



**UNAM**  
San Antonio, TX

**UNAM – SAN ANTONIO**  
**SAN ANTONIO, TX**  
**STUDENT HANDBOOK**



## Table of Contents

Statement of Diversity .....	3
Mission .....	3
Objective.....	3
Leadership .....	3
Hours of Operation .....	3
Homework .....	3
Fieldtrips.....	4
Progress Reports .....	4
Text Books & Supplies .....	4
Attendance .....	5
Tardiness .....	5
Absences .....	5, 6
Admissions.....	6
Registration and Placement Exam Procedures .....	7
Re - Enrollment.....	7
Appeal Procedures for Initial Placement and Grade Progress .....	7, 8
Student Discounts .....	8
Student Records & Confidentiality .....	8
Course Changes, Withdrawals, Refunds .....	9
Health and Safety .....	9
Money and Other Valuable Property .....	9
Personnel Needs.....	9
Code of Conduct.....	9
Definition of Discipline .....	10
Classroom Etiquette .....	10
Behaviors Warranting Disciplinary Action.....	10, 11
Local Restrictions .....	11, 12
Student Complaints.....	12
Nondiscrimination Policy and Complaint Procedures.....	12, 13
Student Use of the Internet .....	14
No Expectation of Privacy .....	14, 15
Online Security.....	15
Unauthorized Software .....	15
Student Use of the Internet is a Privilege .....	15, 16
Responsibilities in Common Areas .....	16
English Program Proficiency Levels .....	17 - 22
Spanish Program Proficiency Levels .....	23 - 26
French Program Proficiency Levels .....	27 -28



## **STATEMENT OF DIVERSITY**

UNAM - San Antonio extends to students of any race, color, or national and ethnic origin all the rights and privileges of all programs and activities accorded to students at this Institution. It does not discriminate on the basis of race, color, or national and ethnic origin in the administration of its educational policies, admission policies or other school-administered programs.

## **MISSION**

UNAM - USA in San Antonio promotes multinational integration through language instruction, the diffusion of culture, academic extension and relations with academic institutions in the United States.

## **OBJECTIVE**

UNAM - San Antonio's objective is to further teaching and understanding of the Mexican and American cultures with an academic and cultural presence. In addition, UNAM - San Antonio has as its objective to provide language teaching, support the internationalization of the Universidad Nacional Autónoma de México (UNAM), promote academic programs of UNAM in the U.S., establish relationships with universities in the State of Texas, and meet the academic needs of Mexican immigrants.

## **LEADERSHIP**

The Institution's highly skilled and experienced leadership team is eager to serve you in the provision of a world-class education. Your satisfaction is the Institution's highest priority, so we hope you will contact our staff with any questions or concerns.

## **HOURS OF OPERATION**

Instruction begins promptly at 9:00 a.m. and ends at 9:00 p.m. Monday through Thursday, and Fridays from 9:00 a.m. to 2:00 p.m. No student will be admitted into the school building before 8:30 a.m.

Regular hours of operation are 9:00 a.m. to 6:00 p.m. Monday through Thursday, and Fridays from 9:00 a.m. to 3:00 p.m.

## **HOMEWORK**

Homework will be given on an as-needed basis, or if the student does not complete the required amount of work during class instruction. Each student is responsible for completing his or her assignments and for turning them in on time.



## FIELDTRIPS

Field trips may be planned throughout the year for various academic enrichment and extracurricular purposes. Students will receive advanced notice of all such trips. All field trips are optional. The cost of field trips varies depending on the activity. The cost of field trips is solely the responsibility of the student who wishes to participate.

## PROGRESS REPORTS

At the end of each session students will receive a report on their performance and progress.

- **TRANSCRIPTS & CERTIFICATES:** At the end of each academic session, the Student Affairs & Registrar Office will issue transcripts to all students that have completed the language course they enrolled in. Students completing English levels VI and VIII with a minimum of B (85) will receive a certificate (diploma) issued by UNAM - San Antonio. Students completing Spanish VII with a minimum grade of B (85) will receive a certificate issued by UNAM Main Campus.

GRADE SCALE		
Letter		Equivalent
A	+	100 - 97
A		96 - 94
A	-	93 - 90
B	+	89 - 87
B		86 - 84
B	-	83 - 80
C	+	79 - 77
C		76 - 74
C	-	73 - 70
F		Less than 70

## TEXTBOOKS AND SUPPLIES

Some books and workbooks are sold at our location, but these and any other supplies are responsibility of the student. The cost of textbooks is not included in the tuition and is nonrefundable.



## **ATTENDANCE**

90% attendance is required to be eligible to take the final exam. Classes are subject to change as deemed necessary by UNAM - San Antonio. The school reserves the right to close, cancel, or divide courses.

Please note the date of your last class day and make your travel plans accordingly if you plan to leave San Antonio after the end of your course. Your final exam on that day cannot be rescheduled. Missing the final exam will give you a grade of Incomplete (no grade) for the course.

## **TARDINESS**

A student who is late misses valuable instructional time and conveys an unacceptable lack of regard for the school, the professor, and fellow students.

In the Intensive (core course) English courses and the Semester English, Spanish, French and GED courses, students who arrive more than 15 minutes late will be considered tardy. Three tardies equal one absence.

In the Intensive (core course) English course and the Semester English, Spanish, French and GED courses, there is one break of no longer than 15 minutes. Students arriving more than 5 minutes late after the break will be considered tardy. Students arriving more than 30 minutes after the break will be considered absent.

In the complementary English courses, students who arrive more than 10 minutes late will be considered tardy. Three tardies equal one absence. Students arriving more than 20 minutes late will be considered absent. Students leaving class 20 or more minutes early will be considered absent.

## **ABSENCES**

Students must contact the school office or the teacher either by phone or e-mail whenever he/she is going to be absent.

