

Teacher & Staff Handbook 2025-2026



AMI International School

AMI International School

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Our Vision

We hope that students graduating from AMI International School will become capable and God-honoring human beings, prepared to succeed in college, pursue meaningful careers, and transform communities for God's glory.

Our Mission

AMIIS serves Guatemala and other nations by providing an excellent and determined education that prepares students spiritually, academically, and socially to transform their world.



Table of Contents

Introduction.....	4
Our Roots of Character.....	5
Our Principles of Learning.....	5
Christian School Philosophy.....	5
Core Competencies.....	6
Our Statement of Faith.....	7
Our Organization.....	10
About Centro de Ministerio Cobán.....	10
About the Board of Directors.....	10
Organizational Structure.....	10
Our Staff.....	11
School Year Schedules.....	12
School Calendar.....	12
Our Campus.....	12
Teaching Standards & Expectations.....	12
Implementation of Teaching Standards in Performance Development.....	13
Code of Conduct and Professional Expectations.....	14
Ethical Conduct.....	15
Working Schedules and Punctuality.....	17
Attendance and Absence Procedures.....	18
Types of Leave.....	19
Dress Code.....	20
Social Media.....	21
Physical Contact.....	21
Off-Campus.....	22
Safety and Security.....	22
Entrance and Parking.....	22
Building Supervision and Safety Guidelines on Campus.....	22
Child Protection.....	22
Communications.....	23
Institutional Communication.....	23



School Norms and Procedures.....	23
Venues and Class Management.....	23
Individual Classroom.....	24
Report Cards.....	25
Homework and Project Policy.....	26
Disciplinary Policies and Procedures.....	27
Finance and Administration Procedures.....	30
Purchasing.....	30
Technology Use Policy.....	31
Human Talent Procedures.....	33
Personnel File Requirements.....	33
Recruiting & Teaching Personnel Policy.....	33
Christian Mission and Institutional Values.....	33
Teacher Qualifications.....	34
Recruiting and Selection Process.....	34
Employment Contracts and Legal Compliance.....	34
Teacher Personnel Development.....	34
Records, Confidentiality, and Policy Review.....	35
Performance Evaluation.....	35
Year End Checkout Procedures.....	35
Terms and Conditions.....	35



Introduction

The purpose of the Teacher/Staff Handbook is to provide a set of guidelines and procedures that will enhance the instructional program and provide tools for the efficient operation of the school. The handbook reflects the essential philosophies and ideas to which the school is committed, adhering to the School Board policies.

The content of this handbook does not reflect a right or part of the employment contract. The procedures do not confer any contractual rights on any employee, but instead serve as an aid to the school in its everyday decision-making responsibilities. It is intended to acquaint you with the operations of AMI International School. You are asked to read all the information and refer to its content for answers to questions that arise during the school year.

Please read this document carefully. While leaders at AMI International School will consistently highlight this information throughout faculty meetings and activities, it is the employee's responsibility to be familiar with the contents of this document. We welcome your questions and suggestions. Please, feel free to contact the secretary or human resources department with any concerns.

This handbook is updated annually at the beginning of each school year. Division/department procedures related to information included in this manual are updated on an annual basis, too. Any necessary modifications to the policies contained will be announced accordingly, and updates to this document as a whole will only take place once a year.



Our Roots of Character

Our Roots of Character are the values that drive our mission and are embedded in our community lifestyle and behavior.

At AMI International School, we believe that exceptional education flows from educators whose lives are built on deep and healthy roots. Our faculty is rooted in Christ, drawing wisdom, truth, and purpose from God's Word. From this foundation, we cultivate the character traits that enable our teachers to model Christ-like living, lead with integrity, and serve our community faithfully.

- **Trustworthiness is the root of professional integrity.** We uphold honesty, faithfulness, and consistency in our personal and professional lives. Our teachers strive to be reliable role models, building steadfast trust with God, colleagues, families, and the students entrusted to their care.
- **Respect reflects the value of every individual as created in the image of God.** Our educators treat every student, parent, and peer with kindness, empathy, and professional dignity. We set the tone for our classrooms by honoring differences and actively fostering a spirit of unity and grace.
- **Responsibility calls educators to be faithful stewards of their influence.** We guide our teachers to make wise professional choices, take ownership of their continued growth, and dedicate themselves to the academic and spiritual nurture of their students.
- **Service grows from a calling to lead with Christ's love.** We cultivate a faculty that views teaching as a ministry of service. Our teachers lead with humility and compassion, using their gifts to pour into the lives of students and make a meaningful impact on the school culture.

Above all, we are **Rooted in Christ**, who is the source of our strength and the inspiration for our teaching. As our educators deepen their relationship with Him, they are better equipped to guide the next generation in truth and love.

Our Principles of Learning

Christian School Philosophy

AMI International School's educational philosophy is grounded in a Christ-centered, biblical worldview that affirms the inherent worth of every student and views learning as a purposeful, relational, and holistic process. The school is committed to continuous improvement and academic



excellence by providing rigorous, standards-aligned instruction that develops students' intellectual, spiritual, social-emotional, and physical capacities. Through a culture of high expectations, meaningful feedback, perseverance, and reflective practice, AMIIS fosters critical thinking, character formation, and lifelong learning. Instructional practices intentionally engage students with real-world applications and service-oriented learning experiences, equipping them to steward their gifts responsibly and contribute positively to their communities for God's glory

As a **dual immersion school**, AMIIS intentionally integrates English and Spanish instruction to promote bilingualism, biliteracy, and cross-cultural understanding. Language development is viewed as both an academic skill and a means of relationship-building and service. Instructional practices support equitable access to learning for all students through differentiated strategies, intentional language scaffolding, and authentic opportunities for communication in both languages. Through this model, students are equipped to engage confidently in a global and multicultural context, steward their linguistic gifts responsibly, and serve their communities with competence, compassion, and faith.

Core Values

- **We are formed in the image of God:** Every individual is created in God's image and is called to serve one another in love, unity, and humility.
- **We are formed by the word of God:** The Word of God is authoritative and necessary for the formation of Christian character.
- **We are formed to redeem the world:** The purpose of schooling is to create opportunities for success and guide all learners, both students and adults, to follow their calling and purpose in life, think critically about the world around them, and collectively redeem the world for Christ.

Core Competencies

We expect both students and teachers at AMIIS to develop 4 core competencies:

- Independent and Passionate Learner
- Master of Academic and Biblical Studies
- Fluency and Literacy in Spanish and English
- Active and Loving Participant in Society



Our Statement of Faith

1. Holy Bible

Only the Bible is the inspired Word of God. It alone is the final authority in faith and deeds (II Timothy 3:16; II Peter 1:20-21; Proverbs 30:5; Romans 16:25-26).

2. Trinity

There is one God, eternally existent in three persons: Father, Son and Holy Spirit. These three are coequal and co-eternal (I John 5:7; Genesis 1:26; Matthew 3:16-17, 28:19; Luke 1:35; Isaiah 9:6; Hebrews 3:7-11).

