce	Accounts Payable	Accounting Office
Belgica Gonzalez	Accounts Payable	Accounting Office
Elizabeth Celis	Cashier	Accounting Office
Guerino Di Nino	Payroll Officer	Accounting Office
Iliana Patiño	Payroll Officer	Accounting Office
Jennifer Afanador	Fixed Assets	Accounting Office
<b>Main Office</b>		
Carolina Delgado	Superintendent's Admin. Assistant	Main Office
Monica Rivero	Director of Admissions	Main Office
Leilany Mora	Dir. of Supp. Services Admin. Assist.	Main Office
Ana Maria Avalos	Sub-Teacher Coordinator	Main Office
Emira Vasquez	Receptionist/ Admin. Assistant	Main Office
Chabillal Inderpaul	Purchasing / Housing Coordinator	Main Office
<b>Elementary</b>		
Maria Matilde Salazar	Administrative Assistant	Elementary Office
Alexandra Doust	Administrative Assistant	Elementary Office
<b>Middle School</b>		
Ingrid Aristeguieta	Administrative Assistant	Middle School Office
<b>High School</b>		
Carol Sanchez	Administrative Assistant	High School Office
Ana Maria Sookermany	HS Guidance Administrative Assistant	High School Office
<b>Information Technology</b>		
Aland Russell	Director of Technology	HS Office
Oswaldo Bolivar	Network Manager	HS Computer Lab
Fernando Navarrete	Network Administrator	HS Computer Lab
Bismark Larez	Systems Administrator	HS Computer Lab
Gustavo Echenique	Database Manager & Web Master	HS Computer Lab
Jose Alejandro Gimenez	Technology Assistant	HS Computer Lab
<b>Library</b>		
Mary Pierce	Director of Library	Library
Sandra Krijt	Library Assistant	Library
Mimi Fernandez	ES Library Assistant	ES Library
Valentina Morasso	A/V Equipment Coord.	Library
<b>Other</b>		
Guillermo Guevara	Security Manager	Security Office
Mariolga Tosta	Staff Orientation Coordinator	Main Office
Ana Luisa Abraham	PE Administrative Assistant	PE Office
Michelle Belloso	Nurse	Health Office
Rómulo Díaz	Duplicating Services / Supply Room	Supply Room
Jose Miguel Zapata	Director of Facilities	Maintenance Office
Guillermo Revete	Maintenance Engineer	Maintenance Office
Fernando Garcia-Pretel	Theater Manager & Technician	Theater Booth