The following reasons are sufficient cause for an excused absence at the instructor's discretion:

- a) illness
- b) death in the family
- c) inclement weather, which would be dangerous to the life or health of the student
- d) legal quarantine
- e) emergency conditions



### Total Absences Allowed for Courses

Total number of hours per course	Maximum number of hours absent allowed	Maximum number of missed days allowed
132 hours	13.2 hours	5 days
108 hours	10.8 hours	3 days
106 hours	10.6 hours	4 days
100 hours	10 hours	4 days
75 hours	7.5 hours	3 days
50 hours	5 hours	2 days
30 hours	3 hours	1 day
21 hours	2 hours	2 days
15 hours (3 hours per week)	1.5 hours	1 day
15 hours (2 hours per week)	2 hours	2 days
13.5 hours	1.4 hours	1 day
12 hours	1.2 hours	1 day
10 hours	1 hour	1 day

### ADMISSION

UNAM - San Antonio is open to all people. Admission of new students requires an age of 18 or older, the completion of an application, the payment of tuition, and a language placement test if necessary. The school does not discriminate on any basis prohibited by law.

A required placement test will be given at admission to determine the level placement in language programs.



## REGISTRATION AND PLACEMENT EXAM PROCEDURES

Registration can be done online 24 hours a day or in person during registration dates and times.

- a) New students wishing to register should go to our website [www.unam.sanantonio.org](http://www.unam.sanantonio.org) . On the menu, please select the category "New Student", complete the registration form, create a password and save your profile.
- b) Immediately, you will receive an email from [alumnos@cepe.mx](mailto:alumnos@cepe.mx) . It is necessary to open it and activate the account by clicking on the link which will take you back to the student database. You have to login with the password created.
- c) After logging in, you will be able to view all the courses that you can register for including English, Spanish, French and other courses.
- d) Once the you have selected the course or courses desired, follow these steps:
  1. Enroll in a course by clicking "Asignatura" check box.
  2. Next it will display the cost of the course and the terms and rules of UNAM - San Antonio. It is essential to read them carefully and, if you agree, proceed by clicking on "Agree" (electronic signature).
  3. The last step is payment. If you wish to pay by credit or debit card, you should select "pay / pagar". The address for which statements are sent must coincide with the credit or debit card that was used. If you want to pay by cash or check please select the print option, and bring the form to UNAM - San Antonio's reception desk to complete the registration process.
- e) Once you are registered and paid, you will receive an email with instructions to access a placement exam. If you prefer not to do the placement exam online, you have the option to do a paper exam at UNAM - San Antonio.

## RE - ENROLLMENT

All returning students must officially re-enroll. You can do so by activating the desired courses in the online account created when you first registered, or fill out a registration form for the course the student wants to attend and pay for the courses. ([www.unamsanantonio.org](http://www.unamsanantonio.org) >menu>returning student)

## APPEAL PROCEDURES FOR INITIAL PLACEMENT AND GRADE PROGRESS

Students may appeal their placement by speaking to the appropriate Academic Department Chair; a decision will be made based on test scores, and teachers' recommendations.

- a) Students wishing to change a course level must be authorized by the Chair of the appropriate Academic Department (only one level up or down) within the first three class meetings of the course.
- b) If the student has been absent for at least one calendar year and claims to have continued studying the target language, he or she will have to redo the placement test.



- For any student that has a W (withdraw), it is recommended that the student repeat the level.
- In the case that a student doesn't agree with his or her final grade, the Chair of the appropriate Academic Department and the professor involved will review the final exam and discuss the motive or reason for the failing grade. Depending on the outcome, the Chair of the appropriate Academic Department will assess the situation, make a decision, and talk to the student about the decision made, prior to the next registration period. In the case that a student doesn't agree with any other grade given, the student should first discuss the matter with his or her instructor. If an agreement isn't reached, then the student should discuss the matter with the Chair of the appropriate Academic Department. The Chair of the appropriate Academic Department will contact the instructor, discuss the matter, and finalize the student's grade.

## STUDENT DISCOUNTS

All discounts that UNAM - San Antonio offers are as follows:

UNAM's Main Campus students, workers and faculty (with current ID)	20%
Returning Students (Payment must be received within specified registration dates – No Exceptions)	10%
UNAM Alumni (with current ID)	10%
Conversation and Pronunciation UNAM - San Antonio students already attending a Semester or Intensive Course	20%
Family discounts (immediate family):	
• Second family member	5%
• Third family member	10%

All other discounts not enlisted will have to be approved by the Director, Business Manager, or Academic Dean. There are no discounts for private courses.

## STUDENT RECORDS AND CONFIDENTIALITY

All student information is protected by the Family Educational Rights to Privacy Act (<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>) for the purpose of protecting student confidentiality.

Every student is required to complete and submit a registration form. It is critical that the school be notified immediately of any changes in a student's name, address, phone number, or any other information provided at the time of registration. Such changes should be communicated in writing and addressed to the Academic Department.

UNAM - San Antonio is dedicated to complying with all confidentiality laws protecting the privacy of its students. Information regarding a student's progress will be shared only with students and appropriate members of the school's faculty and staff, and parents or guardians in case of minors.





## COURSE CHANGES, WITHDRAWALS AND REFUNDS

Students wishing to withdraw must do so through the English, Spanish or GED Departments within **three business days after the beginning of a course in order to receive a refund of 75% of the tuition fee. No exceptions will be made.** In the event a class does not meet the minimum number of students established by the school, applicants will be reimbursed 100%. Students wishing to add or change a course must be authorized by the appropriate Academic Department no later than three business days after the beginning of the course. Upon payment, you acknowledge all terms and conditions.

- Refunds will be made 5 business days after the request.
- Payments made in cash or by check will be reimbursed only in check made out to the student.
- Payments made by credit card will be reimbursed back to the credit card used at the time of purchase.
- Returned check fee will be \$40.00.

## HEALTH AND SAFETY

Students' health and safety are the school's foremost concern. If a student has any specific health, safety, or security needs, please inform the receptionist at the front desk so that appropriate accommodations can be made.

## MONEY AND OTHER VALUABLE PROPERTY

Students are encouraged to leave all money and other valuable property at home. The Institution assumes no responsibility for the loss or theft of any article.