3. Jesus Christ

Jesus Christ is God the Son, the second person of the Trinity. On earth, Jesus was 100% God and 100% man. He is the only man ever to have lived a sinless life. He was born of a virgin, lived a sinless life, performed miracles, died on the cross for mankind and thus, atoned for our sins through the shedding of His blood. He rose from the dead on the third day according to the Scriptures, ascended to the right hand of the Father, and will return again in power and glory. (John 1:1,14, 20:28; I Timothy 3:16; Isaiah 9:6; Philippians 2:5-6; I Timothy 2:5).

4. Virgin Birth

Jesus Christ was conceived by God the Father, through the Holy Spirit (the third person of the Trinity) in the virgin Mary's womb; therefore, He is the Son of God (Matthew 1:18, 25; Luke 1:35; Isaiah 7:14; Matthew 1:18, 23-25; Luke 1:27-35).

5. Redemption

Man was created good and upright, but by voluntary transgression he fell; his only hope of redemption is in Jesus Christ, the Son of God (Gen. 1:26-31, 3:1-7; Romans 5:12-21).

6. Regeneration

For anyone to know God, regeneration by the Holy Spirit is absolutely essential (John 6:44, 65).

7. Salvation

We are saved by grace (which is undeserved and unearned) through faith in Jesus Christ, His death, burial, and resurrection. Salvation is a gift from God, not a result of our good works or of any human efforts (Ephesians 2:8-9; Galatians 2:16, 3:8; Titus 3:5; Romans 10:9-10; Acts 16:31; Hebrews 9:22).



8. Repentance

The commitment to turn away from sin in every area of our lives and to follow Christ, which allows us to receive His redemption and to be regenerated by the Holy Spirit. Thus, through repentance we receive forgiveness of sins and appropriate salvation (Acts 2:21, 3:19; I John 1:9).

9. Sanctification

The ongoing process of yielding to God in order to complete the development of Christ's character in us. It is through the present ministry of the Holy Spirit that the Christian is enabled to live a godly life (I Thessalonians 4:3, 5:23; II Corinthians 3:18, 6:14-18, II Thessalonians 2:1-3, Romans 8:29, 12:1-2, Hebrews 2:11).

10. Jesus' Blood

The Blood that Jesus Christ shed on the Cross of Calvary was sinless and is 100% sufficient to cleanse mankind of all sin. Jesus allowed Himself to be punished for our sinfulness and the specific sins we have committed, enabling all those who believe to be free from the penalty of sin, which is death (I John 1:7; Revelation 1:5, 5:9; Colossians 1:20; Romans 3:10-12, 23, 5:9; John 1:29).

11. Jesus Christ Indwells All Believers

Christians are people who have invited the Lord Jesus Christ to come and live inside them by His Holy Spirit. They are putting their trust in what Jesus accomplished for them when He died, was buried, and rose again from the dead (John 1:12; John 14:17, 23; John 15:4; Romans 8:11; Revelations 3:20).

12. Baptism in the Holy Spirit

Given at Pentecost, it is the promise of the Father, sent by Jesus after His Ascension, to empower the Church to preach the Gospel throughout the whole earth (Joel 2:28-29; Matthew 3:11; Mark 16:17; Acts 1:5, 2:1-4, 17, 38-39, 8:14-17, 10:38, 44-47, 11:15-17, 19:1-6).

13. The Gifts of the Holy Spirit

The Holy Spirit is manifested through a variety of spiritual gifts to build and sanctify the church, demonstrate the validity of the resurrection, and confirm the power of the Gospel. The Bible lists of these gifts are not necessarily exhaustive, and the gifts may occur in various combinations. All believers are commanded to earnestly desire the manifestation of the gifts in their lives. These gifts always operate in harmony with the Scriptures and should never be used in violation of biblical parameters. (Hebrews 2:4; Romans 1:11, 12:4-8; Ephesians 4:16; II Timothy 1:5-16, 4:14; I Corinthians 12:1-31, 14:1-40; I Peter 4:10).

14. The Church

The church is the Body of Christ, the habitation of God through the Spirit, with divine appointments for the fulfillment of Jesus' great commission. Every person who is born of the Spirit is an integral



part of the church as a member of the body of believers. There is a spiritual unity of all believers in our Lord Jesus Christ. (Ephesians 1:22, 2:19-22; Hebrews 12:23; John 17:11, 20-23).

15. Two Sacraments

Water Baptism: Following faith in the Lord Jesus Christ, the new convert is commanded by the Word of God to be baptized in water in the Name of the Father and of the Son and of the Holy Spirit (Matthew 28:19; Acts 2:38).

The Lord's Supper: A unique time of communion in the presence of God when the elements of bread and grape juice (the Body and Blood of the Lord Jesus Christ) are taken in remembrance of Jesus' sacrifice on the Cross (Matthew 26:26-29; Mark 16:16; Acts 8:12, 36-38; 10:47-48; I Corinthians 10:16, 11:23-25).

16. Healing of the Sick

Healing of the sick is illustrated in the life and ministry of Jesus, and included in the commission of Jesus to His disciples. It is given as a sign which is to follow believers. It is also a part of Jesus' work on the Cross and one of the gifts of the Spirit. (Psalm 103:2-3; Isaiah 53:5; Matthew 8:16-17; Mark 16:17-18; Acts 8:6-7; James 5:14-16; I Corinthians 12:9, 28; Romans 11:29).

17. God's Will for Provision

It is the Father's will for believers to become whole. But because of the fall, many may not receive the full benefits of God's will while on Earth; yet they can still fully trust in Christ alone for His work of salvation and serve Him faithfully regardless of the circumstances in life. That fact, though, should never prevent all believers from seeking the full benefits of Christ's provision in order to better serve others.

- Spiritual (John 3:3-11; II Corinthians 5:17-21; Romans 10:9-10).
- Mental and Emotional (II Timothy 1:7, 2:11; Philippians 4:7-8; Romans 12:2; Isaiah 26:3).
- Physical (Isaiah 53:4-5; Matthew 8:17; I Peter 2:24).
- Financial (Joshua 1:8; Malachi 3:10-11; Luke 6:38; II Corinthians 9:6-10; Deuteronomy 28:1-14; Psalm 34:10, 84:11; Philippians 4:19).

18. Resurrection

Jesus Christ was physically resurrected from the dead in a glorified body three days after His death on the cross. In addition, both the saved and the lost will be resurrected; they that are saved to the resurrection of life and they that are lost to the resurrection of eternal damnation (Luke 24:16, 36, 39; John 2:19-21, 20:26-28, 21:4; Acts 24:15; I Corinthians 15:42, 44; Philippians 1:21-23, 3:21).

19. Heaven

Heaven is the eternal dwelling place for all believers in the Gospel of Jesus Christ (Matthew 5:3, 12, 20, 6:20, 19:21, 25:34; John 17:24; II Corinthians 5:1; Hebrews 11:16; I Peter 1:4).



20. Hell

After living one life on earth, the unbelievers will be judged by God and sent to Hell where they will be eternally tormented with the Devil and the Fallen Angels (Matthew 25:41; Mark 9:43-48; Hebrews 9:27; Revelation 14:9-11, 20:12-15, 21:8).

