



MANUAL DE
CONVIVENCIA

**PARENT/STUDENT
HANDBOOK**

**This handbook serves as
a translated reference
document for our
community members
who only speak English**



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HISTORICAL OVERVIEW

Colegio Jorge Washington (“the School” or “COJOWA”) was founded in August 1952, and is owned by Corporación Colegio Jorge Washington (“the Corporation”). The founder Board of Directors of the Corporation was made up of the following members:

Vernon R. Harris	President
Antonio Araújo Martínez	Vice President
James B. Crump	Secretary
Alfonso Restrepo	Treasurer
Emma Villa de Escallón	Board Member

The purpose of this group of parents was to create a bilingual school in Cartagena with a curricula and a calendar similar to those of the North American schools. In the first place, the goal was to overcome the inconveniences and discrepancies caused by changes in the school calendar and programs to the children of both local and foreign employees who came to Colombia or were returning to their home countries. The goal in the second place was to give the Colombian students the possibility to continue their studies under the North American Educational System without setbacks.

On October 11th, 1952 the classes started in a place located on the Second Avenue in Bocagrande, with three teachers and twenty-five students under the direction of Miss June Vaillant. In July of 1954 the Andian National Corporation (currently Ecopetrol) purchased the Bocagrande Club property and in September 1954 the school moved to this new facility.

In 1963 with the help of a \$935,000 grant from the U.S. government and a donation of \$300,000 from some industrialists and local and foreign citizens who were interested in keeping a binational, bilingual school in the city, the old club house was demolished, and the main part of the three-floor school building was built. The members of the second School Board participated in the construction of the new building:

Gabriel del Corral	President
Rudy Janecek	Vice President
Charles Postal	Secretary
George Stedwill	Treasurer
Dick Hislop	Board Member

The school was growing rapidly and in 1963 with Miss Helen Wallace as the Director, the school received the official approval for grades one to six of Elementary Education and for grades seven and eight of High School education, by Resolution No. 0400 March 14, 1963.

Between 1967 and 1971, being director Mr. Ken Crowl, the school was recognized and accredited by the AdvancED / SACS CASI, an accreditation that definitely made it easier for the students to be admitted to American schools and universities. This accreditation, certified by the US government, remains in force to this date.

In 1968, by Resolution No. 0505 of August 26, 1968, the Colombian Ministry of National Education approved studies up to grade Ninth of Basic High School Education. In 1970, by Resolution No. 031314, the Middle School level was approved. The first junior high graduation took place in June 1971.

In 1974, the Colombian Ministry of National Education by Resolution No. 3285 of May 18 of that year officially approved all levels and grades until further visit.

In 1979 new premises were constructed for the Preschool level and Colegio Jorge Washington started this program. In September 2006 the School opened its new Preschool facilities in Bocagrande.

On August 7, 2009, the School opened its new premises at Zona Norte (The Northern zone of the city), thus offering a better-suited campus for the students to continue developing in all areas.

PRESENTATION

Colegio Jorge Washington is a non-profit, non-confessional, co-educational institution. It is an N-12 international school that prepares the students for University, and awards seniors both the Colombian and the U.S. high school diplomas. It is accredited by AdvancED and by the Colombian Ministry of National Education.

For the purposes of this Parent/Student Handbook (the "Parent/Student Handbook") and according to Article 6 of Law 115 of 1994 ("General Law of Education") it is understood that the School educational community is made up of the students, educators, teachers, principals, parents and/or guardians, alumni and school administrators (the "Educational Community").

MISSION STATEMENT

We are a collaborative community of students, parents, teachers and staff who share a collective dedication to lifelong learning, embracing a mindset of continuous growth within a culture of trust and mutual respect.

VISION STATEMENT

Learning together as reflective citizens and innovative thinkers to build a better tomorrow.

PRINCIPLES AND FOUNDATIONS

In order to achieve the Colombian Education objectives and goals proposed by the General Law of Education as amended and supplemented, by the AdvancedED SACS CASI, by Law 1620 of 2013 and by the institutional objectives, Colegio Jorge Washington focuses its educational action based upon the following principles:

1. **Family is the fundamental unit of society and primarily responsible for the education of their children. Accordingly, the school proposes:**
 - a) To promote the parents' active and responsible participation in the administrative and organizational procedures of the School.
 - b) To strengthen parental participation in COJOWA community educational procedures.
2. **The person is a unique, free, dignified, responsible and self-developing human being. Accordingly, the school proposes:**
 - a) To promote human values and virtues by practicing and experiencing them in the day-to-day activities.

- b) To educate towards the use of freedom with responsibility, propitiating participation and the exercise of democratic values.
 - c) To teach resilience creating a positive vision of their own future to develop their life project.
- 3. Humans learn by building their knowledge through the communicative interaction with others. Accordingly, the school proposes:**
- a) To promote and apply an active, constructive and process-developing methodology.
 - b) To propitiate the communicative interaction among school members within the local, regional and international socio-cultural context, as a way of promoting interchange, construction and progress in the social, cultural and spiritual scopes.
 - c) To encourage the student to become an active element of the learning process and get self-development through the personal potential and the interaction with others.
- 4. Scientific and technological advances influence human activity in its conception and relationship with the world and with other people. The assessment, acquisition and application of today's technological, cultural and scientific knowledge are fundamental in an education process open towards the Twenty-First Century. Accordingly, the school proposes:**
- a) To promote an ethical conscience for the use and application of scientific and technological knowledge, and put them at the service of humanity.
 - b) To create educational and methodological conditions that will enable students to become familiar with the understanding, use and production of modern scientific and technological codes.
- 5. Culture is the result of a historical process; its knowledge, preservation and enrichment are fundamental tasks of human beings and society. Accordingly, the school proposes:**
- a) To increase and strengthen the cultural literacy and the sense of belonging and national identity.
 - b) To increase the study of human sciences and the development of universal values.
 - c) To educate in the respect for the differences and to recognize the value of foreign and minority cultures.
- 6. A demanding attitude is the basis of personal excellence which is the aim of the education aimed at searching personal success, leadership and social service. Accordingly, the school proposes:**
- a) To promote personal excellence, comprehensive education, and total quality of life, through the exercise of an educational discipline that leads to autonomy and self-discipline.

- b) To educate in human virtues, positive attitudes, the use of freedom with responsibility, decision-making, leadership and self-esteem.
 - c) To promote activities that will allow us to become conscious of our social reality and be made aware of our responsibility toward it.
- 7. To educate for the Twenty-First Century is to prepare the students for the unpredictability of the future. Accordingly, the school proposes:**
- a) To apply methods to encourage the development of thinking processes and conceptual learning.
 - b) To develop investigative attitudes and abilities to formulate hypothesis and develop methodical problem solving skills.
- 8. Tolerance, respect for differences, for the rights of others and for human dignity; participation and mutual cooperation are fundamental values of COJOWA's Institutional Educational Project ("PEI"). Accordingly, the school proposes:**
- a) To promote the participatory democracy practices in the daily life of the School.
 - b) To promote the experience and practice of freedom with responsibility.
 - c) To promote activities that help training participative citizens.
 - d) To coordinate the educational activity and lead the process actively, promoting educational practices aimed at searching investigation and creativity.
- 9. Humanity is responsible for the use, preservation or destruction of our environment. Accordingly, the school proposes:**
- a) To raise awareness of the impact our actions have on the environment and the responsibility we all have to preserve it.
 - b) To develop programs, activities and strategies promoting the rational use of the resources.
- 10. Colegio Jorge Washington, within a non-confessional framework, recognizes that human beings have a transcendent dimension that connects them with their spirituality and religious beliefs, whatever they are.**
- a) The school promotes coexistence based on values of respect, acceptance and tolerance.
 - b) It creates spaces for all members to explore and work on their ethics, spirituality and knowledge of the different religions in the world.

EDUCATIONAL MODEL

According to its mission, vision, philosophy and objectives, Colegio Jorge Washington avows to be a humanist school with constructivist tendencies and a Montessori-oriented Pre-school within a bilingual and resilient framework. We are committed to offering a comprehensive education focused on the human being. We understand that this requires being open to an eclectic model.

True to our mission and based on an education that seeks unity between the affective and cognitive dimensions, in which the development of values, feelings and modes of behavior will reflect our humanistic nature, we expect our students to develop the following skills:

1. **Thinking Skills**

- Analyzes, understands, and uses the information creatively to solve real problems in the surroundings and in the community.
- Shows interest in the technological and scientific advances and in developing an investigative attitude.

2. **Critical Thinking Skills**

- Investigates and uses problem solving processes in all fields to select information, perform a critical analysis and make relevant decisions.

3. **Communication Skills**

- Uses modern means of communication in a thorough and efficient manner.
- Ability to communicate in English and Spanish proficiently.
- Establishes consistent relations between language and culture.

4. **Skills to Make Commitments to the Community**

- Contributes to the community empathetically with a spirit of cooperation, and participation.

5. **Abilities to Establish Social Relationships**

- Acts upon the principle of otherness, respecting others' rights and dignity.
- Shows a high and healthy self-esteem.
- Sets high, yet realistic personal goals, and achieves them.
- Consistently shows self-control and discipline.

6. **Skills to Establish Relationships with the Universal Culture.**

- Uses the knowledge of the past to explain the present and projects it into the future.
- Understands interrelationships among the different human cultures and societies and acts accordingly.
- Interacts with other cultures, alluding to them in a critical and creative manner, based on his/her own identity and cultural values.

7. Abilities to Behave Ethically

- Understands the significance of each one of his/her actions and acts in a reliable way according to the principles of social ethics.

8. Abilities to Maintain Physical, Mental and Spiritual Health

- Puts into practice personal plans for physical development and preservation of the mental, spiritual and environmental health, with solid and safe criteria.

9. Art Appreciation and Production Abilities

- Appreciates art and develops artistic skills to boost imagination, creativity and aesthetic enjoyment.
- Respects and values all own and universal cultural expressions.

THE COJOWA STUDENT PROFILE

Colegio Jorge Washington focuses its educational purposes to the development of its students' personal and social values, educating them to become:

- Autonomous, creative and productive human beings, with the ability to adapt.
- Compassionate and empathetic people, with a high sense of respect for and acceptance of others; able to understand social issues and to propose and implement innovative solutions.
- People with a deep sense of belonging towards the school, the city, the country and the world.
- Citizens with a global vision, prepared to face with talent and confidence their community's future in the economic, cultural and political fields, being aware of the impact their actions may have on the rest of the world.
- People with their own identity and respect for themselves and for the cultural diversity.
- Citizens with a solid physical, social-ethical and intellectual balance, and a harmonious interaction with nature.

INSTITUTIONAL VALUES

According to COJOWA's strategic plan and value actions, we expect all members of the Educational Community to be an example of the following values both within and outside the School premises:



Responsibility	COJOWA students are prepared and ready to learn. COJOWA staff and parents are ready to facilitate this learning process.
Empathy	COJOWA students, staff and parents understand others' feelings and show respect.
Assertion	COJOWA students, staff and parents know how to stand up for what is right.
Cooperation	COJOWA students, staff and parents are able to listen and work with others.
Honesty	COJOWA students, staff and parents tell the truth and take responsibility for their actions.
Excellence	COJOWA students, staff and parents endeavor to give the best of themselves.
Self-control	COJOWA students, staff and parents are self-controlled. They think before acting.
By REACHING our values, we feel proud to belong to COJOWA!	

CHAPTER I

ENROLLMENT AND ADMISSION

ARTICLE 1 ENROLLMENT

- 1.1 Conditions to become a student of Colegio Jorge Washington:** To comply with all requirements established by the Colombian Ministry of National Education (“MEN”) and successfully complete the admission and enrollment process established by the School in its Procedures Manual.
- 1.2 Enrollment Contract:** Enrollment is the act that formalizes the student’s link to the educational service offered by the School. It is performed once, when the student is admitted to study at the School and it may be renewed for each academic period. The enrollment contract will be governed by the private law and shall establish without limitation the rights and duties of the parties, grounds for termination and conditions for contract renewal. The following documents constitute an integral part of the contract: the PEI, the Parent/Student Handbook contained herein and all other internal regulations of the School.
- 1.3 Collections:** The school will charge for enrollment fees, tuition, periodic collections and other periodic collections as defined in Article 2.3.2.2.1.4 of Single Regulatory Decree for the Education Sector (“Decree 1075 of 2015):
- a) Periodic Collections:
- School Transportation Service
 - School Cafeteria Service
- b) Other Periodic Collections:
- Technological Promotion
 - NWEA Tests
 - Yearbook / Calendar
 - School Insurance
 - Prevention Programs
 - Donation to COJOWA Foundation
 - Alumni Association
 - Eagles Activities (monthly)
 - Learning Center (monthly)
 - Spanish as a Second Language (monthly)

Paragraph 1: The above collection fees will be updated pursuant to the Directive Council approval and

the Department of Public Education (*Secretaría de Educación*) authorization.

Paragraph 2: In those special cases in which an extraordinary contribution is required to participate in or carry out particular events, a written document authorized by the administrative management will be required.

ARTICLE 2 ADMISSION

2.1 Philosophy: The aim of the School admission process is attracting students and families interested in growing within an educational environment that commits themselves, leaves positive experiences on them and gives them the opportunity to enjoy the pleasure of getting educated and reaching their individual potential.

For COJOWA it is of utmost importance to ensure that the prospect families have the same educational philosophy of the institution, in harmony with the programs and services offered by the school pursuant to its mission, vision, resources and objectives. Additionally, applicants will be admitted based on space availability, academic achievements, social and emotional development and academic recommendation letters. Likewise, all applicants must have the English and Mathematics levels required by the institution (this does not include preschool children).

New students' admission approval is subject to the places available, academic achievements and their discipline record.

COJOWA expects its community to be made up of local families, foreign families from various countries and alumni and that all of them share similar educational concepts and commit themselves to work together to fulfill our mission.

2.2 Demography: One of the School objectives is offering balanced classrooms with regards to the number of students per classroom, nationalities and other special needs. Only the Board of Directors of the Corporation can approve additional places above the maximum number established per group.

2.3 Admission Priorities: Based on the admissions philosophy, COJOWA considers the following criteria to prioritize admittances, always subject to the number of places available:

- Children of alumni;
- Children of families with other children already enrolled in COJOWA;
- Students previously enrolled who are returning from other cities or countries;
- Children of COJOWA Teachers or certain employees;
- Children of local families;
- Children of international families.

These criteria shall be applied during normal admission periods or in the case that several Children are applying for the same place.

American Embassy families are exempt from these criteria and a transit place is approved regardless of the availability. However, this is subject to the applicant's approval of all admission interviews and academic tests.

2.4 Admission Process Normal Period: The normal period for the Admissions Department to receive applications for the new school year is from November to March. Tests are taken between April and August as applicable. Applications received outside the statutory timeframe, will be subject to availability of places.

2.5 Admission Ages:

Grade	Minimum Age to Enroll (before August 31st)
Circle Time	18 months
Maternal	3 years
Pre-Kinder	4 years
Kinder	5 years
1 st Grade	6 years
Admission to other grades is based on the student's age, grades obtained, current grade, academic performance and behavior	

Note: Exceptions for student admission may be considered for students whose birth dates fall between 1 September and 31 December, for foreign families or for those who are requesting transfer to COJOWA from another American or international school.

2.6 Requirements:

- Application;
- Statement of Understanding;
- Questionnaire;
- Academic Recommendations;
- Grades obtained;
- Family and personal references;
- Identification;
- Certificate of Good Standing;
- Medical Tests;
- Work and Bank Certificates.

Once all documents are submitted, the Head of Admissions shall inform the family about the next steps in the admission process.

2.7 Admission Process:

- Application and interview with the Head of Admissions
- Revision by the Admissions Committee
- Academic admissions process
- Admission process result

The Head of Admissions will be monitoring on a permanent basis each step of the checking list to be completed in the admission process, from the enrollment application through the academic process.

During the initial contact with the prospect families, COJOWA will inform them that any admission will be subject to the availability of places in the grade they are applying to.

The policies and conditions mentioned herein as well as the school philosophy and the admission procedures are available on the School's web site: www.cojowa.edu.co/admissions-process-0

CHAPTER II

STUDENTS' RIGHTS AND RESPONSIBILITIES

ARTICLE 3

STUDENTS' RESPONSIBILITIES

Every person is a subject of rights or duties. The exercise of a person's duties and rights entails the use of freedom with responsibility. A comprehensive education in the scope of freedom involves the need for fulfilling all duties the cornerstone of which is the respect for one's own dignity and that of the others and for one's own rights and those of the others. The commitment of our students is summarized in the fulfilling of this Parent/Student Handbook and COJOWA's Code of Honor, which is part of this handbook and consists of:

- a. To show respect for other people, their rights, beliefs and property;
- b. Always tell the truth and act honestly;
- c. To be responsible for your acts both inside and outside the school and understand that any improper behavior has consequences;
- d. To resolve conflicts in a peaceful and rational manner;
- e. To maintain a proper, clean and organized personal appearance;
- f. To pursue academic excellence and personal improvement on a day-to-day basis;
- g. To take care of yourself, maintain a healthy body and mind free from addictions;
- h. To be always on time and show respect for others' time;
- i. To look after and take responsibility for the School campus, supplies and resources;
- j. To contribute to the creation of a healthy, safe, resilient and pleasant environment;
- k. To become an example of the School's institutional values.