## PERSONAL NEEDS

For issues concerning insurance, housing, medical needs, legal needs, and counseling needs, please see the reception for a list of recommendations.

## CODE OF CONDUCT

UNAM - San Antonio's behavior standards ensure a safe and secure school setting for the students. For a society, community, or school to function, certain processes and procedures need to be set that establish limits of acceptable behavior. These behavioral standards allow each student the opportunity to thrive and grow. Violators of acceptable behavioral standards disrupt and interfere with the rights of the student population and must be immediately addressed to curb further infractions.



## DEFINITION OF DISCIPLINE

Discipline is the positive enforcement of behavior as established by the code of conduct, fully understood and based upon reason, judgment, and consideration of the rights of others. Ideal discipline is self-directed and self-controlled. Schools, communities, and fellow students share the responsibility for helping students develop self-discipline.

## CLASSROOM ETIQUETTE

- No food or drinks are allowed in the classroom, computer lab, or language lab with the exception of water
- Do not use cell phones in classroom or in the labs. Please turn them off completely
- Do not have private conversations while in class
- Be in class on time
- Show respect and support to your teachers and classmates
- Turn in your homework on time
- Do not bring children to class
- When having academic difficulty, seek assistance
- Sleeping in class is disrespectful and it is not acceptable
- Respect the facilities
- Dress code requires that nothing worn is revealing or distracting

Any student who violates the Institution's rules may be subject to disciplinary action; no refund should be expected.

## BEHAVIORS WARRANTING DISCIPLINARY ACTION

Below is a list of behaviors and offenses that would warrant appropriate disciplinary action, including suspension and expulsion:

- Aggressive behaviors, including but not limited to hitting, pushing, shoving
- Assault or attempted assault
- Dangerous articles as defined by law
- Defacing or destruction of school property (includes writing on walls, etc.)
- Disrespectful behavior toward teachers, fellow students or other staff members
- Misuse of school property or property of others
- Misuse of electronic communication devices
- Obscene and/or profane writing, pictures, or articles, language or gestures
- Rude behavior to others
- Sexual harassment
- Bullying by any means
- Theft or attempted theft
- Threatening bodily harm or property damage
- Threatening language or gestures
- Violence



- Any violation of local, state, or federal law
- Any other conduct considered by UNAM - San Antonio be disruptive, disrespectful, or disobedient

If any of these offenses occur, the student will be subject to disciplinary action; no refund should be expected.

**WEAPONS IN SCHOOL (Applicable local and federal laws will apply, and in case of violation the Institution will expel the offender)**

The possession and/or use of a weapon by students is unacceptable within the Institution.

**Mandatory Expulsion in Accordance with State and Federal Law**

Carrying, bringing, using, or possessing a dangerous weapon in any school building, on school grounds, in any school vehicle, or at any school-sponsored activity without the authorization of the school is prohibited.

If a student discovers that he or she has carried, brought, or is in possession of a dangerous weapon and the student notifies a teacher, administrator, or other authorized person in the school, and as soon as possible delivers the dangerous weapon to that person, expulsion shall not be mandatory and such action shall be considered when determining appropriate action, if any.

As used in this policy, “dangerous weapon” means:

- A firearm, whether loaded or unloaded, or a firearm facsimile that could reasonably be mistaken for an actual firearm.
- Any pellet, BB gun, or other device, whether operational or not, designed to propel projectiles by spring action or compressed air.
- A fixed-blade knife with a blade that measures longer than three inches in length or spring loaded knife or a pocket knife with a blade longer than three and one-half inches.
- Any object, device, instrument, material, or substance used or intended to be used to inflict death or serious bodily injury including, but not limited to slingshots, bludgeon, brass knuckles, or artificial knuckles of any kind.

In accordance with federal law, expulsion shall be for no less than 1 full calendar year for a student who is determined to have brought a firearm to school in violation of this policy. The school administration may modify the length of this federal requirement for expulsion on a case-by-case basis.

**LOCAL RESTRICTIONS**

UNAM - San Antonio determines that extra precautions are important and necessary to provide for student safety. Therefore, the carrying, bringing, using, or possessing of any knife, regardless of the length of the blade, in the school building, on school grounds, in any school vehicle, or at any school-sponsored activity without express authorization is prohibited. Students who violate this policy shall be referred for appropriate disciplinary proceedings. However, if a student discovers that he or she has carried, brought, or is in possession of a knife and the student notifies a teacher, administrator, or other authorized person in the school, and as soon as possible delivers the knife to that person, expulsion



shall not be mandatory and such action shall be considered when determining appropriate disciplinary action, if any.

## STUDENT COMPLAINTS

A complaint is a formal written request to UNAM - San Antonio to investigate allegations of noncompliance with UNAM's "Nondiscrimination Policy and Complaint Procedure"

The Student Complaint form can be found on our website or the administration office. The form must be completed and signed by hand for the student complaint to be official. This form should be delivered to the front desk so the Director may review it and involve the appropriate Department Chair. Acknowledgement of your complaint will take place no later than three business days from the day it was submitted. The Chair of the appropriate Department will notify the student(s) via email when all parties that need to be involved with the investigation have been made aware of the issue. This notification can be proof of acknowledgment of the student's complaint. All resolutions will be completed within a reasonable amount of time. UNAM - San Antonio will maintain a complete written record of each complaint and how it was resolved in **strict confidentiality**. If a copy of the complaint or the procedures taken to resolve the matter is needed, a student can ask for a printed copy from the appropriate Department Chair.

The office of the Director will contact the individual(s) involved in the complaint via email or in person to clarify that the matter has been resolved one week from the day of resolution. Five business days after the student was notified of the resolution, the Chair of the appropriate Department will contact the student for a follow-up. If the issue has been resolved, no further action is needed, and the complaint can be closed and finalized for record keeping.

If the issue still persists, the complaint and the resolution must be reviewed for a more final resolution to the issue. A resolution must be met within a reasonable amount of time.