21. Second Coming

Jesus Christ will physically and visibly return to earth for the second time to establish His Kingdom. This will occur at a date undisclosed by the Scriptures (Matthew 24:30, 26:63-64; Acts 1:9-11; I Thessalonians 4:15-17; II Thessalonians 1:7-8; Revelation 1:7).

Our Organization

About Centro de Ministerio Cobán

This nonprofit association was created in 2020 by the founders of AMI International School with the objective of contributing to the development of the country through education. The Association is integrated by Trustees who manage the foundation through the Board of Directors.

The Board of Directors holds the school in trust and is responsible for ensuring that the school continues to fulfill the mission adopted by the Board. The Board develops and oversees the school's strategic plan, maintains the financial health of the institution, seeks current and long-term philanthropic support, ensures that the physical campus is adequate to support the mission, monitors the progress and success of the educational program and sees to it that the Board follows accepted best practices of nonprofit institutional governance.

Mission:

"We are an Association that promotes educational programs and projects of excellence, grounded in Christian values and a biblical worldview. Through innovative and replicable models, we seek to impact lives by nurturing wisdom, character, and service, equipping individuals and communities to pursue quality education in Guatemala in a sustainable and God-honoring way."

About the Board of Directors

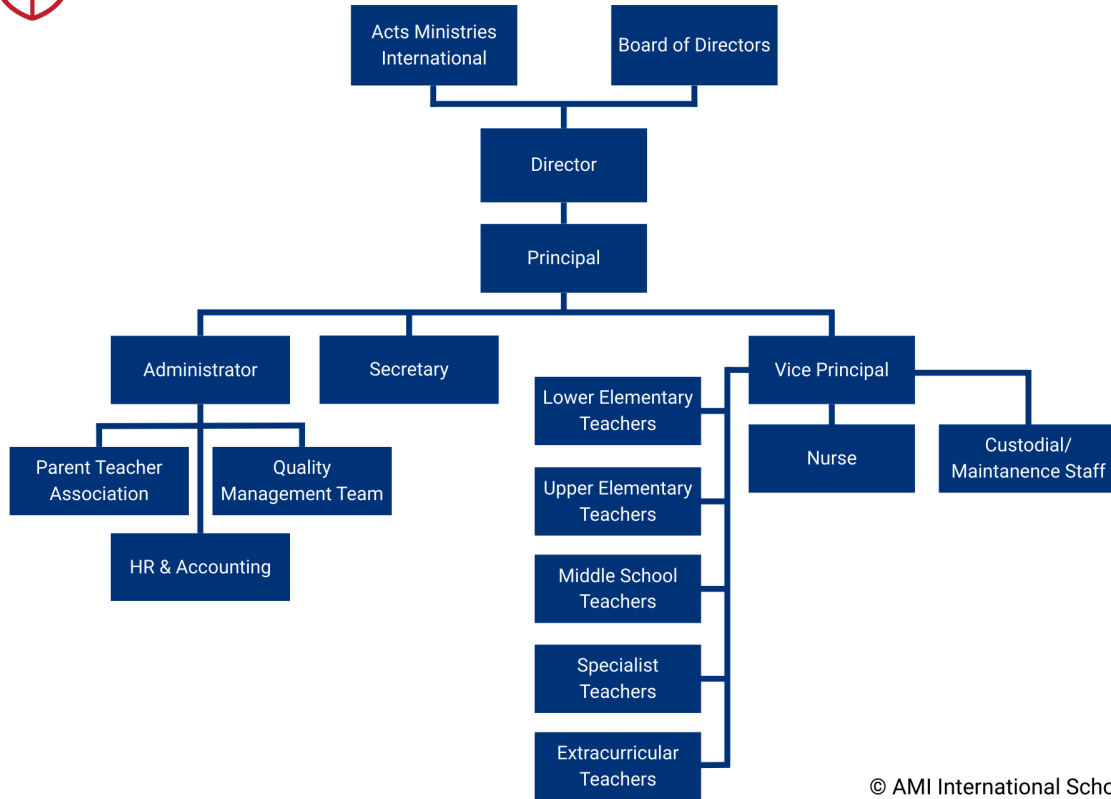
Centro de Ministerio Coban has a Board of Trustees, which appoints the members of the Board of Directors. The Board of Directors of AMI International School is responsible for the operation of the school, for the establishment of school policy, and responds directly to Centro de Ministerio Coban.

Organizational Structure

AMI International School led by our General Director, is strategically divided into two main functional teams: Administration and Academic Division.



AMI International School Organizational Structure
Cobán, Guatemala



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Our Staff

The AMI International School organizational structure is created by the Administration Office and the School Faculty. Teachers and support staff report to the Vice Principal who then reports to the Principal and General Director

ROLE	NAME
Administration Office Heads	
General Director	Jorge Paque
Principal	Jonathan Moon
Vice Principal	Julissa Ardon



Administrative and Business Manager	Stephanie Moon
HR Manager and Accounting Assistant	Jessica Cab
Secretary	Rosaria Choc

School Year Schedules

Work schedules are dependent on contract type (Definite or Indefinite) and role (Teacher, Extracurricular Teacher, Teacher Assistant, Office Administration, or Administration) and all details of employment are outlined in your employment contract.

School Calendar

All school events are expected to be listed on the school calendar. If you are planning a grade-level event, field trip, or any other special activity, please, let the Administrative and Business Manager know ahead of time for approval and submit the corresponding plan at least one week in advance for communication.

Please, add the AMI International School Google Calendar and the corresponding division calendar to your school account so that you are able to stay up-to-date with upcoming school events.

- [AMIIS 2025-2026 Google Calendar](#)

Our Campus

AMI International School has two main buildings, the preschool building (Prekinder & Kindergarten) and the elementary school-middle school building. We are currently building a self contained middle school building. We also have various other buildings and spaces including an auditorium, cafeteria, sports complex, library, music hall, gymnasium, and offices. If you have any questions about reserving spaces, please contact the secretary.

Teaching Standards & Expectations

These teaching standards define the shared expectations for instructional practice, professional conduct, and school culture at our school. They provide a common language for what effective teaching looks like across all roles—Assistant Teacher, Teachers, Extracurricular teachers and Administrators -and support continuous growth at every stage of a teacher’s career.

Purpose of the Standards

The standards are designed to:



- Ensure high-quality; consistent instruction for all students
- Support professional growth through clear expectations and feedback
- Promote collaboration, reflection, and continuous improvement
- Align teaching practices with the school's academic goals, values, and Christian mission

Teaching Standards for Lesson Planning & Teaching

- Plans lessons with clear objectives aligned to curriculum standards
- Designs engaging lessons that actively involve learners
- Anticipates student misunderstandings and plans support in advance
- Uses a variety of instructional strategies
- Paces lessons effectively without rushing or stalling

Teaching Standards for Assessment & Feedback

- Regularly checks for understanding during lessons
- Provides feedback that is specific, timely, and actionable
- Understands and appropriately uses formative and summative assessments
- Tracks student progress over time, not just grades

Teaching Standards for Classroom Culture & Management

- Maintains calm, respectful, and predictable classroom routines
- Handles student behavior with confidence and emotional control
- Builds strong relationships with students while maintaining authority

Teaching Standards for Professional Collaboration

- Communicates proactively with parents about student progress, classroom updates, and ways to support learning
- Contributes meaningfully to team planning and meetings
- Shares resources and instructional strategies with colleagues
- Communicates clearly and professionally with administration

Teaching Standards for Faith & School Culture

- Supports and models the school's Christian values and mission
- Integrates faith-based principles appropriately into classroom culture and instruction
- Serves as a positive role model for students in character, integrity, and service

Implementation of Teaching Standards in Performance Development

Ongoing Observation & Feedback



Teachers will receive regular informal and formal observations aligned to these standards. Feedback will be specific, constructive, and focused on growth, highlighting both strengths and next steps.