ARTICLE 4

STUDENTS' RIGHTS

All students in the School have the following rights:

- a) To receive a comprehensive, high-quality education that paves the way for the full development of their potential; guarantees a successful integration into their communities and into the world; and ensures access to productivity, to scientific and technical knowledge management and to understanding and producing codes of modernity;
- b) To respect for their private lives, their religious and philosophical beliefs and the free development of their personality, without undermining their own or others' integrity or rights, and to be free from any sort of discrimination, because of race, physical appearance, political or philosophical beliefs;

- c) To have his fundamental right to due process respected and observed always;
- d) To be evaluated in a comprehensive manner, in all academic, personal and social aspects;
- e) To receive protection in the case of any facts or circumstances that threaten their personal or legal integrity;
- f) To receive regular and timely information about their academic and training progress;
- g) To receive anytime and anywhere a dignified, thoughtful, respectful and exemplary treatment from their superiors and all other members of the Educational Community;
- h) To elect and be elected as a member of the different councils and committees established by law and by the PEI (*Proyecto Educativo Institucional*);
- i) To make a responsible use of the school movable and immovable property, and of the academic and training services offered.
- j) To submit respectful suggestions or requests aimed at improving the quality of education received, through the established communication channels;
- k) To receive timely answers to their suggestions and complaints.
- l) To enjoy a healthy, happy, and peaceful environment that contributes to the normal and harmonious development of their health, learning, and education;
- m) To receive guidance and specialized advice to solve their problems, conflicts, and learning difficulties;
- n) To present reasonable excuses for not fulfilling their duties or to justify any absences and to have their late works or tests not taken received and evaluated, according to PEI regulations;
- o) To enjoy rest, sports, recreation, and free time;
- p) To express themselves freely about any discrepancies and disagreements in a respectful manner, following the norms and procedures set forth for that purpose;
- q) To be aware from the beginning of the school year of the institutional evaluation system for students: criteria, procedures, and evaluation and promotion instruments;
- r) To know the results of the evaluation processes and to receive answers to any related inquiries and requests presented, on a timely basis;
- s) To receive guidance and assistance from the teachers and the Psychology department to overcome their learning weaknesses;

CHAPTER III

PARENTS' RIGHTS AND RESPONSIBILITIES

ARTICLE 5 PARENTS' RESPONSIBILITIES

The family, as the fundamental unit of society and primary responsible for the children's education has the following responsibilities and rights, in addition to those provided by the applicable rules and regulations. (For the purposes of this Parent / Student Handbook, the term "Parents" includes fathers, mothers and guardians duly accredited):

- a) To support in the School and in the community all actions and activities planned by the School and aimed at providing a comprehensive education to their children.
- b) To provide at home the proper environment and support necessary to give their children a high-quality comprehensive education, consistent with the one offered at school.
- c) To participate in the design, implementation, follow-up, and evaluation of strategies together with the School, to achieve adequate solutions to their children learning and training problems and difficulties.
- d) To attend on time meetings and activities programmed by the School or the authorized committees in order to provide support, knowledge, and suggestions to improve the services and educational quality.
- e) To attend on time and participate actively in the educational events programmed by the School of Parents (*Escuela de Padres*) to offer training and contribute to the guidance and education of their children.
- f) To offer their cooperation, skills and knowledge to the School governing bodies, if they are elected as members.
- g) To offer a courteous, respectful, and dignified treatment to all members of the Educational Community, including administrators, teachers, office staff and maintenance personnel.
- h) To provide without restriction all necessary or requested information about their children to the relevant people according to their functions, in order to make decisions aimed at improving the students' education, always without undermining their dignity or individual rights.
- i) To fulfill their economic obligations contracted with the School in a timely manner.
NOTE: If parents fail to fulfill the economic obligations over a period of three consecutive months, they are required to enter into a payment agreement with the School, which shall be signed by both parties. The parents expressly accept that in the event of repeated failure to fulfill, the enrollment contract will not be renewed.
- j) To be familiar with all discipline and coexistence norms including this Parent/Student Handbook and all other internal regulations of the School.
- k) To ensure the good behavior of their children inside and outside the School.
- l) To be on time for all personal appointments made by the School or by authorized people to design joint strategies to improve the students' educational experience.

- m) To make sure that your children comply with all the rules contained in this Parent/Student Handbook by assuming your own responsibilities and authority without delegating them, under any circumstance, to the institution or to any School member such as principals, teachers, etc.
- n) To make respectful suggestions through the proper channels in the interest of improving the education offered by the School.
- o) To respect the regular communication channels to file complaints and claims. Parents cannot approach the students without prior permission from the Section Principals.
- p) Parents, whose children have any psychological, emotional, health or academic disorders shall follow-up the School evaluations along with any therapeutic treatment and medication formulated by a health professional, if required. They shall also inform the School about any situation that may have an impact on the students' educational process.
- q) To Follow-up their children evaluation process on a permanent basis.
- r) To analyze the regular evaluation reports.
- s) To be an example of the School's institutional values, and avoid criticizing or making detrimental comments that may undermine the good name of the School.
- t) To inform the Section Principal via E-mail or by telephone when their children will not attend school or if they need to leave the School during class hours. Also to send through the same means a written excuse duly signed justifying the student's absence, within the three (3) days following the student return to school.
- u) To return to the School things their children take home and that don't belong to them.

ARTICLE 6 PARENTS' RIGHTS

The family, as the fundamental unit of society and primary responsible for the children's education has the following rights, in addition to those provided by the applicable rules and regulations:

- a) To demand a high quality education for their children, and the efficient and timely educational services offered by the school, according to its regulations.
- b) To be familiar from the beginning of the school year with the institutional evaluation system for students: criteria, procedures, and evaluation and promotion tools.
- c) To elect and be elected as a member of any of the School governing bodies, committees and associations established by the School, according to the internal regulations, and carry out their functions thoroughly.
- d) To receive reports regularly or whenever they are reasonably requested about the academic and educational progress of their children, and to receive professional guidance for their education.
- e) To receive information about the school progress, plans, programs, and projects through the appropriate channels.
- f) To attend all activities programmed specifically for parents by the School, without exception or restriction, except those established by the school internal regulations.

- g) To receive a respectful and dignified treatment from all the Educational Community members.
- h) To receive training to perform as an effective parent-educator through the Parent School (Escuela de Padres) programs.
- i) To make respectful suggestions aimed at improving the quality of the education offered to their children.
- j) To receive prompt responses to their requests or claims.
- k) Participate with proposals or suggestions, through their representatives in the councils and committees as provided by law, in the planning, scheduling, and evaluation of academic and training programs and plans.
- l) To accompany the students' evaluation process.

ARTICLE 7

PROCEDURE TO FILE CLAIMS AND COMPLAINTS

Each and every member of School Educational Community has the right to file complaints or claims whenever they consider a right has been infringed, and to suggest proposals to improve educational processes, following the regular channels and procedures.

In general, these are the steps to be followed:

- a) To file complaints and/or claims parents or students shall follow the regular channels, taking into account the seriousness of the offense, as follows:
 - First step: To make an appointment with the teacher when you have any query. Teachers know and understand your children needs. Most problems will be solved at this level.
 - Second step: If your query has not been solved by the teacher, either the parents or the student may make an appointment with the corresponding Section Principal to discuss the issue.
 - Third step: If your queries have not been solved in the second step, the parents or the students may make an appointment with the School Director to discuss the issue and find a solution or an answer.
 - Forth step: If the three (3) previous steps have not worked out, the parents or the student may go to the Directive Council.
- c) The School teachers and principals are committed to education and take into consideration high level standards of professionalism. The cooperation and proper use of

these communication channels will result in great benefits to our task to meet the students' needs.

- d) Complaints or claims lodged with the School governing bodies, councils, and committees may also be filed in writing, mentioning the right allegedly violated and describing the event and circumstances in which it happened.
- e) The following chart must be used as a reference to know which is the proper communication channel to be used:

A C A D E M I C	Matters related to:	First Communication Level	Second Communication Level	Third Communication Level		Fourth Communication Level	
	Sports	→ Coach	→ Athletic Director	→ Principal	→	Director	
	Attendance	→ Section Secretary	→	Principal	→	Director	
	Student/Class	→ Teacher	→	Principal	→	Director	
	Student Services						
	Special Education	→	Staff Learning Center	Principal	→	Director	
	Psychology		Psychologist				
	Health		Nurse				
	A D M I N I S T R A T I V E	Matters related to:	First Communication Level	Second Communication Level	Third Communication Level		Fourth Communication Level
Cafeteria		→ Cafeteria Manager	→	Administrative Director	→	Director	
Finance and Payments		→ Portfolio/Cash	→	Administrative Director	→	Director	
Maintenance		→ Head of Infrastructure	→	Administrative Director	→	Director	
Admissions		→	Director of Development and Admissions		→	Director	
Security		→ Cafeteria Manager	→	Administrative Director	→	Director	
Systems/Technology		→	Technology Coordinator	→	Administrative Director	→	Director
Transport		→	Transport Coordinator	→	Administrative Director		→ Director
School Policies		→	Director	→	Directive Council/ Board of Directors	→	Parents General Assembly

CHAPTER IV

TEACHERS' RIGHTS AND RESPONSIBILITIES

ARTICLE 8 TEACHERS' RESPONSIBILITIES

In addition to the obligations set forth by the relevant regulations, the school teachers have the following responsibilities:

- a) To contribute with their experience and professionalism to achieving the School Vision, Mission and Strategic Objectives, being the institutional values and the ethical and moral principles of a good citizen the fundamental pillars to fulfill their duties.
- b) To comply with all clauses contained in their work contract; with the required profile for their job; with the complementary standards issued by the School's different levels of authority, and with those established in the Teacher's Handbook and other related handbooks.
- c) To look after the students' welfare, security and integrity at all times, especially during the surveillance shifts, land travel, cultural and sport activities, etc.
- d) To fulfill, in a timely and orderly manner all their academic and educational responsibilities programmed by the School, including but not limited to classes, report cards, quizzes and institutional tests, surveillance shifts, replacements, assistance and control during cultural, sport and academic activities.
- e) To fulfill the **PEI** provisions, especially those regarding the School curriculum; in case of any innovation, the teacher shall consult with the Curriculum Coordinator and the corresponding area Principal.
- f) To solve conflicts and difficulties in an atmosphere of conciliation and dialogue, always following the School approach and guidance and those of the corresponding division.
- g) To look after the Students compliance with all discipline and behavior standards provided by this Parent/Student Handbook and to take preventive, educational and corrective actions as required.
- h) To show at all times leadership towards the students, being fair, impartial and objective in their evaluations and appraisals.
- i) To act with integrity and diligence in the performance of their duties, showing respect for the dignity of others.
- j) To avoid involving themselves in conflicts of interest based on the fact that they may have a privileged relationship with their students. For this reason, they will abstain from exploiting this relationship in a material, ideological, or moral way.
- k) To ensure their personal and professional training, always making their knowledge available to the students and the School.

- l) To speak and promote the use of English inside and outside the classroom, if they have been hired to teach this language.
- m) To treat all members of the Educational Community and everyone else inside and outside the school, in a respectful, dignified and considerate manner.
- n) To respect the confidentiality of sensitive information related to the students, communicating it only to authorized personnel.
- o) To dress and behave inside the school according to the provisions of this Parent/ Student Handbook. To show respect for other people's rights and to act according to the limits imposed by those rights to their own rights and personal freedom. To respect the privacy of others, their religious, political and philosophical beliefs, and their physical and moral integrity.
- p) To follow the regular channels established for making claims or suggestions that they consider appropriate, pursuant to the provisions of this Parent/Student Handbook. This includes proposals submitted to different committees for the students' continuous improvement, such as automatic promotion, failure of the school year or the need for an individual specialized therapy.
- q) To actively participate in all sport, recreational, academic and cultural activities scheduled by the School, and to maintain a positive and proactive attitude towards the development, control and success of those activities.
- r) To accept being evaluated by the School's directors, superiors, colleagues, students, administration and support staff, understanding that this evaluation only seeks the personal improvement and that of the educational processes in general.
- s) To be responsible for the classroom organization, decoration and aesthetics, encouraging the students to look after the furniture, materials and any other supplies that contribute to their education.
- t) To maintain a harmonious and cooperative relationship with all the professionals that serve this institution, including such support staff as the nurse, assistants, cafeteria, technology department, and maintenance personnel, etc.
- u) To be an example of the institutional values of the School.

ARTICLE 9

TEACHERS' RIGHTS

All the School teachers have a right to:

- a) Be respected in their privacy, religious, philosophical, and political beliefs and be free from discrimination in whatever circumstances for race, physical appearance or convictions reasons.
- b) Receive anytime and anywhere a dignified, polite and respectful treatment from their superiors, school parents, students and all other members of the COJOWA Educational Community.
- c) Receive timely answers to their claims, suggestions, and complaints.

- d) Enjoy a healthy, cheerful and harmonious atmosphere that facilitates the normal development of their health and their work as teachers.
- e) Have access to permanent training and educational programs (after a previous study by the Principal and the Director, provided that they are in line with the School educational and training plans).
- f) Receive guidance and specialized advice to solve problems, conflicts and difficulties; in case of work harassment, activate the route provided by Article 64 of this Parent/Student Handbook, in accordance with the law.
- g) Elect and be elected as a member of the School Council of Directors according to the relevant regulations, and to be elected as a member of any of the existing councils and committees, for the successful development and smooth operation of the School.
- h) Receive information about the school progress, its plans, programs and projects through the established channels.
- i) Make respectful suggestions and complaints, in support of the quality of education improvement or any other aspects of interest to the School.
- j) Be objectively and comprehensively evaluated according to the established legal regulations.
- k) Make responsible use of the School's movable and immovable property, and of the different services and benefits offered by it.
- l) Present reasonable excuses, i.e. temporary disability, to justify any absences from work or the non-fulfillment of their duties as teachers.

CHAPTER V

NATIONAL SYSTEM OF SCHOOL COMMUNITY WELLBEING AND TRAINING FOR THE EXERCISE OF HUMAN RIGHTS, EDUCATION FOR SEXUALITY AND THE PREVENTION AND MITIGATION OF SCHOOL VIOLENCE

ARTICLE 10 DEFINITIONS

a) **Citizenship Skills:** This is one of the basic competences defined as the set of knowledge and cognitive, emotional and communication skills that hinged together will make it possible for the citizen to act in a constructive manner in a democratic society.

b) **Education for the exercise of human, sexual and reproductive rights:** It is aimed at training people to become able to recognize themselves as active individuals with human, sexual and reproductive rights and based on this, to develop skills to relate with themselves and with others under the criteria of self-respect, respect for others and respect for the environment. This will allow them to reach a physical, mental and social wellbeing that will enable them to make assertive, informed and autonomous decisions to exercise their sexuality in a free, satisfactory, responsible and healthy way, with a view to building their life project and transforming social dynamics towards fairer, more democratic and responsible relationships.

c) **School harassment or bullying:** Is a negative, deliberate, methodical and repeated behavior involving aggression, intimidation, humiliation, ridiculing, defamation, coercion, deliberate isolating, threatening or incitement to violence through any form or psychological, verbal or physical mistreatment or by electronic means against a boy, a girl or an adolescent from a student or several of his/her fellows with whom the student has an asymmetrical power relationship, that happens over and over during a certain period of time.

It may also happen that students are bullied by teachers or teachers are bullied by students amid the indifference and complicity of their surroundings. School harassment has consequences on the students' health, emotional welfare and academic performance as well as on the school climate.

d) **Cyberbullying or on-line harassment:** Is a form of intimidation with the deliberate use of information technologies (the Internet, virtual social networks, mobile phones and video games on line) for a continued psychological mistreatment.

e) **Conflicts:** These are situations in which there is a real or perceived incompatibility between one or several individuals and their interests.

f) **Conflicts improperly managed:** These are situations where conflicts are not solved in a constructive manner giving rise to facts that may have an impact on the school coexistence, such as quarrels,

confrontation or fights between two or more members of the Educational Community, at least one of them being a student, providing there is no physical harm to any of the involved people.

g) **School Aggression:** is any action perpetrated by one or more members of the Educational Community aimed at adversely affecting other members, at least one of them being a student. School Aggression may be physical, verbal, gestural, relational and electronic.

- **Physical aggression:** is any action aimed at harming the body or health of another person, including but not limited to punching, kicking, pushing, slapping in the face, scratching, biting, pinching and pulling the hair;
- **Verbal aggression:** is any action aimed at embarrassing, humiliating, intimidating or discredit others with words, including insults, hurtful nicknames, teasing and threats;
- **Gestural aggression:** is any action aimed at degrading, humiliating, intimidating or discredit others with gestures.
- **Relational aggression:** is any action aimed at adversely affecting others' relationships. This includes exclusion from groups, deliberate isolation and spread of rumors or secrets seeking to tarnish others' image or reputation.
- **Electronic aggression:** is any action aimed at adversely affecting others through electronic means. This includes sharing intimate or humiliating videos or photos in the Internet; making insulting or offensive comments about others through the social networks or any technological platform; sending insulting or offensive electronic mails, text messages or any other communication whether anonymously or revealing the identity of the sender.

h) **Sexual violence:** As provided by article 2 of Law 1146, 2007, *“Sexual violence against children and adolescents is defined as any act or behavior of a sexual nature exerted on a boy, girl or adolescent by force or by any form of physical, psychological or emotional coercion, taking advantage of the conditions of defenselessness, inequality and power relations existing between the victim and the perpetrator.”*

i) **Infringement of children’s and adolescents’ rights:** is any situation involving harm, injury or damage that impedes children and adolescents the full exercise of their rights.