## NONDISCRIMINATION POLICY AND COMPLAINT PROCEDURE

- **POLICY**

It is the goal of UNAM - San Antonio to provide an educational working environment that provides equal opportunity to all members of the Institution's community. In accordance with federal and state law, the Institution prohibits unlawful discrimination on the basis of race, color, religion, sex, national origin, age, citizenship, genetic information and veteran status. To the extent permitted by law, discrimination on the basis of sexual orientation is also prohibited pursuant to the Institution's policy.

- **DISCRIMINATION**

Including harassment, discrimination is defined as conduct directed at a specific individual or a group of identifiable individuals that subjects the individual or group to treatment that adversely affects their employment or education on account of race, color, religion, sex, national origin, age, disability, citizenship, genetic information, veteran status, or sexual orientation.



- **HARASSMENT**

As a form of discrimination, harassment is defined as verbal or physical conduct that is directed at an individual or group because of race, color, religion, sex, age, disability, citizenship, genetic information, veteran status, or sexual orientation, when such conduct is sufficiently severe, pervasive, or persistent so as to have the purpose or effect of interfering with an individual's or group's academic or work performance or of creating a hostile academic or work environment. Constitutionally protected expression cannot be considered harassment under the policy.

- **RESOLUTION PROCESS**

Timeframe: Informal resolutions will be completed within reasonable amount of time from receipt.

Confidentiality and Documentation: The Institution will document resolutions. The Institution will endeavor to maintain confidentiality to the extent permitted by law.

- **REPORTING:**

UNAM - San Antonio encourages any person who believes that he or she has been subjected to discrimination to immediately report the incident. Complaints will go directly to the Director. The complainant will be advised of the procedures for filing a formal complaint of discrimination. The office of the Director will contact the individual(s) involved in the complaint via email or in person to clarify that the matter has been resolved one week from day of resolution. If the issue has been resolved, no further action is needed, and the complaint can be closed and finalized for record keeping.

Complaints should be filed as soon as possible, but no later than thirty (30) working days after the event occurred.

In order to initiate the investigation process, the complainant should submit a signed, written statement setting out the details of the conduct that is the subject of the complaint, including the complainant's name, signature and contact information, the name of the person directly responsible for the alleged violation; a detailed description of the conduct or event that is the basis of the alleged violation, the date(s) and location(s) of the occurrence(s), the names of any witnesses to the occurrence(s), the resolution sought and any documents or information that is relevant to the complaint. While an investigation may begin on the basis of an oral complaint, the complainant is strongly encouraged to file a written complaint before official action can take place.

- **FALSE COMPLAINTS:**

Any person who knowingly and intentionally files a false complaint under this policy or any person who knowingly and intentionally makes false statements within the course of the investigation is subject to disciplinary action up to and including dismissal from the Institution.

- **DISSEMINATION OF POLICY:**

The policy will be made available to all faculty, employees, and students. Periodic notices sent to faculty, employees, and students, about the University's Nondiscrimination Policy will include information about the complaint procedure and will refer individuals to designated offices or additional information.



## STUDENT USE OF THE INTERNET

The Internet, the global computer network referred to as the World Wide Web, and electronic communications (e-mail, chat rooms, and other forms of electronic communication) have vast potential to support curriculum and student learning. UNAM - San Antonio believes they should be used in school as a learning resource to educate and to inform.

Use of these tools also encourages an attitude of lifelong learning and offers an opportunity for students to participate in distance learning activities, ask questions of and consult with experts, communicate with other students and individuals, and locate material to meet educational and personal information needs.

UNAM - San Antonio believes the educational opportunities inherent in these tools far outweigh the possibility that users may procure material not consistent with the education goals of the school. However, the Internet and electronic communications are fluid environments in which students may access materials and information from any sources including some that may be harmful to students.

Students shall take responsibility for their own use of computers and computer systems to avoid contact with material or information that may be harmful. Students shall report access to material and information that is obscene, pornographic, or otherwise in violation to this policy to the supervising staff member. If a student becomes aware of other students accessing such material or information, he or she shall report it to the supervising staff member as well.

## NO EXPECTATION OF PRIVACY

UNAM - San Antonio computers and computer systems are owned by the Institution and are intended for educational purposes at all times. Students shall have no expectation of privacy when using the Internet or electronic communications. The school reserves the right to monitor, inspect, copy, review, and store at any time and without prior notice, all usage of UNAM - San Antonio computers and computer systems, including all Internet and electronic communications access and transmission/receipt of materials and information. All material and information accessed/received through the school's computers and computer systems remain the property of the Institution.

Students shall use UNAM - San Antonio computers and computer systems in a responsible, efficient, ethical, and legal manner. Because technology and ways of using technology are constantly evolving, unacceptable use of UNAM - San Antonio computers and computer systems cannot be specifically described in policy. Therefore, examples of unacceptable uses include, but are not limited to, the following:

No student shall access, create, transmit, retransmit or forward material or information:

- That promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons.
- That is related to UNAM - San Antonio educational objectives.
- That contains pornographic, obscene, or other sexually oriented materials, either as pictures or writings that are intended to stimulate erotic feeling or appeal to prurient interest in nudity, sex, or excretion.



- That harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons with regard to race, color, sex, religion, national origin, age, marital status, disability, sexual orientation, or handicap.
- For personal profit, financial gain, advertising, commercial transaction, or political purposes.
- That plagiarizes the work of another without express consent.
- That uses inappropriate or profane language likely to be offensive to others in the school community.
- That is knowingly false or could be construed as intending to purposely damage another person's reputation
- In violation of any federal or state law, including but not limited to copyrighted material and material protected by trade secret.
- That contains personal information about themselves or others, including information protected by confidentiality laws.
- Using another individual's Internet or electronic communications account without written permission from that individual.
- That impersonates another or transmits through any anonymous remailer or that accesses fee services without specific permission from the system administrator.