Professional Growth & Goal-Setting

Once a year,, teachers will reflect on the standards to identify areas of strength and areas for growth. Individual professional development goals will be set in collaboration with school leadership and revisited throughout the year.

Differentiated Expectations by Role

The standards recognize that expectations differ by role and experience level. Teachers are evaluated using the same standards, with role-appropriate indicators that reflect increasing levels of responsibility, independence, and leadership.

Support & Development

When areas for growth are identified, teachers will receive support through coaching, mentoring, professional learning opportunities, and collaborative planning. The goal is improvement and skill development, not punishment.

Performance Review

The standards form the foundation of annual performance reviews. Scores and feedback are used to:

- Celebrate progress and excellence
- Identify professional development needs
- Inform advancement, leadership opportunities, and ongoing support

Code of Conduct and Professional Expectations

Faculty and staff at **AMI International School** are called to conduct themselves with professionalism, integrity, and respect at all times, reflecting the values of our Christian community. All employees are expected to be present during the regular workday, fulfill assigned responsibilities in a timely manner, and honor the established daily work schedule.

Faculty and staff will maintain clear and respectful communication with colleagues, parents, students, and the administrative team, and foster professional, supportive relationships with both students and administration. Each employee is responsible for modeling behavior that aligns with



the school's mission, including the use of appropriate language, adherence to the dress code, respect for all school policies and procedures, and the use of proper and formal channels of communication at all times.

Ethical Conduct

Toward Students

Educators at AMI International School accept responsibility for modeling Christian character and fostering responsibility, respect, and accountability in students, while recognizing parents as the primary moral educators.

Faculty and staff will:

- Address learning and discipline concerns directly with students in accordance with school policies and collaborate with Administration when needed.
- Maintain a safe, respectful learning environment; shouting, physical mistreatment, or violent behavior toward students is strictly prohibited.
- Protect students' health, safety, and well-being at all times; all staff are mandated reporters and must report unsafe situations immediately.
- Maintain a professional teaching–learning relationship with students; any inappropriate conduct must be reported immediately to Administration.
- Communicate with students only through institutional channels
- Never solicit or engage in romantic or sexual relationships with students.

Toward Professional Colleagues

AMI International School is committed to a culture of respect, equity, and integrity.

Faculty and staff will:

- Treat all colleagues fairly and respectfully, regardless of role, contract status, nationality, or personal background.
- Maintain confidentiality regarding school matters and personal information of colleagues.
- Respect differences in culture, beliefs, and perspectives.

Toward Parents

Faculty and administrative staff recognize parents as key partners in the educational process.

Faculty and staff will:

- Treat parents with respect and cultural sensitivity at all times.
- Communicate honestly and promptly regarding matters affecting student learning and well-being.



Professional Practices and Performances

All AMI International School employees are responsible for upholding the dignity of the profession and complying with school policies and applicable laws.

Faculty and staff will:

- Fulfill duties according to professional qualifications, contractual obligations, and institutional policies.
- Represent school policies accurately and distinguish personal opinions from official positions.
- Use school funds, property, and resources responsibly and solely for authorized purposes.
- Protect personal data of all members of the school community in accordance with local law.
- Refrain from the use or influence of alcohol, drugs, or tobacco on campus or during school activities; violations may result in contract termination.
- Comply with all internal programs, procedures, and performance expectations within established timelines.

Conflicts of Interest

Any relationship, activity, or commitment that could compromise sound judgment or the best interests of **AMI International School** is considered a conflict of interest. All actual or potential conflicts must be disclosed to the Administration to ensure transparency and will be documented in the employee's personnel file.

Faculty and staff may not engage in outside employment or activities that interfere with their responsibilities, effectiveness, or commitment to the school.

The use of the school's name, logo, branding, educational materials, or programs for personal or financial gain is strictly prohibited. All fundraising activities must receive prior written approval through the established authorization process. Faculty and staff may not initiate or promote fundraising efforts without such approval.

Sales of any kind by faculty or staff to students, parents, visitors, or other employees are not permitted on campus without written authorization from the administration.

Gifts given to students should be limited to modest academic recognition or encouragement related to educational achievements.

Faculty and staff may not accept gratuities, favors, or valuable gifts from students or parents. Any gift exceeding **\$50 USD** is strictly prohibited.



Conflict Resolution

If a fellow employee offends you, go and speak to him in private regarding the matter before you speak to anyone else. If the conflict is resolved at this level you have strengthened a relationship. If the two of you are not able to resolve the conflict you should invite the Vice Principal or General Director to meet with the two of you to mediate the conflict. This should be done confidentially and in private.

Please note that this Biblical model of conflict resolution (Matthew 18:15-17) involves only those people directly associated with or responsible for those involved in the conflict. Those who fail to follow this process by listening to the complainer without the third person present or complain to another without the third person present are in violation of school policy and Biblical guidelines.

Use of School Name, Fundraising, Sales, and Gifts

- Use of the school's name, logo, materials, or programs for personal or financial gain is prohibited.
- All fundraising activities require prior approval from the general director
- Sales of any kind on campus are prohibited without written authorization; teachers may not sell personal items or food during working hours.
- Gifts to students should be limited to academic recognition or educational encouragement.

Working Schedules and Punctuality

School schedules vary among administrative and academic levels to guarantee service at all needed time.

Daily Schedule

Faculty and administrative staff are expected to be at School for the following hours to fulfill the school attention schedules for students. If in need of late arrival or early dismissal, you must fill out the Permission of Absence Request Form and have it signed by an administrator.

AREA	MONDAY-FRIDAY
Administration Office	8:00AM-5:00PM or 7:30AM-4:30PM
Faculty (Main Teacher, Extracurricular Teachers and Assistants)	8:00AM-5:00PM or 7:30AM-4:30PM

*Summer schedule for Administration and Library: Monday to Friday 7:30AM to 3:30PM



Late check-ins and early check-outs must be authorized by administration for safety and attendance control. If exceptions are made, the respective administrator must approve modifications keeping in mind that the total number of contracted days is respected. All staff must be on campus during established working hours.

For the smooth function of the instruction and student supervision, punctuality is non-negotiable (arrival and departure). Faculty must notify by email or phone their administrator no later than 6:30 a.m. if he or she will be absent for the day and request permission for early departure.

Tardiness

If a faculty or staff member is more than 15 minutes late for three days in the same month, Human Resources will be notified by the administrator through a memorandum that will be included in the employee's personnel file. The employee will be informed of the contents of the memorandum and will have the opportunity to present any clarification they deem pertinent.