Restoration of children’s and adolescents’ rights: is a series of administrative and other actions conducted to restore their dignity and integrity as subjects of rights and their ability to enjoy in an effective manner the rights that have been infringed.

ARTICLE 11 PRINCIPLES

The principles of the *National System of School Community Wellbeing and Training for the Exercise of Human Rights, Education for Sexuality and the Prevention and Mitigation of School Violence* (the “National System of School Community Wellbeing” or “the System”) are:

a) **Participation:** According to this principle, educational institutions and schools shall guarantee their active participation in the exercise of their respective duties, to coordinate and harmonize actions for the full compliance of the System purposes. Pursuant to the General Education Act and to Articles 31, 32, 43 and 44 of Law 1098 of 2006, educational institutions shall guarantee the children's and adolescents' right to participate in the development of strategies and actions to be carried out inside the schools within the framework of the System. According to articles 113 and 288 of the Political Constitution, all government sectors shall work within the framework of coordination, concurrence, complementarity and subsidiarity in fulfillment of their mission duties.

b) **Shared Responsibility:**

Family, School, society and State have a shared responsibility for the civic training and for the promotion of school coexistence and the education for the exercise of the human, sexual and reproductive rights of children and adolescents, in their corresponding scope of activity, pursuant to the System objectives and in accordance to the provisions of article 44 of the Political constitution and the Childhood and Adolescence Code.

c) **Autonomy:** All individuals, territorial bodies and educational institutions are autonomous in line with the Political Constitution and within the limits established by the law and other regulations and standards.

d) **Diversity:** The System is based on the recognition, respect for and appreciation of the own dignity and the dignity of others, without discrimination on grounds of gender, sexual orientation or identity, ethnic group or physical, social or cultural condition. Children and adolescents have the right to an education and training based on the holistic conception of the individual and human dignity, in peaceful, democratic and inclusive environments.

e) **Comprehensiveness:** The System will have a comprehensive philosophy focused on the promotion of education for the individual self-regulation, education for the social sanction and education on the respect for the Constitution and the Law.

ARTICLE 12 SCHOOL RESPONSIBILITIES

In addition to its own specific duties and those established by the current regulations the School will have the following responsibilities:

a) To guarantee its students, teachers, directors, principals and other personnel the respect for the dignity and the physical and moral integrity within a framework of school coexistence and respect for the human, sexual and reproductive rights.

b) To implement the School Community Wellbeing Committee (Comité de Convivencia Escolar) and ensure the fulfillment of its duties pursuant to the provisions of articles 11, 12 and 13 of Law 1620 of 2013.

c) To develop the prevention, promotion and protection components through the Parent/Student Handbook and the application of the Comprehensive Response Flowchart for the school community wellbeing (the “Comprehensive Response Flowchart”) in order to protect students from all forms of harassment, school violence and violation of the human, sexual and reproductive rights by other students, teachers or principals.

d) To review and adjust the PEI, the Parent/Student Handbook and the Institutional student evaluation system yearly by means of a participatory process involving students and the Educational Community in general, in the light of the rights, competences and differential approaches, pursuant to the General Education Law, Law 1098 of 2006 and all related regulations.

e) To review the School community wellbeing conditions every year and identify risk factors and protection factors that may have an impact on the school coexistence, the protection of human, sexual and reproductive rights, the institutional self-evaluation processes or the quality certification, based on the implementation of the Comprehensive Response Flowchart and on decisions made by the Community Wellbeing Committee (Comité de Convivencia).

f) To take action involving the Educational Community in a process of pedagogical reflection on factors related to violence, school harassment, the infringement of sexual and reproductive rights and the impact of same, incorporating appropriate knowledge about self-care of the body and the relationships with others and instilling tolerance and mutual respect.

g) To develop strategies and instruments aimed at promoting school community wellbeing based on evaluations and following up the more frequent forms of harassment and school violence, if any.

h) To adopt strategies to encourage attitudes among the Educational Community members for the promotion and strengthening of the school community wellbeing, mediation and reconciliation and to disseminate these successful experiences.

i) To develop pedagogic strategies to articulate training processes among the different areas of study.

ARTICLE 13 RESPONSIBILITIES OF THE SCHOOL DIRECTOR

In addition to his own specific duties and those established by the current regulations the School director will have the following responsibilities:

a) To lead the Community Wellbeing Committee (Comité de Convivencia Escolar) pursuant to the provisions of articles 11, 12 and 13 of Law 1620 of 2013.

- b) To incorporate the development of prevention and promotion components and the established protocols or procedures to implement the Comprehensive Response Flowchart in the institutional planning processes.
- c) To lead the yearly review and adjustment of PEI, the Parent/Student Handbook and the institutional evaluation system, in a participatory process involving students and the Educational Community in general, within the framework of the Institutional Improvement Plan.
- d) To report any case of school harassment or violence and infringement of sexual and reproductive rights of the School children and adolescents in his capacity of president of the School Coexistence Committee, according to the current regulations and the protocols of the Comprehensive Response Flowchart, and follow up such cases.

ARTICLE 14 RESPONSIBILITIES OF THE SCHOOL TEACHERS

In addition to their own specific duties and those established by the current regulations the School teachers will have the following responsibilities:

- a) To identify, report and follow-up all cases of school harassment, school violence and infringement of sexual and reproductive rights that may affect the school students, according to articles 11 and 12 of Law 1146 of 2007 and other related current regulations, and with the Parent/Student Handbook and the protocols indicated in the Comprehensive Response Flowchart.
- b) If the intimidation situation known is made through electronic means, they shall report to the Community Wellbeing Committee (Comité de Convivencia Escolar) to activate the corresponding protocol.
- c) Transforming pedagogical practices to contribute to the creation of democratic and tolerant learning environments that will improve the participation, the collective construction of strategies for conflict resolution and the respect for human dignity, life and physical and moral integrity of the students.
- d) To participate in teacher updating and training processes and in the evaluation of the School environment.
- e) To contribute to the creation and implementation of the Parent/Student Handbook.

ARTICLE 15

EDUCATIONAL PROJECTS

a) The projects mentioned in numeral 1 of Article 15 of Law 1620 of 2013 shall be developed at all School levels, formulated and managed by the teachers of all areas and grades, and built collectively with other actors of the Educational Community who may not have a specific subject but meet the context situation and are part of PEI.

b) Educational projects regarding sexuality, aimed at developing competences in the students to make informed, autonomous, responsible, pleasant, healthy decisions focused on their wellbeing, and to learn how to manage risk situations through a conscious, reflexive and critical refusal and say “No” to proposals that may affect their physical or moral integrity, shall be developed step by step according to the student’s age, from each one of the compulsory subject areas indicated by the General Education Law, related to the body, the human development, the human reproduction, the sexual and reproductive health, and the contraceptive methods. This includes reflections about attitudes, interests and abilities regarding emotions, the cultural construction of sexuality, gender cultural behaviors, the sexual diversity, sexuality and healthy lifestyles as fundamental elements for the construction of the student’s life project.

c) The education for the exercise of human rights at school entails living and practicing human rights in the school’s everyday life, with the purpose of transforming learning environments where conflicts are taken as educational opportunities and solutions are reached through dialogue, agreement and recognition of differences, so that the children and adolescents may develop competences to perform as active subjects of rights in the school, family and community contexts. With this in mind, the educational project will emphasize the human dignity, human rights and the acceptance and valuation of diversity and differences. The School shall explicitly include in the syllabus the time devoted and conditions for these projects, according to the provisions of articles 76 to 79 of the General Law of Education, on syllabus and plans of study.

Paragraph: In all cases the constitutional guarantees with respect to the fundamental rights established in Title II Chapter I of the National Constitution, shall be respected.

ARTICLE 16

FAMILY INVOLVEMENT

The family, as part of the Educational Community, in the framework of the National System of School Community Wellbeing, shall have the following obligations in addition to those provided by article 67 of the Political Constitution, by the General Law of Education, by Laws 1089 of 2006 and 1453 of 2011 and all related regulations:

a) To provide their children with home spaces and atmospheres that provides confidence, tenderness, and protection of themselves and their physical, social and environmental surroundings.

- b) To participate in the formulation, planning and development of strategies promoting the school coexistence, the human, sexual and reproductive rights, the participation and democracy and the promotion of healthy lifestyles.
- c) To accompany their children in a permanent and active way in the educational process implemented by the School for the coexistence and sexuality.
- d) To participate in the Parent / Student Handbook review and adjustment through the participation bodies defined by PEI.
- e) To assume responsibilities in activities for their children use of free time to develop civic skills.
- f) To comply with the School Parent/Student Handbook conditions and obligations and respond when their children breach any of the standards contained therein.
- g) To know and follow the Comprehensive Care Route in the case of school violence, infringement of sexual and reproductive rights or any other situation that merits it, according to the instructions given by the School Parent/Student Handbook.
- h) To resort to the existing legal mechanisms and those established in the Comprehensive Response Flowchart to restore your children's rights when they have been infringed.

ARTICLE 17 OTHER ASPECTS OF THE SYSTEM

- a) These are the most common situations affecting the school community wellbeing and the exercise of human, sexual and reproductive rights in the specific context of the School:
- Disruption in the classroom;
 - Verbal aggression and use of improper words;
 - Misuse of social networks (photomontages).
- b) Guidelines and agreements that all members of the Educational Community shall follow to ensure the school coexistence and the exercise of human, sexual and reproductive rights:
- Complying with the School Code of Honor;
 - Complying with this Parent/Student Handbook;
 - Complying with the School REACHES values.
- c) Educational measures and actions that contribute to promoting the School community wellbeing, preventing situations that adversely affect it, reconciling, repairing damages caused and restoring a climate of constructive relationships at School, when such situations occur:
- Socialization of the minor protection policy;
 - Socialization of the Comprehensive Response Flowchart;

- Reflexive dialogues and classroom covenants;
- Implementation of a positive discipline;
- To work on the 7 Mindsets in the advisory groups.

d) Pedagogical strategies allowing and ensuring the disclosure and socialization of this Parent/Student Handbook to the Educational Community, emphasizing actions addressed to parents or guardians:

- COJOWA News;
- Parents School;
- Publications on the School website;
- Socialization through audiovisual material;
- Coffee with the counselors with the intervention of the Values Coordinator.

ARTICLE 18
COMPOSITION OF THE COMMUNITY WELLBEING COMMITTEE
(COMITÉ DE CONVIVENCIA ESCOLAR)

The Community Wellbeing Committee (Comité de Convivencia Escolar) will be composed of:

- a. The School Director, who acts as chairman;
- b. The Student Representative (Personero);
- c. A counselor or teacher with a guidance role;
- d. A section coordinator, when this position exists;
- e. The president of the Parents' Council;
- f. The president of the Students Council;
- g. A teacher who leads the school wellbeing processes or strategies.

Paragraph: The Community Wellbeing Committee (Comité de Convivencia Escolar) may invite any member of the Educational Community who is aware of the facts under study by said Committee, with the purpose of having further information. They will have voice but no vote.

ARTICLE 19
DUTIES OF THE COMMUNITY WELLBEING COMMITTEE
(COMITÉ DE CONVIVENCIA ESCOLAR)

- a) To lead the development of strategies and instruments aimed at promoting and evaluating the school wellbeing and the exercise of human, sexual and reproductive rights.
- b) To identify, document, analyze and resolve conflicts arising between teachers and students, directors and students, among students and among teachers.

- c) To lead actions promoting school community wellbeing, citizenship building, the exercise of human, sexual and reproductive rights and the prevention and mitigation of school violence among the Educational Community members.
- d) To promote the School involvement in strategies, programs and activities promoting community wellbeing and citizenship building carried out in the region that meet the needs of its educational community.
- e) To convene for a conciliation space for the resolution of conflict situations affecting the school coexistence, at the request of any of the members of the Educational Community or ex-officio when it is deemed convenient, with the purpose of avoiding irreparable damages to Educational Community members. The student shall be accompanied by the parents (or one of them) or guardian.
- f) To activate the Comprehensive Response Flowchart defined in article 29 of Law 1620 of 2013 and in this Parent/Student Handbook, in case of specific conflict situations, school harassment, conducts involving high risk of school violence or infringement of rights that cannot be solved by this Committee, as provided by the Parent/Student Handbook, because they occur beyond the school environment and have the characteristics of a punishable conduct and therefore must be addressed by other authorities that are part of the System structure and of the Comprehensive Response Flowchart.
- g) To follow-up the compliance with the Parent/Student Handbook provisions and to submit reports to the corresponding authority that is part of the System structure, regarding cases or situations known by the Committee.
- h) To propose, analyze and make viable pedagogical strategies to increase flexibility of the pedagogical model and the interaction of different areas of study to read the educational context and its relevance in the community so as to determine more and better ways to relate in building citizenship.
- i) To exercise the disciplinary powers under this Handbook.

Paragraph: The Community Wellbeing Committee (Comité de Convivencia Escolar) shall set its own regulations which shall cover all provisions regarding sessions and other procedural aspects such as those related to the election and tenure in the Committee of the teacher leading school wellbeing processes and strategies.

ARTICLE 20

OPERATION OF THE COMMUNITY WELLBEING COMMITTEE (COMITÉ DE CONVIVENCIA ESCOLAR)

- a) **Sessions:** The Community Wellbeing Committee (Comité de Convivencia Escolar) will meet at least every two (2) months. Extraordinary meetings shall be convened by the this Committee Chairman when circumstances so require or at the request of any Committee member.

- b) **Decision-making Quorum:** The Community Wellbeing Committee (Comité de Convivencia Escolar) will establish the decision-making quorum in its regulations. In no case, this Committee will meet if the Chairman is not present.
- c) **Minutes:** Minutes of each meeting of The Community Wellbeing Committee (Comité de Convivencia Escolar) shall be taken. They shall include at least the following:
- Place, date and time of the meeting
 - Record of all members attending the meeting and verification of quorum.
 - Record of members having submitted a reasonable excuse for being absent.
 - Indication of the means used to convene the meeting.
 - A synopsis of topics discussed during the meeting and all actions, steps, recommendations and concepts adopted and the sense of the votes.
 - The signature of the Chairman and Secretary of the meeting once the minutes have been approved by the participants.
- d) **Actions or decisions:** The The Community Wellbeing Committee (Comité de Convivencia Escolar), within the scope of its authority, shall develop actions to promote and strengthen the training for citizenship building and the exercise of human, sexual and reproductive rights; to prevent and mitigate school violence and adolescence pregnancy; and to respond to situations that have an impact on the school coexistence and the exercise of human, sexual and reproductive rights.
- e) **Conflicts of interest and Grounds for Impediment and Recusal:** The Community Wellbeing Committee (Comité de Convivencia Escolar) regulations shall define conflicts of interest, grounds for impediment and recusal and procedures to find a solution, ensuring the participants' impartiality.
- f) **Confidentiality:** The Community Wellbeing Committee (Comité de Convivencia Escolar) shall guarantee the right to privacy and to confidentiality of personal data processed within the framework of its actions, pursuant to the provisions of the Political Constitution, the international treaties, Law 1098 of 2006, Statutory Law 1581 of 2012, Decree No. 1377 of 2013 and all other relevant regulations.

ARTICLE 21 COMPONENTS OF THE COMPREHENSIVE RESPONSE FLOWCHART

The Comprehensive Response Flowchart shall have at least four components: promotion, prevention, assistance and follow-up.

a) The promotion component will concentrate on the development of skills and the exercise of human, sexual and reproductive rights. This component determines the quality of the school environment, defines the coexistence criteria to be followed by the Educational Community members in the different spaces of the School, and the mechanisms and participation channels. For this purpose alliances may be made with other actors and institutions according to their responsibilities.

b) The prevention component shall be implemented through a process of continuous training for the children and adolescents comprehensive development, with the purpose of reducing the impact the economic, social, cultural and familiar conditions may have on their behavior. It has a bearing on the causes that may potentially give rise to the school violence problem, on the precipitating factors in the family context and in family life substitute spaces, and that can manifest in violent behaviors that infringe others' rights and therefore those who manifest such behaviors are in potential risk of being subjects or agents of violence in the school context.

c) The assistance component shall develop strategies to assist the child, adolescent, father, mother, guardian, or teacher in a prompt, proper, ethical and comprehensive manner, when a case of school violence or harassment or aggressive behavior that infringes human and sexual rights arises, according to the protocol and within the framework of the authority and responsibilities of the institutions and bodies that are part of the System. This component involves actors different from those of the Educational Community, only when the seriousness of the alleged act, the circumstances around it or the physical and psychological damage caused to the involved minors exceed the mission function of the School.

d) The follow-up component will focus on the timely information about the status of each reported case to the Unified Information System for School Wellbeing.