## **ONLINE SECURITY**

Security on UNAM - San Antonio computer systems is a high priority. Students who identify a security problem while using the Internet or electronic communications must immediately notify the system administrator. Students should not demonstrate the problem to other users. Logging on to the Internet or electronic communications as a system administrator is prohibited. Students shall not:

- Use another person's password or any other identifier
- Gain or attempt to gain unauthorized access to UNAM - San Antonio computers or computers systems
- Read, alter, delete, copy, or attempt to do so, electronic communications of other systems users

Any user identified as a security risk, or as having a history of problems with other computer systems may be denied access to the Internet and electronic device communications.

## **UNAUTHORIZED SOFTWARE**

Students are prohibited from using or possessing any software that has been downloaded or is otherwise in the user's possession without appropriate registration and payment of any fees owed to the software owner.

## **STUDENT USE OF THE INTERNET IS A PRIVILEGE**

Use of the Internet and electronic communications demands personal responsibility and an understanding of the acceptable and unacceptable uses of such tools. Student use of the Internet and electronic communications is a privilege, not a right. Failure to follow the use procedures contained in this policy will result in the loss of the privilege to use these tools and may result in expulsion and/or



legal action. The Institution may deny, revoke, or suspend access to technology or close accounts at any time.

## RESPONSIBILITIES IN COMMON AREAS

The Institution's common areas include the rest areas, waiting area, hallways, restrooms, and the multipurpose room. Because students from every class will be using these areas under the supervision of faculty and staff, it is important to establish rules and expectations that are commonly understood and consistently applied. With such rules in place, staff can focus on encouraging good character among students rather than correcting misbehavior.

**Rest Area and Waiting Area:** Students will behave showing consideration and respect for others.

**Hallways:** The hallways of the school will be a safe and quiet environment where people interact with courtesy and respect.

**Restrooms:** The restrooms at the school will be clean and safe.

**Meals:** Snacks at the school will be enjoyed in the student lounge in a safe, clean, and friendly environment where people interact with courtesy, manners, and respect.

**Before and After School:** Students will arrive at and depart from the school in a safe and orderly manner.

NOTE: These policies may be subject to change without notification.





## ENGLISH PROGRAM PROFICIENCY LEVELS

### LEVEL PRE 1

#### **Integrated Skills:**

Decode alphanumeric expressions for basic communication of everyday situations. Use basic vocabulary in simple present tense; construct subject-verb-object/complement syntax with S-V agreement; correctly use subject and object pronouns; form negatives and questions in simple present tense with BE and basic lexical verbs.

#### **Reading:**

Demonstrate comprehension of short readings about everyday situations in present tense. Understand the reading's main idea. Use preview and prediction, and scan for simple key words. Recognize new vocabulary through related readings on level-appropriate topics.

#### **Writing:**

Write simple and compound sentences in simple present; demonstrate correct use of level's vocabulary, structure, and mechanics. Demonstrate concept of the complete sentence with correct punctuation between sentences.

#### **Listening, Speaking:**

Demonstrate understanding of basic classroom vocabulary and instructions. Correctly respond orally to teacher and peer spoken language to produce comprehensible meaningful conversation using level appropriate structure and high-frequency vocabulary. Discuss and comprehend basic topics related to personal introductions, greetings, shopping, food, and family members.

### LEVEL 1

#### **Integrated Skills:**

Demonstrate expanded basic vocabulary for use in simple present, present continuous tenses and in the two futures; include correct negative and question forms. Show understanding of count/non-count; vocabulary includes quantities, prepositions of place, demonstratives, and expressions of time and frequency.

#### **Reading:**

Comprehend short readings about everyday situations in present, future, and a few narrative past tenses. Express text's main idea. Preview, predict, and scan for keywords. Recognize new vocabulary through related readings, such as holidays, places, health and customs.

#### **Writing:**

Write simple and compound sentences in present and future tenses. Demonstrate correct use of level's vocabulary, structure, and mechanics, especially the concept of a complete and correctly punctuated sentence. Write level-appropriate statements, questions, negatives, and short answers. Write sentences with attention to word order, comparisons, and adverbs.



### **Listening, Speaking:**

Demonstrate understanding of level's structures and vocabulary. Correctly respond orally to teacher and peer spoken language to produce comprehensible meaningful conversation with level's structures and high-frequency vocabulary. Discuss and comprehend basic topics such as holidays, places in the world, health, and customs. Introduce themselves and others and have short social conversations about familiar topics.

## **LEVEL 2**

### **Integrated Skills:**

Demonstrate expanded vocabulary for use in present and past simple tenses and in future time; use correct negative and question forms. Show understanding of count vs. non-count; vocabulary includes quantifiers, prepositions of place, demonstratives, and expressions of time and frequency. Correctly use present-time modals. Understand, form, and distinguish common adjectives and adverbs.

### **Reading:**

Comprehend short readings about everyday situations in present, future, and past simple and continuous tenses. Express text's main idea. Preview, predict, and scan for keywords. Recognize new vocabulary through related readings, such as food, inventions, and famous people.

### **Writing:**

Write simple and compound sentences in simple and continuous present, past, and future tenses. Use level vocabulary, structure, and mechanics, especially the concept of a complete and correctly punctuated sentence. Write level appropriate statements, questions, negatives, and short answers. Write sentences with attention to pronoun reference, prepositions of time, and biographical writing.

### **Listening, Speaking:**

Demonstrate understanding of level's structures and vocabulary. Correctly respond orally to teacher and peer spoken language to produce comprehensible meaningful conversation with level's structures and high-frequency vocabulary. Discuss and comprehend basic topics such as food, inventions, and famous people.

## **LEVEL 3**

### **Integrated Skills:**

Demonstrate 4-skills use of simple and continuous present and past tenses and the two future time formations, including correctly formed negatives and questions in those tenses. Correctly use appropriate personal pronouns in subject, object, reflexive, and both possessive forms. Use correct number agreement with *There is/are*, *There was/were* plus count and non-count nouns.

### **Reading:**

Demonstrate comprehension of short readings on human interest topics in present, future, and past simple and continuous tenses. Express text's main idea. Preview, predict, and scan for keywords. Recognize new vocabulary through related readings, such as personality types, food, international celebrations, and celebrities.