If for that month, the employee is late for a fourth time, and after review by Human Resources, the employee will be sent home and one (1) day without pay will be applied.

Repeated tardiness may result in additional disciplinary measures, including up to three (3) days of suspension without pay, in accordance with the procedures established by Human Resources and current labor regulations. In cases of serious repeat offenses, these measures may lead to the contract being rescinded, subject to prior analysis and corresponding documents.

Lunch and Planning Time

Teaching staff must organize their planning and lunch time within their working day, according to the schedule assigned to their educational level. Administration staff must schedule their lunch break (one hour) by division or department so the office remains attended at all times.

Attendance and Absence Procedures

All teaching and administrative staff must maintain regular attendance, as this is essential to ensure academic continuity and the proper functioning of the institution.

Notification of Absence

Any staff member who anticipates an absence during the workday must notify the Director and the Vice Principal by telephone call or email no later than 6:30AM, in order to allow for the proper organization of academic and administrative activities.



The Vice Principal will be responsible for organizing class coverage when applicable and for providing the corresponding lesson plans for the period of absence.

The Director or Vice Principal must notify Human Resources of the absence for the corresponding record on the personnel file.

Types of Absences

Absences for Health Reasons

Teaching and administrative staff who are absent for three (3) consecutive days or more for health reasons must present a certified doctor's note.

All staff must be included in the Guatemalan Social Security Institute (IGSS) and contact Human Resources for the corresponding medical documentation.

Presentation of a medical certificate issued by IGSS is mandatory, in accordance with current institutional and legal requirements.

Personal Days

Unexpected absences for unproven sick time, personal or family reasons, for up to three (3) days per academic year (August 1 to July), will be considered Personal Days and must be managed through the Permission of Absence Request Form.

Once the allocated personal days have been used up, any additional absence will be considered unpaid leave.

Planned Absences

All planned absences must be requested and approved with the Permission of Absence Request Form and presented to Human Resources **before** the date of absence.

Absences without Notification

Any absence during the workday that occurs without prior notice to the Director or the Vice Principal will be reviewed by Administration and Human Resources and dealt with in accordance with current labor legislation and institutional policies.

Types of Leave

Leave with Pay

Permission of Absence Request Form: Refer to end of this handbook

Paid leave includes:

- Approved absences of less than four (4) consecutive hours
- Authorized use of Personal Days



Conditions

- They may not exceed two (2) absences per month
- They must be duly justified and have the approval of the Vice Principal according to the needs of the level or department

Training or professional development activities approved by the institution are considered paid leave.

Bereavement Leave

Staff will be entitled to paid leave for the death of an immediate family member (parents, children, spouse, or siblings), as follows:

- Three (3) working days if the death occurs within the country
- Five (5) working days if it occurs outside the country

Any additional considerations will be at the discretion of the General Management and Human Resources, with the approval of the Division Leader.

Parental Permits

- Maternity leave: Eighty-four (84) calendar days, including weekends and holidays (30 days before delivery and 54 days after delivery).
- Paternity leave: Five (5) working days

Unpaid Leave

Unpaid leave applies when:

- The number of Personal Days allocated has been exceeded
- The absence is not sufficiently justified

All unpaid leave requests must be submitted using the Permission of Absence Request Form and must be approved by Human Resources.

Dress Code

AMI International School expects all teaching and administrative staff to maintain a professional appearance in accordance with the educational environment and institutional culture.

The daily dress code is **business casual** and is mandatory for all staff.

General Guidelines:

- Clothing must be clean and in good condition.
- The use of torn, worn, or stained clothing is not permitted
- Tattoos that can be covered must remain covered during the workday.



- Visible piercings on the face or tongue are not permitted for teaching staff. Discreet earrings and minimal nose piercings are permitted for female staff.

Personal presentation reflects respect for the institution, the students, and the educational community.

Social Media

The school provides institutional digital tools (email, Google Workspace, ClassDojo, and internal platforms) exclusively for professional use.

Staff will be required to:

- Use appropriate profile pictures on all institutional platforms
- Refrain from accessing personal social media accounts from institutional devices.
- Do not install personal software, applications, or files on school computers.

Employees are not permitted to establish communication with students or parents through personal social media or messaging accounts (WhatsApp, Facebook, Instagram, TikTok, Snapchat, or others), except when the employee is a parent within that group.

The relationship between staff and students must remain strictly professional, both in person and digitally.

Sharing confidential information or images of students on any platform, including in private groups is strictly prohibited.

If a personal social media account identifies or links the employee to AMI International School, any inappropriate or unprofessional content may be considered contrary to institutional values and dealt with according to internal policies.

The creation or publication of personal digital content is not permitted on campus, except with express authorization and for educational purposes.

Physical Contact

AMIIS recognizes that in a nurturing, Christ-centered environment, positive physical contact can be appropriate. However, all contact must be student-initiated, age-appropriate, and publicly visible.

- **Permissible Contact:** Brief, non-intimate contact such as high-fives, "fist bumps," or a side-hug (briefly and in public view) to offer comfort or celebration.
- **Prohibited Contact:** Staff must never engage in "horseplay," tickling, lap-sitting, or any contact that involves the front of the body or could be construed as sexual or intrusive.
- **The "Rule of Visibility":** Physical comfort should never be given in a private room with the door closed. If a student is highly distressed and requires support, the door must remain open or another adult must be present.



- **Physical Restraint:** Physical intervention is only permitted in emergency situations to prevent a student from harming themselves or others. Any use of force must be documented and reported to the DSL and parents immediately.

Off-Campus

As AMIIS is a close-knit community, staff may encounter students at church, the grocery store, or local events. Professionalism must be maintained in these "incidental" meetings.

- **Planned Meetings:** Staff are prohibited from planned meetings with students off-campus for non-school activities (e.g., movies, coffee, or home visits) without explicit, written permission from the Director and the student's parents.
- **Transportation:** Staff must not transport students in their personal vehicles. In exceptional emergencies where a student must be transported, the staff member must notify the Director and parents before the trip begins.
- **External Tutoring:** Staff may not provide private, paid tutoring to current AMIIS students outside of school-approved programs to avoid conflicts of interest and unsupervised 1-on-1 contact.

Safety and Security

Entrance and Parking

- The driver must respect the pedestrians, remembering that the pedestrian **always** has the right of way.
- Your vehicle is authorized to remain parked from 5:00AM until 9:30PM. If your vehicle stays after these hours, or for some reason you must leave it during the night, it is mandatory to inform the secretary.
- Respect the parking spaces clearly marked for disabled parking needs.

You are responsible for your vehicle at all times. ***AMI International School is not responsible for any damages caused to your vehicle inside the campus. Employees park at their own risk.***

Building Supervision and Safety Guidelines on Campus

All teachers are assigned specific supervision duties throughout the school year during regular working hours. Teachers are expected to be at their duty assignments according to the schedules agreed and assigned **on time**. No supervision areas can be unattended at any time.