Paragraph: All actions carried out in the context of the different components of the Comprehensive Response Flowchart shall guarantee the application of the comprehensive protection principles, including the right to non-re-victimization; the best interests of children and adolescents; the prevalence of rights; the joint responsibility; the enforceability of rights; the gender perspective and the rights of children and adolescents from ethnic groups, as defined in articles 7 to 13 of Law 1098 of 2006. Likewise, the principle of proportionality in the measures adopted in situations adversely affecting coexistence and the personal data protection contained in the Constitution, the international treaties and Law 1581 of 2012 must be assured.

ARTICLE 22
PROMOTION COMPONENT ACTIONS BY THE
COMMUNITY WELLBEING COMMITTEE (COMITÉ DE CONVIVENCIA ESCOLAR)

a) To lead the Parent/Student Handbook adjustments in subjects related to the System or the Comprehensive Response Flowchart;

b) To propose institutional policies to promote individual and collective wellbeing, that can be developed in the framework of PEI, according to the provisions of article 73 of Law 115, 1994;

c) To lead the implementation of training initiatives by the Educational Community in such topics as human, sexual and reproductive rights, sexuality, citizenship skills, children and adolescent development, coexistence, mediation and conciliation, for strengthening the System;

d) To strengthen the implementation and evaluation of pedagogical projects regarding education for sexuality and building citizenship from the pre-school level, that fall within the sociocultural peculiarities of the School context. These projects must ensure the children and adolescents right to receive information based on scientific evidence that will enable them to gradually develop the autonomous decision-making skills in the exercise of sexuality and the accomplishment of life projects;

e) To articulate the design, implementation, follow-up and evaluation of projects for the development of citizenship skills aimed at strengthening a positive school and classroom atmosphere, addressing at least topics related to clarification of standards, definition of decision-making strategies, agreement and negotiation of interests and objectives, and the exercise of communication, emotional and cognitive skills in support of the school coexistence.

f) To create mechanisms and tools to develop citizenship skills and to educate for the exercise of human, sexual and reproductive rights, to be implemented in a cross-cutting manner in all basic and mandatory areas of knowledge and education established by PEI.

Paragraph: The School shall implement the educational projects pursuant to the guidelines stipulated by Article 20 of Law 1620 of 2013 within the framework of the provisions of Articles 14, 77, 78 and 79 of Law 115 of 1994.

ARTICLE 23 PREVENTION COMPONENT ACTIONS BY THE COMMUNITY WELLBEING COMMITTEE (COMITÉ DE CONVIVENCIA ESCOLAR)

Prevention actions are considered to be actions that seek to provide early intervention in behaviors that could adversely affect the effective exercise of human, sexual and reproductive rights, in order to avoid such behaviors to become interaction patterns that may disrupt the educational community members' coexistence. These prevention actions include:

a) To identify the risk of common situations affecting school wellbeing and the exercise of human, sexual and reproductive rights that may occur, based on the peculiarities of the School atmosphere and the analysis of external family, social, politic, economic and cultural features that may have an impact on the Educational Community interpersonal relationships.

b) To strengthen actions that will help to mitigate situations that adversely affect the school wellbeing and the exercise of the human, sexual and reproductive rights.

c) To design protocols to deal in a timely and comprehensive manner with the most common situations affecting the School coexistence and the exercise of the human, sexual and reproductive rights.

ARTICLE 24
ASSISTANCE COMPONENT ACTIONS BY THE
COMMUNITY WELLBEING COMMITTEE (COMITÉ DE CONVIVENCIA ESCOLAR)

Assistance actions are those that assist the Educational Community members when dealing with situations affecting the School wellbeing and the exercise of the human, sexual and reproductive rights, by the implementation and application of the protocols explained below.

ARTICLE 25
COMPREHENSIVE RESPONSE FLOWCHART PROTOCOLS

The Comprehensive Response Flowchart at School starts with the identification of violence or harassment situations affecting the school wellbeing, which will have to be referred to the Community Wellbeing Committee for documentation, analysis and attention based on the application of the Parent/Student Handbook.

The Comprehensive Response Flowchart assistance component will be activated by the Community Wellbeing Committee (Comité de Convivencia Escolar) as soon as situations affecting the school coexistence are made known by the victim or by students, teachers, principals, parents or guardians or ex-officio by Community Wellbeing Committee or by any other person having information about the situation.

The Comprehensive Response Flowchart protocols and procedures indicated below encompass at least the following:

- a) To make the facts known by the directors, teachers and involved students.
- b) To bring the facts to the attention of the parents or guardians of both the victims and the perpetrators of the violent incidents.
- c) To seek alternative solutions to the facts presented, trying to find conciliation spaces as applicable, guaranteeing due process, the promotion of shared-responsibility participatory, inclusive and supportive relationships, and respect for human rights.
- d) Ensuring the comprehensive assistance and relevant follow-up for each case.

- e) Once this alternative is exhausted, those situations entailing high risk of school violence or infringement of the sexual and reproductive rights of the School children and adolescents in the pre-school, Elementary and high school levels that cannot be resolved through the channels established by the Parent/Student Handbook and require the involvement of other bodies or authorities, will be referred by the School Director, according to the Community Wellbeing Committee decisions, to the Colombian Family Welfare Institute (ICBF), the family services police divisions, the municipal or district legal representative or the children & adolescent division of the National Police, as applicable.

ARTICLE 26
PURPOSE, CONTENTS AND APPLICATION OF THE
COMPREHENSIVE RESPONSE FLOWCHART PROTOCOLS

The Comprehensive Response Flowchart Protocols are aimed at establishing the necessary procedures to assist in a timely manner the Educational Community facing situations adversely affecting the school coexistence and the exercise of the human, sexual and reproductive rights. These protocols shall define at least the following aspects:

- a) The way to start, receive and file all complaints or information about situations affecting the school coexistence and the exercise of the human, sexual and reproductive rights.
- b) Mechanisms to guarantee the right to privacy and confidentiality of physical and electronic documents, of information provided by people involved in the proceedings, and of all information arising from them, in the terms established by the Political Constitution, the international treaties, Law 1098 of 2006, Statutory Law 1581 of 2012, Decree 1377 of 2013 and all related regulations.
- c) Mechanisms to protect the people providing information about situations adversely affecting the school coexistence and the exercise of the human, sexual and reproductive rights from possible actions against them.
- d) Strategies and alternative solutions that include educational mechanisms to take these situations as opportunities to learn and practice citizenship skills by the Education Community.
- e) Relevant consequences that must follow the principle of proportionality between the situation and the adopted measures, and that shall be in accordance with the Constitution, the international treaties, the Law and the Parent/Student Handbook.
- f) Forms of monitoring the cases and the adopted measures in order to check whether the solution was effective.

- g) A directory containing the current telephone numbers of the following entities and people: The National Police; the Security person of the Municipal, District or Departmental Government Secretariat; the Attorney General Childhood and Adolescence Unit; the Childhood and Adolescence Police; the Family Advocate; the Family Commissioner's office; the Police Inspector; the Colombian Family Welfare Institute (ICBF), the nearest health care center or hospital; the Fire Department; the Red Cross; the Civil Defense; the Forensic Medicine; the constituent bodies of the National System of School Coexistence; the parents or guardians of all children and adolescents enrolled in the School.

Paragraph: The Protocols will be implemented in situations involving students against other Educational Community members or other Educational Community members against students.

ARTICLE 27 GUARANTEE OF RIGHTS AND APPLICATION OF PRINCIPLES

All actions carried out within the framework of the different components of the Comprehensive Care Route shall guarantee the application of the comprehensive protection principles, including the right to nonrevictimization; the best interests of children and adolescents; the prevalence of rights; the joint responsibility; the enforceability of rights; the gender perspective and the rights of children and adolescents from ethnic groups, as defined in articles 7 to 13 of Law 1098 of 2006. Likewise, the principle of proportionality in the measures adopted in situations adversely affecting coexistence and the personal data protection contained in the Constitution, the international treaties and Law 1581 of 2012 must be guaranteed.

ARTICLE 28 CLASSIFICATION OF SITUATIONS AFFECTING SCHOOL WELLBEING (CONVIVENCIA) AND THE EXERCISE OF HUMAN, SEXUAL AND REPRODUCTIVE RIGHTS

These situations are classified into three (3) types:

- a) Type I Situations:** Include all conflicts improperly managed and occasional situations that have a negative impact on the school environment, and in no case cause damage to the body or health.
- b) Type II Situations:** Include situations of school aggression, harassment (*bullying*) and cyberstalking (*cyberbullying*) which don't have the nature of a crime and that have any of the following peculiarities:
- Occurring repeatedly or systematically
 - Causing damage to the body or health but do not cause disability to any of the involved individuals.

- c) **Type III Situations:** Include situations of school aggression that constitute presumed crimes against freedom, integrity and sexual education referred to in Law 599 of 2000, Book II Title IV or those actions that constitute any other crime established by the Colombian current criminal law.

ARTICLE 29
PROTOCOL TO DEAL WITH TYPE I SITUATIONS

- a) To gather the parties involved in the conflict immediately and mediate in a pedagogical way asking them to expose their points of view and seeking the repair of the damages caused, the reinstatement of rights and the reconciliation within an atmosphere of constructive relationships.
- b) To set the solution in an impartial, equitable and fair manner aimed at seeking damage repair, the reinstatement of rights and the reconciliation within an atmosphere of constructive relationships. This action shall be recorded.
- c) To follow-up the case and the commitments to verify whether the solution worked or if it is necessary to resort to the protocols contained in the following articles.

Paragraph: Students trained as school mediators or conciliators may participate in handling these cases under the terms of this Parent/Student Handbook.

ARTICLE 30
PROTOCOL TO DEAL WITH TYPE II SITUATIONS

- a) In cases of body or health damage, to ensure immediate physical and mental health care of the involved parties by referring them to the relevant entities and this action will be recorded.
- b) When reinstatement of rights measures is required, refer the situation to the administrative authorities, pursuant to Law 1098 of 2006 and this action will be recorded.
- c) To adopt measures to protect the parties involved in the situation from possible actions against them, and this action will be recorded.
- d) To inform the parents of all involved students immediately. This action will be recorded.
- e) To provide spaces where the involved parties and the students' parents may state and specify the happenings, preserving always the right to privacy, confidentiality and all other rights.

- f) To determine restorative actions aimed at repairing damages, restoring rights and reconciling within an atmosphere of constructive relationships at School. Also, the appropriate consequences those those who have promoted, contributed or participated in the reported situation.
- g) The Chairman of the Community Wellbeing Committee (Comité de Convivencia Escolar) shall report the situation occurred and the adopted measures to all other members of this Committee. The Committee shall perform the analysis and follow-up in order to verify whether the solution worked or if it is necessary to refer to the protocol mentioned in the following Article.
- h) The Community Wellbeing Committee will record everything that happened and the decisions adopted and this will be signed by all members and participants.
- i) The Community Wellbeing Committee will report the case to the application implemented for this purpose in the School Wellbeing Unified Information System.

ARTICLE 31
PROTOCOL TO DEAL WITH TYPE III SITUATIONS

- a) In cases of body or health damage, to ensure immediate physical and mental health care of the involved parties by referring them to the relevant entities and this action will be recorded.
- b) To inform the parents of all involved students immediately. This action will be recorded.
- c) The Chairman of the Community Wellbeing Committee (Comité de Convivencia Escolar) shall report the situation immediately and through the most expeditious means to the relevant authorities. This action will be recorded.
- d) Notwithstanding the provisions of paragraph c) above, all the School Coexistence Committee members will be summoned in the terms established by this Parent/Student Handbook. The summons shall be recorded.
- e) The Chairman of the Community Wellbeing Committee shall inform the Committee members about the facts that gave rise to the summons, keeping confidential all information that may undermine the right to privacy and confidentiality of the involved parties, and the report submitted to the relevant authority.
- f) Even though a situation has been reported to the relevant authorities, the Community Wellbeing Committee within the scope of its authority will immediately adopt the School own measures

aimed at protecting, the victim, the alleged aggressor and those who have reported or have been involved in the situation. This action will be recorded.

- g) The Community Wellbeing Committee will report the case information to the application implemented for this purpose in the School Wellbeing Unified Information System.
- h) All cases under this protocol will be subject to monitoring by the Community Wellbeing Committee (Comité de Convivencia Escolar).

CHAPTER VI DISCIPLINARY SYSTEM

ARTICLE 32 CLASSIFICATION OF DISCIPLINARY OFFENCES

- 32.1 Disciplinary offences are classified as minor, serious and extremely serious, depending on their nature and effects.
- 32.2 The following disciplinary offences are considered to be minor:
- a) Wearing the corresponding uniform incorrectly.
 - b) Abstaining from participating in any academic and institutional activities scheduled by the School, or leaving the classroom without justification.
 - c) Failing to fulfill the established time to arrive at school or at any of the scheduled classes.
 - d) Neglecting classes and failing to fulfil the activities scheduled by the teacher.
 - e) Misusing school supplies, classrooms and other School spaces.
 - f) Neglecting the personal appearance.
 - g) Addressing any member of the Educational Community disrespectfully.
 - h) Not bringing to school the supplies required for the successful development of the academic activities.
 - i) Abstaining from handing over circulars or notifications to the parents.
 - j) Failing to fulfill the ban of using any type of electronic device, according to each teacher's rules.
 - k) Any other behaviors that disrupt the normal development of the institutional activities.

Paragraph: Any of the above described behaviors will constitute a minor disciplinary offence, even if the misconduct occurs through virtual or technological means, from the student's place of residence or from any other place, considering that the educational service offered by the School may be provided in the home education modality, classroom-based or under the alternation scheme.

- 32.3 The following disciplinary offences are considered to be serious:
- a) To repeat misbehaviors considered a minor disciplinary offence, three (3) times.
 - b) To consume, carry along, sell or distribute for any reason, any type of cigarettes, electronic cigarettes, vapor inhalers, electric vaporizers, electronic systems to administer nicotine or any

other similar element, inside or outside the School and/or during activities organized or coordinated by the School.

- c) To commit fraud in written works and tests and/or failing to fulfill the “Evaluation Policy” (Politica de Toma de evaluaciones).
- d) To bring any type of pornographic material to school.
- e) To use the Internet to watch pornography and/or intimate images, information and any other thing that may endanger the equipment and disrupt the class, or to damage or may damage others’ reputation.
- f) To attack the classmates or any other member of the Educational Community physically and/or verbally.
- g) To attend School or any activity scheduled or organized by the School intoxicated.
- h) To steal or participate in the stealing of personal belongings of any member of the Educational Community and/or to attempt against the private property.
- i) To damage or cause a breakdown in any way to School movable and immovable property.
- j) To fail to fulfill the commitments made to represent the School in academic, cultural, sport and recreation events.
- k) To use any kind of communication device during class hours or pedagogical activities.
- l) To participate in gambling or to organize bets around any type of activity.
- m) To alter, forge or falsify any type of document.
- n) To commit fraud and/or plagiarism in homework, evaluations or other similar events.
- o) To publish, spread, distribute or share vulgar, disrespectful or offensive drawings, images, videos and/or any type of similar expressions or material (by whatever means) in any space of the school or any Internet site or social network or through any technological devise or platform, regarding either a member of the Educational Community or a third party.
- p) To trade articles inside the School or during activities organized or coordinated by the School without authorization.
- q) Any behavior that undermines the good name of the School or any of the Educational Community members, through the social networks, the Internet sites or any other virtual or technological platform.
- r) To perform behaviors that constitute school harassment, school cyberbullying or school aggression in all its forms, as defined in article 10 of this Parent/Student Handbook.

Paragraph: Any of the above described behaviors will constitute a serious disciplinary offence, even if performed through virtual or technological means, from the student's place of residence or from any other place, considering that the education service offered by the School may be provided in the home education modality, classroom-based or under the alternation scheme.

32.4 The following disciplinary offences are considered to be extremely serious:

- a) To repeat a behavior considered a serious disciplinary offence three (3) times.
- b) To carry along, keep, distribute for any reason and/or use any type of explosives, weapons or elements that can be used as a weapon.
- c) To carry along, consume, induce others to consume, distribute on any grounds and/or induce others to distribute any type of narcotic drug and/or alcoholic beverages, inside or outside the School premises.
- d) To carry along, display, send, forward, disseminate, publish, distribute or trade through any means pornographic material or intimate images of any member of the educational Community, whether they are real or made up (in the latter case performed through audiovisual montages or any other existing or future mechanisms).
- e) To attend School or any activity scheduled or organized by the School under the effects of any narcotic drug.
- f) To perform any behavior constituting a crime under the Colombian criminal law (except those behaviors classified as serious disciplinary offences under number 32.3 above).
- g) To create, promote the creation or take part in any group of vandals or gangs.

Paragraph: Any of the above described behaviors will constitute an extremely serious disciplinary offence, even if performed: (i) through any virtual or technological means, from the student's place of residence or from any other place; (ii) outside of the School premises and/or irrespective of any activity organized by the School, considering that the education service offered by the School may be provided in the home education modality, classroom-based or under the alternation scheme.

ARTICLE 33 DISCIPLINARY ACTIONS

The following are the different disciplinary actions that can be imposed in the event of a proven disciplinary offence committed. The decision about the disciplinary action to be imposed in each concrete case will be determined by the severity of the disciplinary offence, pursuant to the following Article 34. Additionally, such decision about the disciplinary action to be imposed in each specific case shall consider the characteristics and criteria indicated in Article 38 of this Parent/Student Handbook.