**Writing:**

Write simple and compound sentences in present, future, & past tenses, simple and continuous. Use level's vocabulary, structure, and mechanics, especially the concept of a complete and correctly punctuated sentence. Write level-appropriate statements, questions, negatives, and short answers. Correctly organize sentences into a cohesive single paragraph of a descriptive nature.

**Listening, Speaking:**

Demonstrate understanding of level's structures and vocabulary; correctly respond orally to teacher and peer spoken language to produce comprehensible basic conversation related to familiar topics. Discuss and comprehend basic topics such as personality, food, celebrations around the world, and famous people.

**LEVEL 4**

**Integrated Skills:**

Demonstrate understanding of level's structures and vocabulary. Correctly respond orally to teacher and peer spoken language to produce comprehensible meaningful conversation with level's structures and vocabulary. Demonstrate 4-skills use of present simple and perfect tenses and of past simple/continuous and in future time; use correct negative and question forms. Show knowledge of modal structure and meaning in present and future time. Discriminate gerund and infinitive use. Correctly include adjective clauses. Correctly use comparatives and superlatives.

**Reading:**

Demonstrate comprehension of short readings on human interest topics in present and past simple and perfect tenses and in future time. Express text main idea. Preview, predict, and scan for keywords. Recognize and use new vocabulary through related readings, such as nature, inventions, customs, and traditions.

**Writing:**

Write compound and complex sentences in simple and perfect present and past tenses and in future. Use level vocabulary, structure, and mechanics, especially the concept of a complete and correctly punctuated sentence. Write level appropriate statements, questions, negatives, and short answers. Correctly organize sentences in a cohesive single paragraph related to narration, advantages and disadvantages, and comparison and contrast.

**Listening, Speaking:**

Demonstrate level's structures and vocabulary. Correctly respond orally to teacher and peer spoken language to produce comprehensible meaningful conversation related to familiar topics. Converse about and comprehend level appropriate topics which may include the environment, inventions, and international customs and traditions.

**LEVEL 5**

**Integrated Skills:**

Demonstrate 4-skills use of simple and perfect present and past tenses and of the two future time formations, including correctly formed negatives and questions in those tenses. Correctly select and use passive voice. Correctly select and use modals in present, future, and past time.



**Reading:**

Demonstrate comprehension of short readings on human interest topics in present, and past, simple and perfect tenses and in future time. Express text's main and supporting ideas. Preview, predict, and scan for keywords. Recognize and use new vocabulary through related readings, such as cultural symbols, customs, personality, and historical figures.

**Writing:**

Write compound and complex sentences in present, future, & past tenses—simple and perfect. Use level's vocabulary, structure, and mechanics, especially in complete sentences; correctly organize & transition sentences in single paragraphs with details. Write paragraphs that include practice with outlining, topic sentences, concluding sentences, description, and narration.

**Listening, Speaking:**

Demonstrate understanding of level's structure and vocabulary. Correctly respond orally to teacher and peer spoken language to produce comprehensible conversation. Discuss and comprehend topics related to cultural symbols, holiday customs, health, and people from history. Use and comprehend some high-frequency idioms and common expressions.

**LEVEL 6**

**Integrated Skills:**

Demonstrate 4-skills use of present simple and perfect tenses and of past simple/continuous and in future time; use correct negative and question forms. Discriminate gerund and infinitive use. Correctly include adjective adverb, and noun clauses. Discriminate and express real and unreal conditions and results.

**Reading:**

Demonstrate comprehension of nonfiction readings on human interest topics. Express main & supporting ideas. Show understanding of inferred ideas. Preview, predict, and scan for keywords. Recognize and use new vocabulary through related readings, such as food, linguistics, environment, and literature.

**Writing:**

Write compound and complex sentences in simple and perfect present and past tenses and in future. Use level vocabulary, structure, and mechanics, especially in complete sentences; correctly organize and transition sentences in cohesive single paragraphs with details. Develop short essays concerning comparison, contrast, cause, effect, and argumentation with at least two points to discuss.

**Listening, Speaking:**

Demonstrate level's structures and vocabulary. Correctly respond orally to teacher and peer spoken language to produce comprehensible meaningful conversation. Converse about and comprehend topics that may be more specialized which may include food, language, the environment, and basic literature. Use and comprehend some high-frequency idioms and common expressions.



## LEVEL 7

### **Integrated Skills:**

Demonstrate 4-skills use of simple and perfect present and past tenses and of the two future time formations, including correctly formed negatives and questions in all verb tenses. Correctly mix verb tenses. Show subject-verb agreement. Correctly use more difficult noun and pronoun expressions and quantifiers.

### **Reading:**

Demonstrate comprehension of non-fiction readings on human interest topics. Express main and supporting ideas. Show understanding of inference, tone, and point of view. Preview, predict, and scan for keywords. Recognize and use new vocabulary through related readings, such as artists, linguistics, hygiene, and world organizations.

### **Writing:**

Write simple and complex sentences in present, future, & past tenses—simple and perfect. Use level's vocabulary, structure, and mechanics, especially for complete sentences; transition sentences in single paragraphs; organize paragraphs in basic 5-paragraph essay with main and supporting ideas and details. Write essays of various styles which may include process, definition, and descriptive.

### **Listening, Speaking:**

Demonstrate understanding of level's structures and vocabulary. Correctly respond orally to teacher and peer spoken language to produce comprehensible conversation with reasonable fluency. Discuss and comprehend very specialized topics. Discuss and comprehend topics such as famous artists, the history of English, hygiene, and international groups and organizations. Recognize some common, high-frequency phrasal verbs, idioms, and expressions used in North American English.

## LEVEL 8

### **Integrated Skills:**

Demonstrate 4-skills use of simple and perfect present and past tenses and of the two future time formations, including correctly formed negatives and questions in all verb tenses. Correctly mix verb tenses. Show subject-verb agreement. Correctly use advanced modal language, noun and adjective clauses and language for real/unreal conditions and for wishes.