Child Protection

Teachers and Staff, by signing their contract, agree to work in partnership with the school and abide by the policies adopted by the AMI International School Board on Child Protection. The



school has established appropriate procedures to ensure proper reporting of suspected child abuse which may have occurred in or out of school. Such reporting is the responsibility of any employee who suspects that a child/youth may have been abused and must also include provisions for self-reporting of abuse by students. The school will investigate all reports and will take appropriate action to ensure the safety of the child/youth in accordance with Guatemala law.

View our Child Abuse Policy on our website for more information.

Communications

AMI International School recognizes the importance of effective, respectful, and consistent communication for the proper development of academic and administrative activities. Therefore, the following **official communication channels are established for teaching staff**, according to their purpose.

Institutional Communication

Communication between the administration and the teaching staff is carried out through:

- Institutional WhatsApp groups: used for general announcements, administrative notices, academic coordination, and urgent communications
- Oral or direct communication: meetings, verbal instructions, and spaces for pedagogical and operational coordination

These channels should be used responsibly, professionally, and respectfully, with the aim of facilitating organization, collaborate work, and timely decision-making

School Norms and Procedures

Norms and Procedures have been defined to prevent risks on a daily basis. Any fault to these norms and procedures will have consequences depending on each situation.

Venues and Class Management

Classrooms should be open a minimum of 5 minutes before 8:00AM to ensure students arrive promptly. During this time, teachers are expected to greet, welcome, and actively supervise the students entering the classroom.

Likewise, teachers are expected to apply the rules and measures of organization and coexistence established by the institution, ensuring an orderly, safe, and positive start to the school day.

View our Student & Parent Handbook on our website for more information.



Individual Classroom

Maintaining security is a must during individual class time. Purses, wallets, cameras, and computers must be stored. Computers must be under lock and key or in a safe place when out of sight. If you do not have a safe location with keys, inform your office level. Never give your keys to a student.

When teaching, leave the door open whenever it is possible to allow for adequate ventilation, and lock the door, desk, and cabinets whenever you leave the classroom, making sure to turn off the lights.

Maintain a clean classroom, ensuring students do not leave food, garbage or dirt and the provided equipment is being taken care of properly.

Do not keep cash in the classroom. When a teacher collects money from students for a previous approved activity, the cash should be delivered to the division office every day.

Students are not allowed to use cell phones, or similar devices during the class period without the teacher's expressed permission. Teachers are directed to bring any devices that are used without his/her permission to the office.

Teachers are not allowed to use cell phones for personal use during class time, either.

Visitors in Class

If teachers request to have a visitor in class, they should let the division office know ahead of time. This must be approved by the Vice Principal.

- All faculty visitors (teacher family members, friends, fiancée, etc.) must be announced in advance to administration and be authorized. These visitors should not enter the classroom area unless approved by the Vice Principal. All visitors must have a security badge at all times and may not be by themselves with students without staff supervision.
- Parents who are invited to classrooms during non-lunch hours must be invited by the teacher. Please limit your activities during these times to strictly academic functions (reading groups, values classes, etc.).
- Every visitor must check in at the Administrative Reception to get a badge and get a pass to the division office prior to visiting a classroom. Instructions to these visitors must be clear to the parents when sending the invitation.
- Teachers will not allow a visitor without a pass into or outside their classroom. Refer them to the office at once.



Grading and Report Cards

Teachers are expected to follow the School's approved method in regards to student assessment and keeping data records. Teacher's grade keeping will be supervised and monitored on a regular basis.

Evaluation Methods and Instruments

As educators we need to be aware that effective and timely evaluation on a regular basis is essential to student learning. The use of rubrics is highly encouraged for all work, and especially for major projects and papers. Student effort should be rewarded with work being carefully graded by the teacher, and every effort should be made by the teacher to get the student work returned in a timely manner. Core subjects should have a final evaluation at the end of each quarter.

The school academic year includes three evaluation periods. Passing grade for all subjects is 60%.

Preschool through Grade 5 students do not receive grades in the form of percentages. Students are marked against meeting grade level standards using standards or skills based reporting. Regularly, but minimum once a trimester, collect samples of students' work that demonstrate the key grade level standards and use those as a report of students' work. .

Middle School and High School teachers will inform students at the beginning of each year what grading criteria will be in effect for each course in line with the division expectations.

Report Cards

Grades in all subjects should reflect the following aspects, considering academic and personal conditions of students:

- **Academic Performance:** While objective based testing is one part of each student's grade, remember the behavior, effort, study habits, projects and class participation also represent a significant part of his or her academic performance. All grades should reflect students' grasp of expected standards taught.
- **Behavior Criteria:** The student is courteous and cooperative, practices personal self-discipline, accepts responsibilities, is respectful with classmates, teachers and others; follows the established rules, works consistently, respects school property and the property of others, including that of his or her classmates.
- **Study Habits:** The student follows instructions, pays attention in class, manages his/her time in an effective way, and displays a positive attitude.
- **Grade Review:** A student has the right to ask for clarification of how a grade was assigned. If the parents of the students do not agree on how a grade was assigned they may request the Evaluation Committee to review the evaluation process. The committee is formed at



the beginning of the year and it includes teachers from all levels and the corresponding principal.

Homework and Project Policy

The purpose of homework and projects at our school is to reinforce learning, encourage student responsibility, and support meaningful practice of skills taught in class. Assignments should be appropriate for students' age and abilities and should promote learning without placing unnecessary demands on families.

General Guidelines for Homework

- Homework should reinforce concepts already taught in class and should be manageable for students to complete independently
- Assignments should be clear, purposeful and reasonable in length
- Homework should not require parents to purchase materials, create elaborate presentations, or significantly assist with the work.
- Teachers should be mindful that families have different levels of time and resources.

Materials and School Resources

The school charges a materials fee that covers the supplies needed for regular schoolwork. Teachers should plan assignments that use materials provided by the school whenever possible. If additional items are needed, they should be simple and easily available at home (for example: recycled materials or basic household items).

Projects and Models

As a general rule, the school seeks to limit large-scale projects or models assigned as homework. These types of assignments often place a burden on families and may not accurately reflect student learning.

Therefore:

- Teachers should avoid assigning model-building projects or complex projects to be completed at home.
- Projects should be simple, student-centered, and primarily completed in class.
- If a project requires multiple materials or construction, teachers are encouraged to begin or complete it during class time using school-provided materials.
- Teachers may ask students to bring simple items from home when appropriate.



Special Projects

Larger projects may be appropriate during special school-wide activities, such as science fairs or other designated events. These occasions will be communicated clearly and planned in advance.

Approval for Large Projects

If a teacher would like to assign a project that involves building a model or completing a more complex assignment at home, the project must be reviewed and approved by the school administration beforehand. This ensures that expectations are reasonable and aligned with the school's philosophy.

School Commitment

Our goal is to maintain a learning environment where assignments are meaningful, equitable, and focused on student learning rather than parent-produced work. By limiting large projects and emphasizing thoughtful classroom activities, we support both students and families in a healthy and balanced way.

Disciplinary Policies and Procedures

"Listen to advice and accept discipline, so that you may be wise in the days to come." — Proverbs 19:20

At AMI International School, discipline is guided by biblical principles and administered with consistency, fairness, and love. Our goal is not punishment but **redemptive restoration**, helping students learn responsibility for their choices and grow in character. More detail can be found in the student/parent handbook.