- a) **Verbal warning:** a reflexive dialogue with the students at the right time, seeking to show them their difficulties and raising awareness of their need for a change of attitude and behavior. As a result of this analysis, the student may present a respectful verbal or written proposal to the teacher taking into account the Parent/Student Handbook and the teacher recommendations. The verbal warning shall be recorded in the student permanent record and shall be reported to the parents by e-mail.
- b) **Written warning:** It will be appropriate when circumstances require so. The written warning will describe the disciplinary offence committed to be recorded in the student permanent record and will establish the commitments undertaken by the student as a result of said offence.
- c) **Commitment letter:** If a student persists in committing disciplinary offences without showing any intention to change, a meeting will be arranged with the parents to inform them about the situation and to mutually agree behavior commitments to be undertaken by the student. Such commitments shall be recorded in a document called "Letter of Commitment" that shall be signed by the student, the parents and the teacher or principal leading the case. A copy of the Letter of Commitment shall be filed in the student permanent record.
- d) **A day of reflection at School.** The student shall develop all tasks assigned by the teachers, under the control and supervision of the person indicated by the School, in a place different from the regular classroom. If an exam is scheduled on the same day of reflection, the student shall take the exam on the same date and time of his/her classmates. This disciplinary action shall be recorded in the student permanent record and will be reported to the student's parents via e-mail.
- e) **Director's agreement:** When circumstances demand it, the School Director may enter into a written Director's Agreement with the student and the parents, in the interest of seeking the student's continuous improvement in his/her disciplinary behavior. This agreement shall set up the commitments to be fulfilled by the involved parties (that is, student, parents and School.) Also, the Director's Agreement shall provide for repair, recognition or restoration actions as a consequence of the disciplinary offence. A copy of the Director's Agreement shall be filed in the student's permanent record and another copy will be forwarded to the Directive Council. The Director's Agreement will be monitored periodically by the different coordinators in order to verify its compliance.
- f) **Enrollment on probation:** When the Directive Council considers that despite the student having had the sufficient follow-up and monitoring, has not achieved the proper behavior according to the COJOWA student profile, the enrollment on probation will be imposed. This enrollment on probation may be kept from one school year to the next one but it may not exceed the term of one (1) calendar year. The enrollment on probation is a formal commitment to improve the student behavior and shall be signed by the student, his/her parents and the School Director or whom the Director designates. Also, the enrollment on probation shall provide for repair, recognition or restoration actions for the disciplinary offence committed. A copy of the disciplinary enrollment on probation shall be filed in the student's permanent record and another

copy will be forwarded to the Directive Council. The disciplinary enrollment on probation will be monitored periodically by the different coordinators in order to verify its compliance.

g) **No invitation to the graduation ceremony:** This disciplinary action may be imposed in the terms provided by Article 34, paragraph below.

h) **Non-renewal of the Student's enrollment for the next school year:** This action of the student's enrollment non-renewal for the next school year shall be imposed when the Directive Council considers that despite the student having had the sufficient follow-up and monitoring, has not achieved the proper behavior according to the COJOWA student profile.

i) **Enrollment Immediate cancellation:** This action of immediate cancellation of the student enrollment shall be imposed when the Directive Council considers that despite the student having had the sufficient follow-up and monitoring, has not achieved the proper behavior according to the COJOWA student profile.

ARTICLE 34

DISCIPLINARY ACTIONS APPLICABLE ACCORDING TO THE SERIOUSNESS OF THE DISCIPLINARY OFFENCE

34.1 In the event of a proven minor disciplinary offence, the following disciplinary actions will be applicable: i) verbal warning; ii) written warning; iii) letter of commitment; iv) a reflection day at School.

34.2 In the event of a proven serious disciplinary offence, the following disciplinary actions will be applicable: i) letter of commitment; ii) reflection day at School; iii) Director's Agreement; iv) Enrollment on probation; v) non-renewal of the student's enrollment for the next school year; vi) Enrollment immediate cancellation.

34.3 In the event of a proven extremely serious disciplinary offence, the following disciplinary actions will be applicable: i) Director's Agreement; ii) enrollment on probation; iii) No invitation to the graduation ceremony; iv) non-renewal of the student's registration for the next school year; v) Enrollment immediate cancellation.

Paragraph 1: When the student sanctioned for having committed an extremely serious offence is a 12th grade student, the relevant school authority may additionally decide that the student won't be allowed to attend the graduation ceremony, and will claim the diploma and graduation record on a date after the graduation ceremony.

Paragraph 2: Any disciplinary action may involve repair, recognition or restoration actions for the disciplinary offence committed.

ARTICLE 35
RELEVANT SCHOOL AUTHORITIES RESPONSIBLE FOR
IMPOSING DISCIPLINARY ACTIONS

- 35.1 The verbal warning or written warning disciplinary actions may be imposed by the teacher and/or the section principal.
- 35.2 The Letter of commitment and a reflection day at School disciplinary actions may be imposed by the Section principal and/or the Director.
- 35.3 The Director's Agreement disciplinary action shall be imposed by the Director. For this purpose, the Director may (but is not obliged to) request a previous concept from teachers or section coordinators. The Enrollment on Probation action will be the responsibility of the Directive Council.
- 35.4 The non-renewal of the student's enrollment for the next school year and the Enrollment Immediate cancellation disciplinary actions shall be imposed by the Directive Council. For this purpose the Council shall request a previous concept from the Director and/or the Community Wellbeing Committee (Comité de Convivencia Escolar), as the Council may deem it relevant according to each specific case. If the previous concept is requested from the Community Wellbeing Committee, it shall be recorded in the minutes of the Committee meeting.

ARTICLE 36
DISCIPLINARY PROCEDURE

The following procedure shall be carried out in any disciplinary process:

- a) **Disciplinary Process Formal opening.** Disciplinary processes must be formally opened and this will be done always by means of a formal written communication of the disciplinary process opening, addressed to the investigated student and his/her parents. This communication shall contain at least the following:
- i) Formulation of the charges indicating the conducts being investigated in a clear and accurate manner;
 - ii) The disciplinary offences to which the investigated conducts correspond, indicating the Parent/Student Handbook articles and items establishing such disciplinary offences; and

- iii) The provisional classification of the conduct as a disciplinary offence (i.e. if it is a minor, serious or extremely serious disciplinary offence according to the classification contained in this Parent/Student Handbook.)
- b) **Transfer of evidence.** Once the disciplinary process is open (or together with the communication about the disciplinary process formal opening mentioned in point a) above), any and all evidences supporting the charges formulated in such communication shall be forwarded to the investigated student and to the parents.
- c) **Exercise of the right to defend and contest.** Subsequently, the investigated student and his/her parents shall be given a term during which they will be able to answer charges (in a verbal or written manner), to argue the evidences against him/her and/or to provide the necessary evidences to support his/her defense.
- d) **Decision.** Once the disciplinary process is formally open and the above stages have been fulfilled, the relevant school authorities (meaning those identified in Article 35 above), may proceed to make a decision about the concrete case through a properly justified and consistent action. This decision by the competent school authority shall include a detailed analysis of all evidences filed in the process, the student defense arguments and evidences filed by the parents and the student. Decisions adopted by the school authorities must be supported by the evidences contained in the case record and that have been obtained during the process.
- e) **Resources.** Finally, according to the type of disciplinary action imposed (as indicated in Article 37 below) the investigated student and the parents shall have the opportunity to contest, by means of the corresponding resource, the decision of the competent school authority in the terms provided by article 37 below. This opportunity and the term provided to file the appeal shall be expressly indicated in the communication notifying the decision mentioned in item d) above.

ARTICLE 37 RESOURCES

- 37.1 In the cases where the Director's Agreement or the enrollment on probation are appropriate and therefore imposed, the appeal shall apply. In the cases where the non-renewal of the student's enrollment for the next school year or the Enrollment immediate cancellation disciplinary actions are appropriate and therefore imposed, the appeal for reconsideration shall apply.
- 37.2 The above resources shall be filed and supported in writing by the student and/or the parents within the three (3) working days following the decision notice mentioned in article 36, point d) above. Resources shall be resolved within the fifteen (15) working days following their filing, as follows:

- a) Appeals filed against decisions adopted by the section principals shall be resolved by the Director;
- b) Appeals filed against decisions adopted by the Director, shall be resolved by the Directive Council.
- c) Appeals for reconsideration against decisions adopted by the Directive Council shall be resolved by the same Directive Council. No resource shall apply against a decision resolving an appeal for reconsideration, and said decision shall be final.

ARTICLE 38 OTHER ASPECTS OF THE DISCIPLINARY PROCESSES

- 38.1 **Disciplinary Actions characteristics.** The disciplinary actions shall be proportionate in their severity to the seriousness of the offence committed; this means that said actions must be based on purpose, need and proportionality criteria in the strict sense. In other words, the disciplinary sanctions shall pursue a constitutionally legitimate purpose, shall be appropriated and necessary and shall be consistent in all ways with the improper conduct.
- 38.2 **Additional Criteria.** Additionally, at the moment of making the decision about the disciplinary action to be imposed in each case, the competent school authority shall have in mind the following criteria:
- a) The student's age and therefore the degree of psychological maturity;
 - b) The context in which the offence was committed;
 - c) The student's personal and family conditions;
 - d) The student's disciplinary and personal background;
 - e) The existence or lack of preventive measures inside the School;
 - f) The disruptive effect produced by the conduct on the Educational Community;
 - g) The practical effects the disciplinary action will have on the student for his/her educational future.
- 38.3 **Reasons for disciplinary offences attenuation:** The following are reasons for disciplinary offences attenuation:
- a) To appear voluntarily before any School authority immediately after committing the disciplinary offence, to recognize and amend it.
 - b) To recognize having committed the disciplinary offence since the beginning of the disciplinary process.
 - c) To improve the behavior, compensate or repair the damage caused and offer the corresponding apologies in the right moment.

- d) Having committed the disciplinary offence in a state of disturbance driven by circumstances causing him/her physical or psychic pain.
- e) Having acted for altruistic or noble reasons.
- f) Absence of disciplinary background.

38.4 **Reasons for of disciplinary offences aggravation.** The following are reasons for disciplinary offences aggravation:

- a) Committing the disciplinary offence to cover another one.
- b) Committing the disciplinary offence taking advantage of the confidence placed in the student.
- c) Committing the disciplinary offence taking advantage of others' inferiority or defenselessness conditions.
- d) Having risked the life or physical integrity of any member of the Educational Community.
- e) The premeditation and planning of the disciplinary offence.
- f) The complicity with other people, whether they are Educational Community members or not.

CHAPTER VII OTHER ORGANIZATIONAL ASPECTS

ARTICLE 39 UNIFORMS

39.1 In search for an education framed within the culture and values and in order to ensure a good personal appearance and avoid discrimination on the grounds of physical looks, the School establishes the following:

a) All students shall come to School and remain the school day wearing the mandatory uniform with the approved design that can be found at School, except when School traditions allow otherwise.

b) They must have a normal haircut, without extravagances that are unusual in our regional traditions, and they shall be neat and well-groomed in order to avoid interfering with the normal educational process. It is the parents' responsibility in the first place, and shall not be delegated to the School.

c) For safety reasons and others already mentioned in this chapter, it is not suggested that boys wear earrings. Likewise, it is suggested to avoid the use of piercings, expensive jewelry or unnecessary luxury (wearing more than one necklace, a bracelet, a pair of earrings and a ring, is considered unnecessary luxury). The School is not responsible for the loss of neither these valuables nor any money or electronic devices the students bring to School.

39.2 Everyday uniform will consist of:

a) Shirt: it shall be a white collar T-shirt with the school emblem on the left side of the chest, without any other badge or distinctive mark. The School also approves the use of shirts with official logos of the different school groups, like NHS, etc. in days approved by the coordination.

b) Bermuda: must be blue, loose fitting.

c) Skort: must be dark blue, loose fitting.

d) Sweaters and pullovers: for boys and girls, they will be dark blue 100% cotton with a hood, with the School emblem. The use of blankets instead of sweaters and pullovers to keep warm in the classrooms is not allowed. The 12th grade students will be allowed to wear the pullover sweater approved by the coordination.

e) White socks.

f) Shoes: must be white sneakers. Inside the coliseum only sneakers with soles that do not stain will be allowed.

- 39.3 The Physical Education uniform for boys and girls will be dark-blue, loose fitting shorts, white T shirt with round neckline and the school emblem in red on the left side of the chest, white socks and sneakers.
- 39.4 Uniforms for academic trips: Students traveling in group under the School supervision will wear blue jean, collar T-shirt with the school emblem on the left side of the chest, white socks and sneakers, unless provided otherwise, in case of specific activities.
- 39.5 When team members have a game, they are allowed to attend school with the Team uniform. On the last Friday of each month, the members of the different groups (NJHS, NHS, STUCO, MUN, sport teams and others) may wear the shirt approved by the coordination. If they travel to represent the School, they shall follow the guidelines set out by the Athletic Direction.

ARTICLE 40
ABSENCES, PERMISSIONS & EXCUSES TO BE ABSENT FROM SCHOOL

- 40.1 To consider an absence justified, it must be backed up by a sick leave certification issued by a healthcare professional explaining the cause. The student shall submit the excuse the day he/she comes back to school. The School suggests the students to schedule medical appointments Wednesdays as of 2:00 p.m. and all other days as of 4:00 p.m.. Students are not allowed to be absent before or after holidays, long weekends, vacation weeks and school vacation. All students shall comply with the school calendar posted on the School website. Parents shall coordinate their trips according to the official school calendar.
- 40.2 In the case of students belonging to a sports league, their absence will be justified when such league sends a communication in advance to the School asking permission for the students' absence from school to attend a tournament or competition.
- 40.3 The school Director and/or Section Principal will have the authority to grant special permissions as long as the student has an excellent academic performance that allows him/her to be absent.
- 40.4 Despite having the permission, all students shall be responsible to catch up on work through papers, projects or evaluations agreed with each subject teacher. If the students know in advance that they will be absent, they shall review with each teacher all works and projects to be developed during their absence.
- 40.5 Students that are absent without a proper excuse will be responsible for everything and will hold the School harmless from any liability.
- 40.6 Students missing more than ten percent (10%) of the total hours corresponding to any subject, MIGHT FAIL THAT SUBJECT.

- 40.7 Students having to leave the school during class hours for a justified reason shall be able to do so, if they comply with any of the following requirements:
- a) To file before 10:00 a.m. a written permission signed by the parents to the Coordination office.
 - b) To be authorized by an e-mail from the registered e-mail address of one of the parents. In this case, the authorization must be received at the coordination office before 10:00 a.m.
 - c) To be picked up by any of the parents personally.
- 40.8 Excuses given by the parents are an explanation for the student's absence and allow the School to know that the student is absent with the parents' consent. However, they are not considered a valid excuse to miss School.
- 40.9 In the event of an unforeseen sickness during school time, the students must ask the nurse for a written permission. Unless it is a case of extreme emergency, they won't be authorized to leave the school without the previous approval of the parents. For safety reasons, the parents shall pick their children up personally or have a person authorized by them in writing and with their signatures to pick them up.

ARTICLE 41 STUDENT ACTIVITIES

- 41.1 Organizations, clubs, and student activities are encouraged as an expression of special interests leading to a higher quality of education. However, the creation of whatever organization and/or club must have the School's approval.
- 41.2 Unscheduled extracurricular activities (for instance, to participate in a fund-raising campaign or to attend an event, etc.) must be authorized by the respective section principal.
- 41.3 The School forbids any marketing advertising, selling tickets, raffles, or any other event with the purpose of collecting money, without the prior authorization of the coordination.
- 41.4 All social activities organized by the students or parents, expressly sponsored by the School, in which the School's name will be used for advertising purposes shall comply with the School's internal rules, both the provisions of this Parent/Student Handbook and those provided by the Board of Directors of the Corporation policies.

ARTICLE 42
SCHOOL SUPPLIES

- 42.1 All basic texts for each area or subject as well as the necessary and basic teaching aids will be supplied by the School. The cost of the texts and materials is included in the enrollment and monthly fee expenses.
- 42.2 Students are responsible for all texts they receive for personal use and shall keep them covered and in good condition.
- 42.3 Students who lose or damage texts under their care shall proceed as follows to solve the situation: The student or the teacher will inform the corresponding section principal who will indicate the cost of the text and will give the student a collection form with a copy to the cashier. The student will pay the indicated amount at the accounting office and will be issued a receipt. If available, the student will receive a replacement for the damaged or lost material, under the same responsibility.
- 42.4 In certain times or circumstances the School may request the student to bring some additional basic materials to school.
- 42.5 The School recommends not bringing items of value to the institution except for technological devices for educational purposes. The School assumes no liability for the loss of any personal items the students decide to bring to School and/or have in the school buses, and shall not be responsible for the repayment or replacement of said items.

ARTICLE 43
USING VEHICLES AND SCHOOL BUS

- 43.1 For security and safety reasons students are not allowed to drive their own cars to school Mondays to Fridays. No student will be allowed to leave the school premises in a car belonging to another student, unless a written and signed note from his/her parents has been delivered to the office before 10:00 am. There will be no exceptions to this rule, as this is about preventing integrity and life-threatening risks.
- 43.2 No student is authorized to enter or leave school facilities walking.
- 43.3 School Bus: the school provisions and policies described in this Parent/Student Handbook shall be observed during the school bus route, as it is considered an extension of the School. Students shall also comply with the regulations described in the “School Transportation Service Rules”.