### **Reading:**

Demonstrate comprehension of non-fiction readings on human interest topics in present, and past, simple and perfect tenses and in future time. Express main and supporting ideas. Show understanding of inference, tone, and point of view. Preview, predict, and scan keywords. Recognize and use new vocabulary through related readings, such as psychology, gender, nutrition, and animal rights.

### **Writing:**

Write simple and complex sentences in present, future, & past tenses—simple and perfect. Use level's vocabulary, structure, and mechanics, especially for complete sentences; transition sentences in single paragraphs; organize paragraphs in basic 5 paragraph essay with main and supporting ideas and fine-focused details. Write essays of various styles which may include classification, comparison-and-contrast, cause-and-effect, and argumentative.



**Listening, Speaking:**

Demonstrate understanding of level's structures and vocabulary. Correctly respond orally to teacher and peer spoken language to produce comprehensible conversation with reasonable fluency. Discuss and comprehend very specialized topics which may include psychology, gender, nutrition, and animal rights. Recognize some medium-frequency phrasal verbs, idioms, and expressions used in North American.



## SPANISH PROGRAM PROFICIENCY LEVELS

### LEVEL I

#### **Integrated Skills:**

Demonstrate knowledge of the Spanish phonological system and use of simple present tense of regular and some irregular verbs in affirmative, negative and question forms. Show understanding of formal and informal speech patterns. Vocabulary learned includes cardinal numbers, days, months, professions and occupations, religious and political affiliations, and nationalities.

#### **Reading:**

Comprehend short readings about everyday situations in present tense. Recognize word cognates. Comprehend text's main ideas.

#### **Writing:**

Write simple sentences in present tense. Demonstrate correct use of level's vocabulary and structure. Write level-appropriate statements, questions, and negative forms.

#### **Listening, Speaking:**

Demonstrate recognition and understanding of a number of high-frequency, contextualized words and phrases including cognates. Show evidence of understanding of basic instructions and sentence-length utterances that deal with familiar topics and vocabulary. Communicate by using isolated words and phrases limited to familiar topics, using the level vocabulary and structures. Can express possession, ownership and age, and introduce himself/herself and others.

### LEVEL II

#### **Integrated skills:**

Demonstrate expanded vocabulary to converse with more confidence in real-life situations about simple and routine tasks using the simple present, present progressive, and future tenses. Vocabulary learned includes colors, clothing, ordinal numbers, parts of the body, physical characteristics, the seasons, and the weather.

#### **Reading:**

Demonstrate understanding of short, non-complex texts that convey basic information and deal with basic personal and social topics. Readers at this level may get some meaning from short descriptive texts dealing with familiar topics. Predict and scan for keywords. Identify text's main ideas.

#### **Writing:**

Show evidence of control of basic sentence structure and verb forms. Can write simple and compound sentences in simple and continuous present, and future tenses in level appropriate texts about personal preferences, daily routines, common events, and other personal topics

#### **Listening, Speaking:**

Demonstrate recognition and understanding of a number of high-frequency, contextualized words and phrases including cognates. Conversation is restricted to predictable topics such as basic personal information, basic objects, preferences and needs. Communicate in straightforward social situations.



Can express likes, dislikes, and plans, accept and decline invitations, and talk about work-related activities, health, dates, and weather.

### LEVEL III

#### **Integrated skills:**

Demonstrate use of present and future tenses to make plans. Capable of expressing opinion and emotions, as well as using the preterit, imperfect and past progressive tenses to describe and narrate in the past. Show knowledge of direct and indirect object pronouns, as well as of reflexive pronouns. Vocabulary learned is related to means of transportation, lodging, life situations, personal care items, sports, and hobbies and pastimes.

#### **Reading:**

Demonstrate understanding of short, non-complex texts that convey basic information and deal with basic personal and social topics. Able to get some meaning from short connected texts featuring description and narration.

#### **Writing:**

Capable of writing short, simple communications, compositions, and requests for information in level appropriate texts about personal preferences, daily routines, common events, and other personal topics. Most sentences are recombinations of learned vocabulary and structures.

#### **Listening, Speaking:**

Capable of accurate comprehension of highly familiar and predictable topics. Capable of understanding longer conversations about familiar topics. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as travel, lodging, daily routine, and hobbies and pastimes.

### LEVEL IV

#### **Integrated skills:**

Demonstrate use of indicative tenses, including irregular verbs. Show knowledge of the imperative mood and of some uses of the subjunctive mood. Capable of giving advice, instructions, expressing preferences about food and drinks, describing art, and the importance of the environment. Vocabulary learned includes food and meals, cookware and tableware, animals, plants, nature, natural phenomena, gems and metals, art styles, architecture, literature and dwellings.

#### **Reading:**

Able to understand some connected texts featuring description and narration related to vocabulary, structures, and writing conventions learned. Demonstrate understanding of the main ideas and some details in not familiar written texts.

#### **Writing:**

Capable of writing compositions and simple summaries related to work, school, and personal experiences. Can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often of paragraph length.





### **Listening, Speaking:**

Show evidence to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. Can derive substantial meaning from connected texts related to vocabulary and structures acquired. Demonstrate ability to converse about the topics reviewed, using indicative and some subjunctive tenses and speak with more confidence within the context of the language that was learned.

### **Level V**

#### **Integrated skills:**

Demonstrate use of complex structures. Show knowledge of a wider range of uses of the subjunctive, and capable of distinguishing meaning in sentences that use either indicative or subjunctive. Capable of making hypotheses, suppositions and conjectures, claims and complaints, as well as talk about expectations and desires in the past and related to the present and the future. Vocabulary learned includes experiences in other countries, family life, and interpersonal relationships.

#### **Reading:**

Demonstrate the capacity to understand some connected texts featuring description and narration. Show evidence of understanding the main ideas, facts, supporting details, and the author's intentions in written texts that mainly contain high-frequency vocabulary and structures.