Discipline Philosophy (CER Method)

AMIIS uses the **CER Method: Counseling – Teaching Proper Behavior – Restoration**.

When behavior conflicts with school expectations, teachers and administrators will counsel the student, teach appropriate behavior, and guide them toward restoration.

Preventive Classroom Management

Teachers are expected to promote positive behavior through motivation systems such as:

- Verbal praise
- Rewards or privileges
- Class celebrations or incentives

The goal is to encourage and reinforce appropriate behavior.



Corrective Measures (K–5)

Primary classrooms use a **card system**:

- Students begin each day on **green**.
- Card colors change depending on behavior.
- Students begin each day with a **clean record**, reflecting the principle that “God’s mercies are new every morning.”

Teachers may also use:

- Loss of recess or break
- Detention in the classroom
- Writing exercises
- Referral to the office

Common Classroom Infractions

Examples include:

- Speaking without permission
- Disrespect
- Not following instructions
- Not completing work
- Not bringing materials
- Disruptive behavior

Major Violations

Serious offenses include (but are not limited to):

- Fighting, threats, or harassment
- Bullying or intimidation
- Drug, alcohol, or tobacco use
- Theft, cheating, lying, or vandalism
- Sexual misconduct or inappropriate social media use
- Weapons or illegal activities

These may result in **immediate administrative action**, including suspension or expulsion.

Bullying and Harassment



AMIIS is committed to maintaining a learning environment free from intimidation or abuse. Bullying (physical, verbal, emotional, or digital) will be investigated and addressed with appropriate disciplinary action.

Parent Communication

For repeated minor infractions, teachers or administrators will send a **behavior report** to parents describing the issue and corrective actions taken before more serious disciplinary steps are considered.

Behavior Contracts

For serious or repeated issues, a **behavior contract** may be established during a meeting with parents, the student, and administration. Failure to meet the expectations outlined in the contract may result in further disciplinary action.

Probation, Suspension, and Expulsion

- **Probation:** Students who repeatedly disrupt the academic or spiritual environment may be placed on disciplinary probation.
- **Suspension:** May range from one day to several days, depending on the offense. Parents must meet with administration before the student returns.
- **Disciplinary Review Board:** Serious cases may be reviewed by a board composed of school leadership to determine further action.
- **Student Continuity in the Institution:** A student's continued enrollment in the institution is subject to compliance with the school's standards of conduct and the family's commitment to the support processes implemented. If, despite the interventions and support provided, the behavior continues to significantly affect the learning environment, the institution reserves the right to reconsider the student's continued enrollment.
- **Expulsion:** May occur when repeated disciplinary actions fail to produce change.

Disciplinary Actions and Expulsion Policy Statement

AMI International School is committed to maintaining a safe, respectful, and Christ-centered learning environment for all students. Disciplinary decisions, including suspension or expulsion, will be carried out in accordance with the school's internal regulations and consistent with the laws of the Republic of Guatemala.



In particular, the school recognizes the protections established under the **Ley de Educación Nacional (Decree 12-91)** and the **Ley de Protección Integral de la Niñez y Adolescencia – PINA (Decree 27-2003)**, which affirm the rights and dignity of children and adolescents within the educational system. All disciplinary measures will therefore follow principles of fairness, proportionality, and due process.

The school reserves the right to impose disciplinary measures, including suspension or expulsion, in cases of serious misconduct, threats to the safety of the school community, or repeated violations of the school's code of conduct. Decisions will be made following the procedures outlined in the school's internal regulations and with appropriate communication with parents or legal guardians.

Nothing in this policy limits the school's obligation to comply with all applicable regulations of the **Ministry of Education of Guatemala (MINEDUC)**.

Finance and Administration Procedures

Purchasing

At our school, we believe that every resource we use is a gift from God, entrusted to us to be used wisely and generously. The Bible calls us to be faithful stewards—not only of finances, but of time, materials, and opportunities. “Whoever is faithful with very little will also be faithful with much” (Luke 16:10).

In that spirit, this policy is rooted in the values of responsibility, sharing, and care for one another. We aim to make sure no child is left out due to a lack of materials, and that all staff have what they need to support excellent student learning.

Librería Supplies

Supplies that can be found at a local librería should be submitted via WhatsApp to Admin by the Wednesday prior. Please be specific and include photos if you would like specific brands to help Admin. Items will be delivered by the following Monday. For materials available at a librería, we can guarantee on-time delivery if the order is submitted on schedule.

Non-Librería Supplies

Items not found in a librería must be requested using the Non-Librería Supply Request Form (refer to the end of this handbook). These may include specialty items or classroom-specific resources.

Parent-Supplied Items



Occasionally, teachers may ask parents to contribute extra or special supplies for projects or classroom activities. These requests should be made no more than once a month and should be communicated clearly and with reasonable notice.

Technology Use Policy

AMI International School provides internet access, devices, and digital resources to support teaching, learning, and school operations of its faculty. All technology and network access are for educational and professional purposes only and must be used responsibly, both on and off campus.

Use of the Institutional Internet Network

The AMI International School internet network is intended exclusively for:

- Academic planning
- Classroom instruction
- Professional development
- School-related work.

Accessing, storing, downloading, or sharing pornographic, sexually explicit, profane, or offensive content on the school network is strictly prohibited. Violation of this rule will result in disciplinary action in accordance with current institutional policies.

The institution reserves the right to implement filters, content restrictions, and reasonable network monitoring in order to ensure digital security, child protection, and the proper use of technological resources.

Digital Content and Social Media

Staff may not upload, store, or share inappropriate content using school accounts or devices provided by the school.

For the safety and security of students, teachers are not permitted to connect with students or parents through personal social media accounts. All communication must be conducted through official channels approved by the institution.

Pedagogical Use of Technology

Technology is an essential part of the AMI International School's educational program. Computer labs and classroom technology are provided to support instruction. Teachers are expected to integrate the use of technology responsibly, intentionally, and in accordance with learning objectives, providing students with appropriate opportunities for its educational use.



Institutional Email Address

Each member of the teaching staff is assigned an institutional email address from AMI International School which must be checked daily. This account is for the exclusive use of school-related matters and may be used for registration on educational platforms, conferences, or professional activities when representing the institution.

Staff are responsible for protecting their login credentials. Passwords are personal and should not be shared under any circumstances.

Institutional Software and Equipment

Any software installed on school devices must be for educational purposes and must have prior approval from Administration. All software, technological equipment, and assigned devices are the property of AMI International School.

Technological devices assigned to teaching staff (such as laptops, iPads, or other equipment) are the employee's responsibility and must be returned in good condition upon termination of employment. Failure to return these devices may result in the employee being liable for replacement costs, in accordance with institutional policies.

Leaving the Institution

Upon termination of their employment with the school, teaching staff must transfer all digital files related to their work to their immediate supervisor. Institutional accounts will be deactivated, and any files not previously shared may be permanently lost.

Technology assigned to staff (such as laptops or classroom iPads) is the responsibility of the employee and must be returned in good condition. Failure to return assigned equipment may result in the employee being responsible for replacement costs.

Upon leaving the school, staff must transfer all work-related digital files to their immediate supervisor. School accounts will be closed upon departure, and any files not shared in advance may be permanently lost.