ARTICLE 44
SEARCHES AND TOXICOLOGY TESTS

- 44.1 The School is in charge of the lockers and desks administration; therefore, it can search them whenever the section principal (coordinador de sección) decides so, with the prior, express authorization in writing by the parents and subject to the conditions below. The School may search the students' belongings as long as: i) the search procedure is aimed at ensuring the safety of the students and the general Educational Community; ii) the search and inspection procedures do not become a routine practice but rather last resort measure to avoid a problem previously identified; iii) there is a prior express authorization in writing by the parents.
- 44.2 If illegal or dangerous substances or items are found as a result of a search, the School will contact immediately the parents of the involved student and may seek the support of the relevant authorities without prejudice to the School's power to punish set forth in Chapter VI of this Parent/Student Handbook.
- 44.3 Personal searches to the students (meaning body searches), shall only be performed by a person of the same sex of the student and in the presence of the parents. The results of this search may be reported to the Director.
- 44.4 The School may conduct random drug and alcohol tests to any student or group of students when deemed appropriate, prior the express authorization in writing by the parents. These tests are conducted by taking saliva, urine and/or hair samples. If a test result is positive, the school and the involved student's parent shall agree a care and monitoring plan.

CHAPTER VIII AWARDS AND INCENTIVES

ARTICLE 45 AWARDS AND INCENTIVES

School's awards and incentives are aimed at recognizing and encouraging the development of the students' abilities, attitudes and values, related to being, knowing, doing, being valued and living. Awards and Incentives for MS/HS Students are:

- 45.1 Honorable Mentions. They will be awarded by the teachers on a consensus, as follows:
- a) *Valedictorian*: will be awarded to the senior student who has stood out for the consistent academic excellence since the 9th grade.
 - b) *Salutatorian*: will be awarded to the student who achieved the second highest level of excellence in the class since the 9th grade.
 - c) "Saber 11" Test highest score.
 - d) "SAT Test highest score.
- 45.2 Academic Mentions in MS/HS: will be awarded to students having stood out for their high academic level and excellent conduct during the school year in each of the following areas:
- English
 - Spanish
 - Mathematics
 - Social Sciences
 - Natural Sciences (Biology and Environmental Studies)
 - Chemistry
 - Physics
 - Fine Arts (Drama, Painting, Music)
 - Philosophy
 - Religion, Ethics and Human Values
 - Economic Sciences
 - Physical Education
- 45.3 The State Test (SABER 11) highest score is included. For the election, the Administration will take into account the opinion rendered by the teachers of the different areas and subjects.
- 45.4 Best Student award: will be granted to the student that, according to the teachers' criteria, stands for having the qualities described in the School Mission and Vision statements: academic performance, values, human virtues, civic responsibility, spirit of service, team spirit, discipline,

etc. It means the student who most closely matches de profile of the student the institution wants to educate.

45.5 MS/HS Honor Roll. The Honor Roll system will be applied only to grades evaluated according to a traditional, percentage-based grading system:

- a) Students obtaining an academic average of 90/100, a minimum grade of 80/100 on each subject during an academic period.
- b) With respect to REACHES, No (-) "*Sometimes*" score and/or no more than one (+) "*Often*" score.

45.6 Students may be exempt from the final tests under the following criteria:

- a) Twelve Grade Students that earn a grade of 95/100 or better in all subjects during the second semester. With respect to AP and Pre-AP students, the actual grade shall also be 95/100 or better. Exempt students will have a test score of 100.
- b) According to the scores obtained in the SABER 11 Tests. The minimum grade required will be determined by the Academic Council, according to the results year-after-year. Exempt students will have a test score of 100.

45.7 If the SABER Tests results are not available on time due to circumstances beyond the control of the National Ministry of Education (MEN), the higher score the student has got in the last two drills performed will be used.

ARTICLE 46

NATIONAL HONOR SOCIETY, NATIONAL JUNIOR HONOR SOCIETY AND NATIONAL ELEMENTARY HONOR SOCIETY

The purpose of these societies is to recognize and promote the person's all-round excellence both in leadership and in academics, civic responsibility, and character. To be a member of the *National Honor Society, the National Junior Honor Society and the National Elementary Honor Society* is a privilege internationally recognized by educational institutions of national and international prestige.

46.1 The process to select the new Honor Society members for the next school year, which is carried out before the end of the school year, is the following:

- a) For the NEHS (which comprises a recommended number of maximum of 15 students):
 - For Third grade students, their report cards of the first and second quarters will be taken into account.

- For Fourth grade students, their Third grade report cards and the grades of the first two quarters of the Fourth grade will be taken into account.
 - For Fifth grade students – not eligible to NJHS until they are finishing the Sixth year.
- b) For the NJHS (which comprises a recommended number of maximum 17 students):
- For Sixth grade students, their Sixth grade report cards will be taken into account only from the beginning of the year until the end of the third quarter.
 - For Seventh grade students, their Sixth grade report cards and the Seventh grade report cards only from the beginning of the year until the end of the third quarter will be taken into account. For Eight grade students - not eligible to NHS until they are finishing the Ninth grade.
- c) For the NHS (which comprises a recommended number of maximum 30 students):
- For Ninth grade students, their Ninth grade report cards will be taken into account only from the beginning of the year until the end of the third quarter.
 - For Tenth grade students, their Ninth grade report cards and the Tenth grade report cards only from the beginning of the year until the end of the third quarter will be taken into account.
 - For Eleventh grade students, their Ninth and Tenth report cards and Eleventh grade report cards from the beginning of the year until the end of the third quarter will be taken into account.
- d) For MS/HS the academic average at the end of the third quarter must be 90% or higher.
- e) For grades evaluated in accordance to the Standards Based Grading (SBG), students should not get 1 or 2 in any of the categories.
- f) As to REACHES, students should not get any (-) “*Sometimes*” scores and/or no more than one (+) “*Often*” scores.
- g) Having attended School at least during one period and have not been punished for committing a serious or extremely serious disciplinary offence.
- h) Students complying with the criteria will be invited to a meeting where they will receive information about the meaning of being an Honor Society student. If they decide to become members, they will be asked to fill in an application form. If they don't, the parents will be informed.
- i) All teachers each student has had during that school year will be invited to give their opinion regarding the participation and leadership they have observed in each of the students.

- j) After gathering all information, a meeting per level will be held with the Section Faculty Council to select the new members. The Principal, Vice principal, Counselors, Value Coordinator and the sponsor have voice but no vote in the election.
- k) Students shall be personally notified whether their application has been accepted or not. In case it has not been accepted, a support meeting will be held with the student to provide strategies for a new application the next year.
- l) Admitted students will be invited to the induction ceremony of the different Honor Societies.

46.2 To become members of the Honor Society, students shall stand out for their academic excellence (from Third to Twelfth grade). The following aspects will be taken into account:

- a) Leadership. It will be assessed based on the following criteria:
 - To be clever when proposing solutions to problems, implementing principles, and making suggestions.
 - To show leadership when promoting school activities.
 - To influence and support the School ideals.
 - To contribute with ideas to boost progress and respect for rights in the day-to-day running of the school life.
 - To be able to delegate responsibilities.
 - To show academic initiative.
 - To perform positions of responsibility efficiently, to conduct business efficiently and effectively, and to be realistic and independent without being compelled to be.
 - To show leadership in the classroom, in his work, and in the school activities.
 - To be able to assume any accepted responsibility.
- b) Spirit of Service. It will be assessed based on the following criteria:
 - To be prepared to maintain a loyal attitude towards the School.
 - To participate in extracurricular activities such as a church group, voluntary services, or helping with household chores.
 - To be willing to do anything necessary and to offer a well-targeted assistance. To be quite prepared to sacrifice him/herself in order to cooperate.
 - To work well with others and to be ready to face difficult situations.
 - To welcome with joy and enthusiasm any request to provide a service to the School.
 - To be willing to represent the class or the school in inter-school or inter-class activities.
 - To set up committees and to lead administrative works without complaining.
 - To be courteous when dealing with visitors, teachers, and classmates.

c) Character. This will be assessed based on the following criteria:

- To welcome criticism and to accept recommendations nicely.
- To show a pleasant personality (cheerful, friendly, calm, and stable).
- To support moral and ethical principles.
- To cooperate by complying with the School regulations.
- To show high moral standards and honesty.
- To show courtesy, concern, and respect for others.
- To follow instructions and orders promptly and to be assertive inside and outside the School.
- To have a high level of concentration and attention. This is evidenced by the perseverance and diligence.
- To follow the rules truthfully, avoiding fraud, and not seeking to benefit from others' mistakes.
- To play an active role in protecting the School from bad influences.

ARTICLE 47 ELEGIBILITY TO REPRESENT THE SCHOOL

47.1 Students excelling in sports, culture and academic areas, have the right to be elected to represent the School in events inside and outside the institution, as long as they meet the following requirements and merits:

- To have enough sports, artistic or acting skills.
- To have been elected by the area committee.
- To have the approval and the action plan of all teachers whose subjects they will miss.
- To have not a Director's Agreement nor an enrollment on probation in force.
- Not having been punished for any 'serious' or 'extremely serious' offense in the three(3) months before the event.
- Having fulfilled the Ninety per cent (90%) minimum of class attendance required for each subject.

47.2 Academic monitoring: Students lose the right to represent the School in events inside or outside School, in the following cases:

a) For ES:

- The Assessment and Promotion Committee will review the cases where an academic risk may exist.

- The Elementary School Coordinator, the Elementary School Counselors, the homeroom teacher, the Values Coordinator and the sponsor of the activity shall determine whether the student is suitable to represent the School.

b) For MS/HS:

- Have had repeated unexcused absences from the remedial classes to which they have been called.
- Have an academic average below 70/100 on each subject in the traditional grading system. However, a student who is failing a subject (in the period) with a score below 70, but the weighted average is above 75% may be elected to represent the School.
- Have scores of “1 – Not Meeting Expectations” or “NE – Not enough evidence” in two or more categories, in one or more subjects, in the grading system based on standards, except students who have scores of “1 – Not Meeting Expectations” or “NE – Not enough evidence” in no more than two categories in only one subject and a score of “3 – Approaching Mastery” or above in all other categories.

In any case, the student that fails to fulfill any of the above requirements before the date of the event will not be allowed to represent the School, and this will not mean an economic reimbursement from the School.

47.3 To be able to participate in an extracurricular outing on a school day, the student must have been present in all classes in which he/she is supposed to be on that day.

CHAPTER IX CURRICULAR PROVISIONS

In addition to this Parent/Student Handbook, there is a Policies and Procedures Handbook for Preschool, to which parents with children in that level should refer.

ARTICLE 48 GRADUATION REQUIREMENTS

- 48.1 **Graduation:** Students who have completed the High School will be awarded the Academic High school diploma, after having fulfilled all the promotion requirements adopted by the School on its PEI, according to the law and the regulations.
- 48.2 **Requirements to get the Colombian High School diploma:** The student shall complete and approve (with a score of 70 or above) the grades required by the COJOWA High School section curricular program and those recognized by the Ministry of National Education.

Courses	Credits
English	4
Spanish Language	4
Social Studies/Social Sciences/Economics	4
Mathematics	4
Sciences	4
Religion, Ethics and Human Values, Chair of Peace	0.25
Philosophy I/II*	0.50
Economics I/II	0.25
Art Education**	0.25
Physical Education**	0.75
S.T.E.M. Elective	0.5
Academic Elective	2.5

* These credits can be considered academic elective credits.

**These credits may be earned by students participating in “Eagles Activities” and complying with the credit/hour attendance and fulfillment criteria.

48.3 Graduating seniors shall:

- a) Complete at least Ninety per cent (90%) of academic activities.
- b) To carry out the mandatory social service according to the relevant regulations. The required number of hours of service per week shall not include the social service hours the student has fulfilled as a result of disciplinary actions imposed.

- c) To complete the PRE-SABER 11 course organized by the School during the Eleventh and Twelfth grades.
- d) At the Director's discretion, to complete and approve the independent study project.

48.4 The students who do not obtain a score of 300 or over in the SABER 11 test will have to attend school starting on the date stipulated in the school's official communication until the Monday of the Graduation Ceremony week. During this time, they will receive academic support classes, and they will have to take the SABER 11 mock-test again. The graduation will be achieved once the student has been in attendance to the academic support classes, fulfilled his/her supplementary work, and has taken the mock test. The student's family will be responsible for the mock-test cost.

48.5 In case the students do not have the opportunity to take the SABER test for cancellation of the test or because it has been postponed to a later date, then the higher score obtained by each student in the last two (2) simulations will be used to comply with the graduation requirement. Students having been unable to get a score of 300 or above in the last two (2) simulations will have the opportunity mentioned in number 48.4 above.

48.6 **Requisites to obtain the U.S. diploma:** Only the students who are not of Colombian nationality under any kind or mode will be able to opt-in to formally renounce in a written form the Colombian Bachillerato diploma, to be able to solely graduate with the U.S. diploma. Every student who has a Colombian nationality under any mode/situation must satisfactorily complete and fulfil the requirements to attain the *bachiller colombiano* title, and then he/she will be able to receive the U.S. High School diploma as long as he/she has fulfilled the established requirements for the aforementioned program, which are:

- a) Complete and approve all High School courses required by the curriculum program during the last four years and by the School Promotion and Assessment Policies. Credit transfer will be considered only when the student comes from an accredited US institution.
- b) To take the PSAT in the Tenth grade.
- c) To take the SAT in the Eleventh grade.
- d) To get a minimum PSAT, SAT or ACT score according to the following table:

TEST	TOTAL
PSAT	1050
SAT	1000*
ACT	20**

* Each section must be 400 or above

** Each section must be 18 or above

48.7 For PSAT, students who fail to reach the required score must take an SAT preparatory course in grade 10 or grade 11. Regarding SAT or ACT, students who do not reach the required score after taking the exams in at least two opportunities in any combination, will have the opportunity to take the CLT test. For the CLT exam students must achieve a score equal to or higher than a sixty-six (66), obtaining a score of eighteen (18) or above in each section.

Once the student has taken the CLT exam on at least two occasions or has taken any combination of the exams in at least four opportunities, it will be understood that the requirement has been fulfilled. The cost of the exams and courses will be the student's family responsibility.

48.8 Any student that has not met the requirements to obtain the diplomas will have only one school year to complete the outstanding requirements.

48.9 **Certificate of Attendance:** When a student does not meet the requirements for the Colombian or the US diploma, the School will have the option to award a certificate of attendance reporting the time the student attended the institution. Such certificate will be signed by the Section Principal and the School Director.

48.10 **Graduation Ceremony:** For a student to attend the private graduation ceremony, by Monday at 12:00m of the week of the graduation, the student must have fulfilled all graduation requirements to be able to obtain at least one of the two diplomas awarded by the school. If the student has not completed the graduation requirements to receive at least one diploma, the student will not be invited to the graduation ceremony and will only receive his/her diploma(s) and graduation record (*Acta de Grado*) once he/she has completed the graduation requirements.

Students who are under a disciplinary process due to serious or very serious offense will not be invited to the graduation ceremony.

To be able to be invited to the graduation ceremony students must ensure they have no pending debt(s) (*paz y salvo*) with the school.

ARTICLE 49 EVALUATION AND PROMOTION SYSTEM

49.1 The School evaluation and promotion system is the procedure that regulates the students' comprehensive evaluation and their promotion from one grade to another, taking into account a set of principles and rules to ensure their suitability.

- 49.2 By following a constant process of curriculum review, the School Educational Community, represented by the Director, the Directive Council, the Academic Council, a Promotion and Evaluation Process Review Committee, counselors, the curriculum coordinator and lead teachers participated in the modification and approval of the present evaluation and promotion system to be implemented as of August 2014.
- 49.3 The rules and procedures described below are governed by the provisions of the relevant Colombian regulations and are based on the mission, vision, objectives, principles and institutional foundations.
- 49.4 Evaluation: The evaluation of the students' learning at School is performed in the following stages:
- a) INTERNATIONAL: It refers to the students' participation in tests that reflect the quality of education compared to international standards.
 - b) NATIONAL: It refers to the students' participation in census tests performed by the Ministry of National Education and the Colombian Institute for the Promotion of Higher Education (ICETEX) in order to monitor the quality of education of educational institutions based on the basic standards. The national tests performed at the end of the Eleventh grade also allow the students to access the higher education.
 - c) INSTITUTIONAL: It refers to the evaluation of the students' learning performed at School with the purpose of assessing the students' performance level.
- 49.5 The purposes of the students' institutional evaluation will be:
- a) To identify the personal characteristics, interests, pace of development and learning style of the students to evaluate their progress.
 - b) To provide basic information to consolidate and redirect educational processes related to the students' comprehensive development.
 - c) To provide information to allow implementation of pedagogic strategies to support students showing weaknesses and superior performance in their educational processes.
 - d) To determine the students' promotion.
 - e) To provide information to adjust and implement the institutional improvement plan.
- 49.6 The evaluation at School is the answer to the students' systematic and continuous training process and permanent assistance. Its purpose is to obtain valid and viable information to set value judgements evidencing the comprehensive learning of the students, ensuring their mobility and academic competitiveness.
- 49.7 Because of its binational and bilingual nature, the school offers its students the opportunity to obtain the US High School diploma in addition to the Colombian diploma and the effective possibility to continue their Higher Education studies in the United States

and to participate in the frequent exchange programs with students from that country. For this reason, we are required to keep two parallel rating scales of information about the academic performance: the quantitative and the qualitative scales.