#### **Writing:**

Demonstrate the ability to narrate and describe in major time frames, and compose simple summaries on familiar topics. Capable of combining and linking sentences into texts of paragraph length and structure. The vocabulary, grammar and style of writing correspond to those of the spoken language.

### **Listening, Speaking:**

Capable of deriving substantial meaning from some connected texts, and understanding the main facts and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge. Demonstrate the ability to converse with ease and confidence when dealing with the routine tasks and social situations studied. Show the ability to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.

### **Level VI**

#### **Integrated skills:**

Capable of expressing cause and purpose in real and hypothetical conditions, and express impersonal actions and unintentional occurrences. Show knowledge of the passive voice and the difference between pronominal and non-pronominal verbs. Vocabulary includes words about art, history, mythology, excursions, nature, rituals, carnivals, and popular festivities among others.

#### **Reading:**

Capable of understanding main ideas, details and identify antecedents and synonyms of specific words or phrases as well as conventional narrative and descriptive texts of any length as well as more complex factual material. Able to follow some of the essential points of argumentative texts in areas of special interest or knowledge.



**Writing:**

Capable of writing narrative, descriptive, and argumentative texts with good control of a range of grammatical structures and a fairly wide general vocabulary. Show the capacity to write about a variety of topics with significant precision and detail.

**Listening, Speaking:**

Capable of understanding conventional narrative and descriptive texts of any length as well as complex factual material such as summaries or reports, and follow some of the essential points of more complex or argumentative speech in areas of special interest and derive some meaning from oral texts that deal with unfamiliar topics or situations. Able to provide arguments to support opinions and points of view, and make hypotheses.

**Level VII**

**Integrated skills:**

Demonstrate a good command of structure and vocabulary which includes idiomatic expressions and a variety of words related to specific topics. Depend on context to use transition words, the correct verb tense and mood, and identify synonyms of words. Vocabulary learned includes information, touristic and archeological sites, idiomatic expressions, adjectives to describe spaces and sensations, architecture, geographic elements, and migration.

**Reading:**

Demonstrate understanding of main ideas, facts, details, and inferring in written texts about general interest topics. Able to understand texts from many genres dealing with a wide range of subjects, both familiar and unfamiliar.

**Writing:**

Show evidence of writing argumentative and narrative compositions with coherence and cohesion. Demonstrate control of grammar and syntax, of both general and specialized/professional vocabulary, of spelling or symbol production, of cohesive devices, and of punctuation.

**Listening, Speaking:**

Demonstrate understanding speech that typically uses precise, specialized vocabulary and complex grammatical structures. Show evidence of comprehending main ideas and supporting details, and inferring from indirect evidence in oral texts and messages. Expression includes giving advice, expressing opinions and points of view, arguing for or against a proposal, and making propositions.



## FRENCH PROGRAM PROFICIENCY LEVELS

### LEVEL 1

#### **Integrated Skills:**

Decode alphanumeric expressions for basic communication of everyday situations. Use basic vocabulary in simple present tense; correctly use subject pronouns; form negatives and questions in simple present tense with basic lexical verbs. Capable of recognizing and using high-frequency irregular verbs such as être, avoir, aller, prendre, and faire.

#### **Reading:**

Demonstrate comprehension of short readings about everyday situations in present tense. Understand the reading's main idea. Use preview and prediction, and scan for simple key words.

#### **Writing:**

Write simple and compound sentences in simple present; demonstrate correct use of level's vocabulary, structure, and mechanics. Demonstrate concept of the complete sentence with correct punctuation between sentences.

#### **Listening, Speaking:**

Demonstrate understanding of basic classroom vocabulary and instructions. Demonstrate differences in formal and informal speech. Capable of introducing themselves and others. Correctly respond orally to teacher and peer spoken language to produce comprehensible meaningful conversation using level appropriate structure and vocabulary. Discuss and comprehend topics related to likes and dislikes, places in town, invitations.

### LEVEL 2

#### **Integrated Skills:**

Demonstrate expanded basic vocabulary for use in simple present, simple future, and passé composé; include correct negative and question forms. Show understanding of reflexive verbs, stressed pronouns, and pronouns 'y' and 'en'.

#### **Reading:**

Comprehend short readings about everyday situations in present, future, and a few narrative past tenses. Express text's main idea. Preview, predict, and scan for keywords. Able to read and comprehend weather forecasts and other short articles.

#### **Writing:**

Write simple and compound sentences in present, past, and future tenses. Demonstrate correct use of level's vocabulary, structure, and mechanics, especially the concept of a complete and correctly punctuated sentence. Write level-appropriate statements, questions, negatives, and short answers.

#### **Listening, Speaking:**

Demonstrate understanding of level's structures and vocabulary. Correctly respond orally to teacher and peer spoken language to produce comprehensible meaningful conversation with level's structures and vocabulary. Discuss and comprehend topics related to time, seasons, daily routines, family members, and hobbies.



### **LEVEL 3**

#### **Integrated Skills:**

Demonstrate expanded vocabulary for use in present and past simple tenses and in future time; use correct negative and question forms. Recognize the imperfect tense and the imperative mood. Show understanding of direct and indirect objects, comparatives and superlatives. Understand, form, and distinguish common adjectives and adverbs and their placements.

#### **Reading:**

Comprehend short readings about everyday situations in present, future, and past simple and continuous tenses. Express text's main idea. Preview, predict, and scan for keywords. Able to read and comprehend classified ads and other short articles.

#### **Writing:**

Write simple and compound sentences in simple and continuous present, past, and future tenses. Use level vocabulary, structure, and mechanics, especially the concept of a complete and correctly punctuated sentence. Write level appropriate statements, questions, negatives, and short answers.

#### **Listening, Speaking:**

Demonstrate understanding of level's structures and vocabulary. Correctly respond orally to teacher and peer spoken language to produce comprehensible meaningful conversation with level's structures and vocabulary. Discuss and comprehend topics related to food, clothing, and personal preferences. Able to make a reservation, order in a restaurant, and give recommendations.