Human Talent Procedures

Personnel File Requirements

All employees at AMI International School must complete the requested documents for hiring. All of this information will be kept confidentially:

- Updated resume
- Copy of DPI or passport
- Academic Certifications
- Copy of extracurricular diplomas
- References will be verified personally
- Updated Police, Penal Records and Renas certificate are required
- Background check

Employees must keep updated personal and professional information on his or her personnel file. Copy of recent certifications, address changes, marital status change, maternity, etc. must be handed and/or notified to the secretary.

Whenever a call to attention is made upon unacceptable behavior, a copy will be kept for record on the personnel file.

Recruiting & Teaching Personnel Policy

The Recruiting and Teaching Personnel Policy of AMI International School establishes the principles and procedures governing the recruitment, selection, hiring, development, evaluation, and retention of teaching staff. This policy reflects the school's commitment to Christ-centered education, academic excellence, and ethical employment practices. All actions taken under this policy comply with the regulations of the Ministry of Education of Guatemala (MINEDUC) and with all applicable national labor laws, including those related to contracts, social security, employee benefits, and worker protections.

Christian Mission and Institutional Values

AMI International School is a Christian educational institution, and all teaching staff are expected to support and uphold its mission, values, and Statement of Faith. Teachers are called to model Christian character, integrity, and respect in their professional and personal conduct within the school community. Instruction, relationships, and discipline should reflect biblical principles and contribute to the spiritual, academic, and emotional formation of students. While faith alignment is an essential requirement of employment at AMI International School, recruitment and employment practices are carried out in a manner consistent with Guatemalan labor law and constitutional protections.



Teacher Qualifications

All teachers employed by AMI International School must meet the academic and professional qualifications required by MINEDUC for private educational institutions. Candidates are required to hold a recognized teaching degree or a university degree in the subject area they will teach, accompanied by appropriate pedagogical training when applicable. Academic transcripts, diplomas, and certifications from recognized institutions must be submitted and verified prior to hiring. Preference is given to candidates with previous teaching experience relevant to the grade level or subject area. In addition, all applicants must provide professional references and successfully complete criminal background checks and other screening measures necessary to ensure the safety and well-being of students.

Recruiting and Selection Process

Recruitment at AMI International School is conducted through a transparent, fair, and mission-aligned process. Open teaching positions are announced through appropriate internal and external channels. Applications are reviewed by designated school leadership to ensure that candidates meet professional, legal, and mission-related requirements. Interviews and, when appropriate, teaching demonstrations or skills assessments are conducted to evaluate instructional competence, classroom management, and alignment with the school's educational philosophy. Final hiring decisions are based on qualifications, experience, character, and the needs of the school.

Employment Contracts and Legal Compliance

All teachers at AMI International School are employed under written contracts issued in Spanish and in accordance with the Guatemalan Labor Code. Employment contracts clearly define job responsibilities, working hours, compensation, benefits, duration of employment, probationary periods, and conditions for renewal or termination. The school fulfills all legal obligations related to employee registration with the Instituto Guatemalteco de Seguridad Social (IGSS), payment of statutory benefits including aguinaldo and Bono 14, paid vacation, maternity and paternity leave, and other labor protections. Any termination of employment is carried out with proper documentation, legal notice, and severance when applicable, in full compliance with Guatemalan law.

Teacher Personnel Development

AMI International School is committed to the continuous professional growth of its teaching staff. All newly hired teachers participate in an orientation and induction program that introduces them to the school's mission, curriculum, policies, procedures, and child protection standards. Ongoing professional development is encouraged and supported through workshops, training sessions, peer collaboration, and opportunities for further academic or pedagogical advancement. Teachers are expected to engage actively in professional learning activities that enhance instructional quality,



faith integration, and student learning outcomes. Professional personnel need to earn at least 6 hours of semester credit or equivalent during 5 years of employment as per Cognia Guidelines. Records of professional development activities are maintained as part of each teacher's personnel file.

Records, Confidentiality, and Policy Review

All recruitment, employment, evaluation, and professional development records are maintained confidentially and securely by the administration of AMI International School. Access to personnel records is limited to authorized individuals and used solely for legitimate institutional purposes. This policy is reviewed periodically to ensure ongoing compliance with legal requirements, alignment with MINEDUC regulations, and responsiveness to the evolving needs of the school community.

Performance Evaluation

Individual Performance will be assessed throughout the year, and with a formal End of Year Review (Apr-May) based on the internal tools shared by the Division leaders. Periodic teaching supervision visits will be scheduled throughout the year. School will provide standardized tools for evaluating performance according to role and division to record your self-assessment and supervisor's evaluation: AMI International School uses the ELEOT tools for assessment. One-on-one meetings must be scheduled for every staff member with his or her immediate supervisor.

Year End Checkout Procedures

During the last week of School, all faculty must fill out the Checkout Procedure form and have it signed by the Vice Principal or Principal. If the check out form is not presented or is missing signatures, payment will be retained until it is completed and handed in the Human Talent office. Payroll discounts may apply when check out procedures are incomplete or inconsistency is identified at certain department approval stated on the document.

Terms and Conditions

The non-compliance of any provision of this Manual may be penalized with a verbal or written warning or the termination of the employment contract or participation agreement. Cases not covered in this manual will be resolved by the School General Director. By receiving this document you are accepting the terms and conditions.



SOLICITUD DE PERMISO/ *Permission Request*

Jonathan Natanael Moon
Director
AMI International School

AMI INTERNATIONAL SCHOOL
COBÁN, A. V. _____

El motivo de la presente es solicitar permiso para ausentarme de mis labores el o los días.
The purpose of this letter is to request permission to be absent from my duties on the following day(s):

FECHA DE INICIO DE PERMISO: _____ HORA: _____

FECHA FINAL DE PERMISO: _____ HORA: _____

MOTIVO DE PERMISO/*REASON FOR LEAVE*:

Nombre del solicitante/*Name*: _____

No. de DPI: _____

Firma/*Signature*: _____

Para Administración

Autorizado/*Authorized by*: _____

Nombre y firma de quien autoriza/*Name and Signature of Authorizer*

Fecha de aprobación/*Date of approval*: _____

Razón/*Reason*:

- Vacation/*Vacación* Con Constancia Medica/*Medical Leave*
 Sin Goce de Salario/*Unpaid Leave** Con Goce de Salario/*Paid Leave**

Observaciones: _____

- Registrado en archivo de permisos/*Registered in permiso file*

* = requiere aprobación de directo/*requires director approval*

AMI Ministry Center of Cobán / AMI Ministerio Centro de Cobán

Name / Nombre _____

Project/Dept. / Proyecto/Dept. _____

Contact Info / Info de contact _____

Purchase Order/Project / Orden de Compra/Proyecto

Date Received / Fecha de Recibido:

Approval Date / Fecha de Aprobación:

Reason for Order / Motive de Orden:

Materials / Materiales Description / Descripción

1

2

3

4

Company / Empresa	Description / Descripción	Qty	Unit Precio	Total Precio
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Estimated Total / Total estimado:

Denied:	date:	Approved:	date:
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