- 49.8 The evaluation results obtained will be used to develop and implement educational strategies, consolidation and reorientation of the processes related to the students' comprehensive development; to make adjustments to the institutional improvement plan; to refine the learning process; to provide assistance to the students and other processes. All the above will determine the student promotion.

ARTICLE 50 STUDENT COMPREHENSIVE EVALUATION

- 50.1 **Student Remarks:** In order to identify the “student’s personal characteristics, interests, pace of development and learning style” the School makes individual remarks to the students since preschool. This information advances together with the student as he/she moves up to the next grades, and is kept in the Coordination offices. These remarks are written by the teachers and reviewed by the School psychology department at least once a year.
- 50.2 **Comprehensive and permanent information on the students’ progress:** Both parents and students understand the importance of evaluation and follow up to ensure an effective teaching and learning process that evolves in time to provide for new situations, concepts and mandates. For this reason, directors and teachers make efforts to keep the communication and information system updated to allow permanent consultations by parents and students. This is performed as follows:
- a) General meetings: All the Educational Community is invited to the Open House activity held every year on a date to be established on the first month of the school calendar. During this meeting, the teaching staff and directors are formally introduced and a copy of the curriculum for each of the areas to be taught during the school year is provided.
 - b) Informal Methods: teachers, students and parent communications via intranet, electronic mail, telephone calls and others.
 - c) Individual meetings by appointment with teachers, counselors, staff from the learning center or directors with parents and/or students, according to the situation. All topics discussed during these meetings shall be recorded and that record shall be attached to the student permanent record.
 - d) Warning Reports (academic grades): these reports are sent to the parents via the Internet in the middle of each academic period along with the report of students needing support strategies to meet the standards, in order to promote self-evaluation

and overcome the difficulties, with the assistance of teachers, support personnel and parents.

- e) Academic and disciplinary grades Report: it is carried out through a teacher-parent-student conference. All teachers will be available to attend each individual appointment. Parents choose the teachers they want to talk to and will access them.

50.3 **Effects on Students' Conduct for MS/HS:** Two times each semester, the letters of the REACHES acronym will be evaluated for each student. This evaluation will be as follows:

- a) By using the REACHES acronym the student's counseling teacher shall report a score of -, +, or ++ for each of the REACHES letter, taking into consideration the student's self-evaluation and the student's other teachers feedback.
- b) In addition to the above, all students shall fulfill the actions or penalties imposed for offences committed, according to this handbook.
- c) REACHES grades will be published in the progress reports, the semester reports and the institutional documents to be delivered to other schools, institutions or universities.

Table No. 1 Demerits for detentions and days of reflection

For every three(3) minor disciplinary offences	Drops one(1) category
For every serious disciplinary offence	Drops one (1) category
For every extremely serious disciplinary offence	Drops two (2) categories

ARTICLE 51 EVALUATION POLICY

The evaluation is used to lead the teaching and assist teachers in making decisions about the education, to better meet each student's needs and to analyze the effectiveness of COJOWA's educational program. There are three types of evaluations used by COJOWA teachers to gather information:

- a) **Diagnosis** (prior evaluation): it is used at the beginning of a new unit of study or before starting a new subject. The teachers take a prior test to the students to get a clear understanding of their knowledge. This allows the teachers to plan the teaching and differentiation techniques before starting a new unit, based on the students' needs. The diagnosis evaluation results are not included in the student's report card. Generally, diagnosis evaluations are similar to the final evaluation for the unit.
- b) **Educational:** sometimes called evaluation for learning because it provides feedback to the teacher along the unit of study to determine whether it is necessary to pay more attention to a particular concept, if differentiation is needed, or if the students are ready to move on. The educational evaluation guides the decisions about grouping students and

provides timely and continuous feedback to the students helping them to set goals. Educational evaluations reflect the students grow and progress and are not necessarily included in the students' report cards.

- c) **Cumulative:** sometimes called learning evaluation or evaluation. It must reflect the students' performance or achievement in relation with the standards and guidelines approached during a unit of study. The students must have multiple opportunities to show their understanding along a unit of study. Although cumulative evaluations may be used in an educational manner, if the teachers see the need to teach a subject again, this type of evaluations are used mainly at the end of the units of study. The cumulative evaluation results shall be included in the students' report cards.

Paragraph: COJOWA's evaluation policy is clearly explained and aligned with the Colombian education laws and is available in our PEI and our web page for reading and consultation. This policy will be socialized every year with the Educational Community.

ARTICLE 52 GLOSSARY OF TERMS

- a) **Reasonable Adjustments:** These are the necessary actions, adaptations, strategies, support, resources or amendments appropriate for the educational system and the school management, based on the specific needs of each student that persist even though the Universal Design for Learning has been incorporated. The reasonable adjustments are implemented after a thorough assessment of the disabled student's characteristics. With these adjustments, we ensure that the students will be able to get along with the maximum degree of autonomy within their environments, and in this way to guarantee their development, learning and participation for equal opportunities and the effective guarantee of their rights.

Reasonable adjustments may be material and immaterial and their performance will not depend on a medical diagnosis of impairment, but on the visible and invisible barriers that may appear and impede the full enjoyment of the right to education. They are reasonable when they show to be relevant, and efficient, make participation easier, generate satisfaction and eliminate exclusion.

- b) **Flexible Curriculum:** this curriculum keeps the same general objectives for all students, but provides different opportunities to access them, namely, it organizes the teaching based on the social, cultural and learning style diversity of the students, in an effort to give all of them the opportunity to learn and participate.

- c) **Differentiation:** It means a teacher reacting responsibly to the student's needs. A teacher that is making a distinction, that understands the student's needs to express mood, or to work with a team, or to have additional training in a particular skill, or to go deep on a particular topic, or to be guided and assisted in reading a passage, and the teacher responds actively and positively to these needs. Differentiation is just to respond to the learning needs of a particular student or a small group of students, rather than the typical classroom teaching pattern, as if all students of the group were equal.
- d) **Universal Design for Learning (DUA):** This is the design of products, environments, programs and services that everybody can use as much as possible, without the need for adaptation or for a specialized design. In the field of education, it comprises the environments, programs, curricula and educational services designed to make the learning experiences accessible and meaningful to all students, on the basis of recognizing and valuing their individuality. It is a pedagogic proposal that facilitates a curriculum design for all students, by means of objectives, methods, materials, support and evaluations formulated according to their capacities and realities. It allows the teacher to transform the classroom and the educational practice and makes learning evaluation and follow up easier.

The Universal Design will not exclude the technical aids for particular groups of disabled students when needed.

- e) **Inclusive Education:** this is a permanent process that recognizes, values and responds in a suitable way to the diversity of characteristics, interests, possibilities and expectations of girls, boys, adolescents, young people and adults, with the purpose of promoting their development, learning and participation with peers their same ages, in a common environment, with no discrimination or exclusion whatsoever; it guarantees, within the framework of human rights, the reasonable support and adjustments required in their educational process, through practices, policies and cultures that eliminate the existing barriers in the educational environment.
- f) **Educational attention scheme:** these are processes by means of which the educational sector guarantees the service to disabled students at all formal education levels, namely preschool, basic and middle, considering basic aspects for their access, permanence, quality offer in terms of curriculum, plans of study, times, contents, competencies, methodologies, performances, evaluation and promotion.
- g) **Disabled student:** a person linked to the educational system in constant development and transformation, with physical, mental, intellectual or sensory limitations who at the time of interacting with several barriers (attitudinal, derived from false beliefs, ignorance, institutional, infrastructure and other) such barriers may impede his/her learning and full and effective participation in the society, according to the principles of equal opportunities and conditions.

- h) Evaluation:** The information used to guide education and to help teachers to make educational decisions to better meet the needs of each student and to analyze the educational program effectiveness. COJOWA evaluations vary from standardized to those designed by the teacher. Each evaluation is an opportunity for the students to show their understanding or their ability to apply concepts and skills, and is a determinant for moving on to the next grade level.

It is also the criterion or evaluation in numbers or letters of the students' performance with regards to their understanding or ability to apply concepts or skills shown through the evaluation. The grading at COJOWA is just one of the ways teachers communicate with students and parents about the progress and achievements.

- i) Cumulative Evaluation:** it is sometimes called the learning evaluation. It must reflect the students' performance and achievements related to the rules and guidelines approached during the unit of study. Students shall have multiple opportunities to show their understanding along a unit of study. Although cumulative evaluations may be used in an educational manner, if the teachers see the need to teach a subject again, this type of evaluations are used mainly at the end of the units of study. The cumulative evaluation results shall be included in the students' report cards.
- j) Diagnosis Evaluation (prior evaluation):** it is used at the beginning of a new unit of study or before starting a new subject. The teachers take a prior test to the students to get a clear understanding of their previous knowledge. This allows the teachers to plan the teaching and differentiation techniques before starting a new unit, based on the students' needs. The prior evaluation results are not included in the student's report card. Generally, diagnosis evaluations are similar to or the same as the final evaluation for the unit.
- k) Educational Evaluation:** It is sometimes called evaluation for learning because it provides feedback to the teacher along the unit of study to determine whether it is necessary to pay more attention to a particular concept, if differentiation is needed, or if the students are ready to move on. The educational evaluation guides the decisions about grouping students and provides timely and continuous feedback to the students helping them to meet their goals. Educational evaluations reflect the students grow and progress and are not regularly included in the students' report cards.
- l) Performance Evaluation:** This evaluation requires the students to show that they master specific skills and competences by carrying out or producing something.
- m) External Evaluations:** These evaluations are created and performed externally. Measure of Academic Progress (MAP), PSAT and SAT are examples of external evaluations used by

COJOWA to confirm internal results and provide comparisons between COJOWA and other national and international schools.

- n) **Internal Evaluations:** These evaluations are created by COJOWA teachers staff. Unit Tests, final exams, projects and quizzes are examples of internal evaluations used by COJOWA staff to evaluate the students' learning.
- o) **Reports:** These are ways to communicate the students and parents the grades obtained based on the evaluations performed, through progress reports, report cards, parent-teacher conferences, and periodic publication in the student information system.
- p) **Standard-based Reports:** This refers to the students' achievement reports in connection with the standards taught during that learning period.
- q) **School retention of people with disabilities:** it comprises the different strategies and actions the educational service shall perform to strengthen the factors associated to disabled boys, girls, adolescents, young people and adults retention and attrition in the educational system, including affirmative actions; reasonable adjustments to ensure an inclusive education in terms of suitability, quality, efficacy and efficiency; and elimination of barriers limiting their participation in the educational field.
- r) **Reasonable Adjustments Individual Plan (PIAR):** this is a tool used to guarantee the students' teaching and learning processes based on the educational and social assessment (valuation). It includes the reasonable support and the required curriculum, infrastructure and all other necessary adjustments to guarantee the participation, retention and promotion. It is a raw material to teachers' classroom planning and to the Institutional Improvement Plan (PMI), and as a complement to transformations achieved based on DUA.
- s) **Inclusion Teachers:** They work side-by-side with the class teacher and the Learning Center trainer, to support the student individually in all areas. They provide differentiation and strategies for the student in a number of areas, namely attention, understanding, reading and writing. They work with the teacher to accommodate the learning structures in the classroom and whenever it is necessary, the inclusion teacher will teach or teach again a lesson using the necessary adaptations for each student.
- t) **Rubric:** this is a set of guidelines that clearly define the academic expectations to the students and help ensuring consistency in the academic work evaluation from one student to another, from one assignment to another or from one course to another.

ARTICLE 53 DEALING WITH EVALUATION AND PROMOTION COMPLAINTS

In case of complaints related to the evaluation and promotion processes, the School presents the authorities, procedures and mechanisms to deal with and resolve parents and students' complaints about evaluation and promotion, as follows:

- 53.1 Complaints on evaluations within the period or the semester and failure of annual subjects: In these cases, the student and/or parent may file the complaint within the three (3) working days following the delivery of the evaluation or the period or year grade. This complaint shall be filed in writing before the following authorities in that order:
- a) Area Teacher;
 - b) Section Principal
 - c) Director

Each authority will have five (5) school days to settle the claim in writing. If the student and/or parent were not in agreement with the answer, they may turn to the next authority until exhausting all of them.

- 53.2 Complaints for not being promoted: these complaints can be filed in writing within the three (3) school days following the not promoted notice to the following authorities:
- a) Section Principal;
 - b) Director;
 - c) Evaluation and Promotion Committee;
 - d) Academic Council

Each authority will have five (5) school days to settle the claim in writing. If the student and/or parent were not in agreement with the answer, they may turn to the next authority until exhausting all of them.

CHAPTER X SCHOOL GOVERNMENT

The School organizes the school government according to the provisions of the relevant regulations.

ARTICLE 54 DIRECTIVE COUNCIL

- 54.1 The Directive Council is a governing body for participation of the Educational Community and for the School academic and administrative orientation.
- 54.2 Members of the Directive Council:

- a) The Director: who will chair and summon ordinary meetings once (1) a month or extraordinary meetings when it is deemed convenient or by express request from any of its members.
- b) Two (2) teacher representatives: One (1) Colombian teacher and one (1) foreigner, who shall be elected by a majority of votes in a teacher assembly.
- c) Two (2) parent representatives elected by the Parents Council.
- d) Two (2) representatives who act as members of the Board of Directors of the Corporation.
- e) One (1) student representative, elected by the Students Council among the senior students.
- f) One (1) alumni representative elected by the Directive Council from shortlists of three candidates presented by the organizations gathering most of them or otherwise by the student having performed the student representative position the previous year.
- g) One (1) representative from the production sectors at the local level or alternatively from organizations supporting or sponsoring the operation of the School. This representative will be elected by the Directive Council from candidates proposed by the corresponding organizations.

Paragraph: The Chairman of the Board of Directors of the Corporation as legal representative of the Corporation, will participate at his/her own request, at the request of the Directive Council or at the request of any of its members, to submit initiatives related to his/her functions and will have voice but not vote.

54.3 Election of the parents' representatives in the Directive Council:

- a) In a meeting summoned by the Director for that purpose, the Parents Council, within the first thirty (30) days of the school year, will elect the two (2) parents' representatives in the Directive Council.
- b) The parents' representatives may be reelected for one (1) additional period only. In any case, the parents' representatives in the Directive Council shall be parents of students currently enrolled in the School.
- c) School teachers, principals or administrative staff are not allowed to be parents' representatives in the Directive Council.
- d) When the number of members of the Parents Association reaches a half plus one of the School students' parents, this Association will elect in a meeting one (1) of the two (2) representatives; therefore the Parents Council will elect only one (1) parent as member of the Directive Council.

54.4 Structuring of the Directive Council: Within the first sixty (60) calendar days following the initiation of classes each school year, the Directive Council shall be structured and will take up its duties. For this purpose, the director will summon the different bodies well in advance to conduct the corresponding elections.

54.5 Duties:

- a) To make decisions concerning the School's curriculum, academic and educational life and its internal operation, pursuant to the relevant laws, the agreements established with other institutions and the School philosophical principles.
- b) To serve as a consulting body to resolve differences arising between teachers and/or administrative staff and the students, according to this Parent/Student Handbook.
- c) To approve amendments to this Parent/Student Handbook according to the relevant law.
- d) To take responsibility for the defense and guarantee of the Educational Community rights whenever any of its members feels harmed.
- e) To approve the teachers' academic update annual plan submitted by the Director.
- f) To participate in the drafting, planning, evaluation and approval of the PEI, curriculum and Syllabus for the consideration of the Department of Public Education (*Secretaría de Educación*).
- g) To encourage the good academic and educational operation of the School.
- h) To establish incentives and punishments for the good academic and social performance of students and teachers, according to the educational principles proposed by PEI and the rules lay down by the Parent/Student Handbook.
- i) To participate in the evaluation of the School teachers, principals, lead teachers and administrative staff.
- J) To recommend criteria for the School participation in community, cultural, sport and recreation activities, etc.
- k) To establish a procedure to allow the use of the School facilities for the carrying out of educational, cultural, recreational, sport and social activities of the Educational Community.
- l) To promote academic, sport and cultural relations with other educational institutions and the creation of youth organizations.
- m) To stimulate the creation of parents, students and alumni associations.
- n) To approve PEI amendments as appropriate.
- o) To approve the income and expense budget of the own resources and those coming from legally authorized payments made by parents and people responsible for the education of students, such as academic rights, the use of text books and other.
- p) To lay down its own internal regulations.

ARTICLE 55
ACADEMIC COUNCIL

55.1 This is the highest authority on the School academic orientation and advises the Directive Council on educational matters. Its decisions are subject to appeal before the Directive Council.

55.2 Members:

- a) The Director, who summons and chairs de Council, unless he/she delegates this duty to another member of the Teaching staff, preferably the Curriculum Coordinator or whoever is carrying out these duties.
- b) The lead teachers (Section Principals)
- c) One (1) teacher per each area defined in the syllabus, who will be elected by the technical team if said area.

Paragraph: Except for the Director and section principals all members will be elected for a period of one(1) school year and can be reelected.

55.3 Duties:

- a) To serve as a consulting body for the Directive Council in the proposed PEI reviews.
- b) To study and prepare curriculum adjustment or amendment proposals within the legal and philosophic guidelines provided by PEI.
- c) To organize the syllabus and guide its implementation.
- d) To plan the annual institutional evaluation and lead its implementation.
- e) To set up Teacher Councils for the periodic evaluation of the students' performance and for their promotion; to assign their duties and supervise the general evaluation process.
- f) To receive and resolve students' complaints about the educational evaluation.
- g) To plan and propose rules, functions and activities to promote the educational quality improvement, the admission to the University and in general, the students' academic success.
- h) To intervene and propose solutions to academic anomalies by the teachers, in such matters as programs development, evaluations or educational reports and the use of methodologies.

ARTICLE 56 DIRECTOR

The School Director duties are:

- a) To lead the PEI implementation and put into effect the decisions of the School government;
- b) To ensure the fulfillment of the teaching duties and the timely supply of the necessary resources for this purpose;
- c) To promote the continuous improvement process of the School's education quality;
- d) To keep active the School relationships with the educational authorities, the School sponsors and supporters and the local community for the continuous academic progress of the School and the betterment of the community life;
- e) To establish communication channels between the different bodies of the educational community.

- f) To lead the educational process with the Academic Council assistance.
- g) To perform the disciplinary duties provided in this Parent/Student Handbook.
- h) To identify new trends, aspirations and influences to channel them in support of the PEI improvement;
- i) To promote social benefit activities linking the School with the local community;
- j) To implement the government provisions with regard to the educational service, and
- k) All other duties related or complementary to the ones mentioned above, provided by PEI and the School internal regulations.

ARTICLE 57 STUDENTS COUNCIL

- 57.1 The Student Council is the higher collegiate body ensuring and guaranteeing the continuous participation of the students. It is made up of one (1) representative from each School grade.
- 57.2 Within the first four (4) weeks of the academic calendar the Directive Council shall summon separate assemblies with the participation of the students of each grade, with the purpose of choosing by secret vote a representative among them, for the current school year.
- 57.3 Preschool students and those of the first three (3) grades of the elementary level will be summoned to a joint assembly to elect a single representative among the Third grade students.
- 57.4 Duties:
- a) To draw up its own regulations and internal organization;
 - b) To elect the students' representative to the Directive Council and advise him/her in the fulfillment of that role.
 - c) To invite those students that offer initiatives for the development of the student life to participate in its deliberations;
 - d) To submit a written Activity Plan to the Director during the fourth week following its formation, for approval and reconciled implementation.
 - e) To prepare and present answers aimed at improving the educational quality offered by the School in the academic, disciplinary, organizational and economical aspects.
 - f) To prepare and present proposals aimed at developing community projects that foster the experience of social values.
 - g) All other duties related or complementary to the ones mentioned above, provided by the Parent/Student Handbook.

ARTICLE 58
STUDENT REPRESENTATIVE (PERSONERO)

- 58.1 The Student Representative (Personero) shall be a senior student who will be responsible for promoting the exercise of the students' duties and rights laid down in the Political Constitution, the Law and regulations and this Parent/Student Handbook.
- 58.2 Election: The Student Representative (Personero) shall be elected within the Thirty (30) calendar days following the initiation of classes in a school year. For this purpose, the Director shall summon all enrolled students to make the election by achievement of a simple majority and by secret vote.
- 58.3 Conditions to be eligible:
- a) To be a senior student in the School.
 - b) Having stood out for the academic performance, exemplary behavior and positive leadership during the HS years at School.
 - c) To enjoy recognized prestige and acceptance by the Educational Community and have not been punished for a serious or extremely serious disciplinary offence during the HS years.
- 58.4 Duties of the Student Representative (Personero):
- a) To promote the fulfillment of the students' rights and responsibilities, by using for this purpose the School internal communication means, requesting the collaboration from the Students Council and organizing forums or other ways of deliberation;
 - b) To receive and assess the complaints and claims presented by the students about infringement of their rights and by other members of the Educational Community regarding the students' fulfillment of their obligations.
 - c) To present petitions to the Director, either ex-officio or by request of a third party deemed necessary to protect the students' rights and facilitate the fulfillment of their duties; and
 - d) To appeal, when necessary before the Directive Council the Director's decisions regarding the petitions presented through him/her.

Paragraph: The position of the Student Representative (Personero) is incompatible with the position of the Student Representative in the Directive Council.

ARTICLE 59
EVALUATION AND PROMOTION COMMITTEE

- 59.1 The School has an Evaluation and Promotion Committee in each section. This is a consulting committee of the Directive Council created with the purpose of analyzing cases of insufficiency or achievement of academic and training goals by students, groups, cycles and levels and to recommend the necessary complementary activities to overcome deficiencies or to meet the

proposed goals in a subject, area, grade or level. The recommendations may be appealed before the Directive Council.

59.2 Each committee meets after each academic period to analyze the students' progress and provide the corresponding recommendations or when there are special cases to be discussed.

59.3 The members of the Evaluation and Promotion Committee are:

- a) The Director, who chairs the Committee, or his/her designee.
- b) The Section Principal or the deputy coordinator as his/her designee.
- c) The teachers related to the evaluated case.
- d) The school counselors.
- e) The Curricular Coordinator (if required)
- f) The parent representative (if required)

59.4 The Evaluation and Committee duties are the following:

- a) To study the cases of each student being considered for repeating a grade and decide on them.
- b) To analyze at the end of each school period the cases of students with a low performance evaluation in any area, based on different sources of information gathered during the year, including: portfolios, standardized tests, pedagogic trips, works in class and special projects, to make general and particular recommendations to the teachers or other School bodies, in terms of remedial and improvement activities.
- c) To summon the parents, the student and the corresponding teacher to present a report together with the reinforcement plan and to agree on the commitments of the involved parties.
- d) To analyze the cases of students with exceptionally high performances in order to recommend special activities of motivation or anticipated promotion.
- e) To analyze and determine the possibility to consider a student at risk of not being promoted.
- f) To analyze and determine the non-renewal of the School enrolment of students with exceptionally low academic performances.
- g) To establish academic commitments for those students who end the school year with a low performance despite the classroom educational actions implemented during the school year.
- h) All decisions, remarks and recommendations made during each Committee meeting shall be recorded in minutes which will be evidence for the final decisions regarding the students' promotion.
- i) To monitor the process of those students having individualized education plans to determine their school performance level of evolution that may include their promotion or no promotion.
- j)

ARTICLE 60 COMMUNITY WELLBEING COMMITTEE

(COMITÉ DE CONVIVENCIA ESCOLAR)

All aspects related to the Community Wellbeing Committee (Comité de Convivencia Escolar) are contained in Chapter V of this Parent/Student Handbook.

CHAPTER XI PARENTS PARTICIPATORY BODIES AND OTHERS

ARTICLE 61 PARENTS GENERAL ASSEMBLY

The Parents General Assembly is made up of all the School parents and should meet at least twice (2) a year convened by the Director.

ARTICLE 62 PARENTS COUNCIL

- 62.1 The Parents Council is a participatory body of the School parents aimed at ensuring the continuous participation in the educational process and raising the quality results of the service. It is made up of at least one (1) and maximum three (3) parents per each of the School grade, according to the PEI provisions.
- 62.2 During the first school month following the date of initiation of the academic activities, the Director shall convene the parents to choose their representatives in the Parents Council.
- 62.3 The parent representatives' election for the corresponding school year will be made during a meeting per grade, by a majority of votes, with the presence of at least fifty percent (50%) of the grade parents or the parents who are present one hour after the meeting has started.
- 62.4 Structuring and operation of the Parents Council:
- a) The structuring and operation of the Parents Council is mandatory and it may organize working committees that have affinity with PEI and the School Improvement Plan, according to the

working plans agreed with the Director. The committees may have the participation of one administrative director or teacher appointed by the Director.

- b) The Parents Council is an educational participatory body that needs no registration before any authority. Neither affiliation fees nor economical contributions whatsoever may be established to be a member of the Council.
- c) It will hold a meeting at least three (3) times a year when convened by the Director or by its own right.
- d) The Parents Council meetings will be chaired by one parent chosen by them.
- e) The Department of Public Education (Secretaría de Educación) may request periodical reports about the Council operation.

62.5 Duties. The Parents Council will have the following duties:

- a) To collaborate with the Director in the analysis, dissemination and use of the results of the periodic competence evaluations and the State Tests;
- b) To require the School and all its students to participate in the Competence and State Tests performed by the Colombian Institute for the Promotion of Higher education (ICFES);
- c) To support art, scientific, technical and sport activities organized by the School aimed at improving the students competences in the different areas including citizenship and the creation of the Culture of Lawfulness;
- d) To participate in the development of improvement plans and the achievement of the goals set;
- e) To promote training activities for the parents aimed at developing assistance strategies to help students to consolidate the learning, promote the practice of out-of-school habits of study, improve self-esteem and community environment and particularly those aimed at promoting the children rights;
- f) To foster a climate of trust, understanding, integration, solidarity and agreement among all the Educational Community groups;
- g) To present proposals to improve the Parent/Student Handbook within the framework of the Political Constitution and the Law;
- h) To cooperate in activities aimed at promoting the students' physical and mental health, the solution of learning difficulties, the detection of school integration problems and the improvement of the environment;
- i) To present parents proposals to modify the PEI according to the provisions of the relevant regulations;
- j) To elect the two (2) parent representatives in the Directive Council, with the exception set forth in Article 62.3 d) of this Parent/Student Handbook.

Paragraph: The School Director will provide all the necessary information to the Parents Council for the fulfillment of its duties, which shall be exercised in direct coordination with the Director and will require an express authorization when assuming responsibilities that may compromise the School before other authorities.

**ARTICLE 63
PARENTS ASSOCIATION**

- 63.1 For all legal purposes, the Parents Association is a nonprofit legal person under the private law, created by free and voluntary decision of the parents of students enrolled in the School. It will be governed by the relevant law and its bylaws.
- 63.2 There will be only one (1) Parents Association of the School and its assets and management shall be clearly separated from those of the School.
- 63.3 The Parents Association is forbidden to:
- a) Request from the associates or approve at their expense any tokens, contributions, donations, fees, forms or any kind of contribution in cash or in kind for the School, or to impose the obligation to participate in activities aimed at raising funds or procuring foodstuffs;
 - b) Impose on the associates the obligation to participate in social activities, to purchase uniforms and school supplies in general in businesses owned by the Association or by any of its members, or businesses with which agreements have been set up;
 - c) Assume powers and functions pertaining to the School authorities and other collective bodies, or those corresponding to supervisory, evaluation, inspection and monitoring agencies and other bodies of the education sector;
 - d) Organize, promote or support events where alcoholic beverages are served or gambling is offered.

Paragraph: The members of the Parents Association Board of Directors will not be allowed to enter into contracts with the corresponding Association. Their parents, spouses or permanent partners or their relatives within the second degree of consanguinity or affinity will not be allowed either.

**ARTICLE 64
LABOR COEXISTENCE COMMITTEE
(COMITÉ DE CONVIVENCIA LABORAL)**

- 64.1 The Labor Coexistence Committee is made up of two (2) representatives of the Corporation and two (2) representatives of the employees, with their corresponding teachers, ideally chosen for their well-recognized attitudinal and behavioral competences such as: respect, impartiality, tolerance, calmness, confidentiality, discretion in the handling of information and ethics and for their assertive communication, leadership and conflict resolution skills.
- 64.2 The Corporation will appoint its representatives directly and the employees will elect theirs by secret vote representing the free, spontaneous and authentic expression of all employees and through public scrutiny the procedure of which shall be adopted by the Corporation and included in the respective call for election.

- 64.3 The Labor Coexistence Committee shall not be composed of workers against whom there has been a work harassment complaint, or who have been victims of work harassment in the six (6) months prior to the Committee formation.
- 64.4 The Labor Coexistence Committee membership will have a term of two (2) years from the formation of the Committee and shall run from the date of the election/appointment communication.
- 64.5 The Work Coexistence Committee duties are:
- a) To receive and process all complaints describing situations that may be considered to be work harassment, and the supporting evidence.
 - b) To examine in a confidential manner specific cases of complaints or claims that could be defined as work harassment conducts or circumstances inside the Corporation.
 - c) To listen to the involved parties individually about the facts giving rise to the complaint.
 - d) To hold meetings with the purpose of creating a space for dialogue between the parties involved, promoting mutual commitments to reach an effective dispute settlement.
 - e) To draw up a concerted improvement plan between the parties to build, renew and promote work coexistence, always guaranteeing the principle of confidentiality.
 - f) To follow-up the commitments made by the parties involved in the complaint, and verify their compliance as agreed.
 - g) When the parties don't reach an agreement, the recommendations given are not fulfilled or the conduct persists, the Labor Coexistence Committee shall refer the complaint to the Board of Directors of the Corporation and will close the case; the worker may file the complaint before a work inspector or file a law-suit with the relevant judge.
 - h) To submit to the Board of Directors of the Corporation recommendations for the effective development of preventive and corrective measures regarding work harassment; the annual report on the Labor Coexistence Committee management results and any other reports required by the control bodies.
 - i) To monitor compliance with the recommendations given by the Committee to the Corporation human resources and occupational health departments.
 - j) To draw up quarterly reports on the Committee management including statistics of complaints, case monitoring and recommendations to be presented to the Board of Directors of the Corporation.
- 64.6 The Labor Coexistence Committee shall elect a president by common agreement among its members; the president will have the following duties:
- a) To convene the Committee members to ordinary and extraordinary sessions.
 - b) To chair and guide ordinary and extraordinary sessions in a dynamic and efficient way.
 - c) To process before the Board of Directors of the Corporation the recommendations approved by the Committee.

d) To arrange with the Board of Directors of the Corporation the resources required for the Committee operation.

64.7 The Labor Coexistence Committee shall elect a secretary by common agreement among its members; the Secretary will have the following duties:

- a) To receive and process the written complaints describing situations that may be considered work harassment, as well as the supporting evidence.
- b) To send by physical or electronic means to the Committee members the president's call to ordinary and extraordinary sessions indicating the day, time and place of the meeting.
- c) To make an individual appointment with each one of the parties involved in the complaint in order to listen to the facts that gave rise to it.
- d) To make an appointment with the workers involved in the complaints in order to establish coexistence commitments.
- e) To keep the file with all complaints submitted and the supporting documents and to ensure the nondisclosure, safekeeping and confidentiality of the information.
- f) To prepare the agenda and the minutes of the Committee sessions.
- g) To deliver communications with the recommendations made by the Committee to the different departments of the Corporation.
- h) To hold meetings and request the necessary supporting documents to follow-up the compliance of the commitments made by each one of the involved parties.
- i) To draw up quarterly reports on the Committee management including statistics of complaints, case monitoring and recommendations to be presented to the Board of Directors of the Corporation.

64.8 The Labor Coexistence Committee shall meet in ordinary sessions every three (3) months and will be in session with one half plus one of its members. The Committee and shall meet in extraordinary sessions in the event of any case requiring its immediate intervention, and may be convened by any of its members.

64.9 The Corporation shall ensure a physical space for the Labor Coexistence Committee to hold meetings and other activities, to handle the documentation in a confidential manner and to carry out training activities for the Committee members on conflict resolution, assertive communication and other topics considered a priority for the operation of the Committee.

ARTICLE 65

ALUMNI ORGANIZATION: COJOWA ALUMNI

65.1 The School Alumni organization ("COJOWA alumni") aims primarily to the integration and interaction of the School former students. Its goals are:

- a) To strengthen and enhance the links of the alumni with each other and with the School;
- b) To ensure the alumni rights and their participation in certain bodies of the School, upon approval by the Board of Directors of the Corporation;

- c) To safeguard the traditions and values of the School culture;
- d) To conduct a joint task aimed at the mutual benefit and support of all the members of the School Educational Community at all levels.

65.2 COJOWA Alumni members will be the following:

- a) Graduates from the School, meaning all students having received the COJOWA Academic High School diploma;
- b) School former students (for the purposes of this article these are all students having completed at least five (5) school years regularly at the School, and provided that the reason for not having graduated is not contrary to the objectives or values of this organization, at the discretion of the Board of Directors of the Corporation).

65.3 The organization and administration of COJOWA Alumni funds will be undertaken by the School, which shall delegate to the administrative and financing area, the responsibility of its handling. Its funds and donations shall be deposited in a bank account and will be spent only to fulfill its objectives, previously approved by the Alumni Council.

65.4 COJOWA Alumni will have an Alumni Council, which will be the COJOWA Alumni representation body and will work directly with the School in order to achieve the organization purposes. The Alumni Council will be made up of seven (7) members of COJOWA Alumni who shall be elected by the Board of Directors of the Corporation within the first two (2) months of the corresponding school year, for two-year (2) periods. To run for member of the Alumni Council it is required: i) to be a graduate or a former student of the School - as indicated in number 65.2 above -; ii) to submit the application to the School development area which in turn will submit the applications to the Board of Directors of the Corporation. The Alumni Council shall lay down its own rules.