



Code of Conduct Manual

Colegio Jorge Washington

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HISTORICAL OVERVIEW

The Jorge Washington School (the "School" or "COJOWA"), owned by the Jorge Washington School Corporation (the "Corporation"), was founded in August 1952. The founding Board of Directors of the Corporation was composed by:

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

The objective of this group of parents was to create a bilingual School in Cartagena with a curriculum and calendar similar to that of American Schools. Firstly, it aimed to overcome the obstacles and discrepancies caused by changes in programs and calendars for the children of national or foreign officials who had to leave or return to their home country. Secondly, it aimed to ensure that Colombian students could continue their studies in the American education system without any disruption.

On October 11, 1952, classes began in a location on Second Avenue in the Bocagrande neighborhood, with a staff of three educators and twenty-five students, led by Miss June Vaillant. In July 1954, the National Corporation of Andian (now Ecopetrol) purchased the Club Bocagrande building, and the School moved to this location in September 1954.

In 1963, with the help of a \$935,000 donation from the U.S. Government and \$300,000 contributed by industrialists and citizens of Cartagena and foreigners interested in maintaining a binational and bilingual School in the city, the old Clubhouse was demolished, and the three-story main building was constructed. The active members of the second Board of Directors of the Corporation participated in the construction, including:

Gabriel del Corral:	Chairperson
Rudy Janecek:	Vice President
Charles Postal:	Secretary
George Stedwill:	Treasurer
Dick Hislop:	Spokesperson

The School grew rapidly, and in 1963, with Ms. Helen Wallace as the Principal, it received official approval for grades one through six of elementary education and seventh and eighth grades of secondary education, as per Resolution # 0400 on March 14, 1963.

Between 1967 and 1971, under the leadership of Mr. Ken Crowl as the Principal, the School was recognized and approved by Cognia / SACS CASI, which significantly facilitated the enrollment of students in American Schools and universities. This approval, certified by the Government of the United States, is an agreement current to this day.

In 1968, the Ministry of National Education of Colombia approved studies up to the ninth grade of secondary basic education, as stated in Resolution No. 0505 on August 26, 1968. In 1970, the Level of Secondary Education was approved according to Resolution No. 031314. The first graduating class received their diplomas in June 1971.

In 1974, the Ministry of National Education of Colombia granted official approval for all levels and grades until further review, as indicated in Resolution No. 3285 on May 18 of the same year.

In 1979, a facility for preSchool was built, and the preSchool program began at Jorge Washington School. In September 2006, the new preSchool campus in Bocagrande was inaugurated.

On August 7, 2009, the new campus for ES, MS/HS students in the North Zone was inaugurated, offering a more suitable campus for students to continue their development in all areas.

PRESENTATION

The Jorge Washington School is a private, non-profit, non-denominational, co-educational institution. It is an international N-12 School, college preparatory, offering both the Colombian high School diploma and the American high School diploma to its graduates, accredited by Cognia and the Colombian Ministry of Education.

For the purposes of this code of conduct (the "Code of Conduct") and in accordance with Article 6 of Law 115 of 1994 ("General Education Law"), the educational community of the School is understood to be comprised of students, educators, teachers, educational administrators, parents and/or guardians of students, alumni, and School administrators (the "Educational Community").

MISSION

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

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

PRINCIPLES AND FOUNDATIONS

With the aim of achieving the goals and objectives of Colombian education proposed in the General Education Law, as well as all related regulations, the requirements of Cognia SACS CASI, Law 1620 of 2013, and institutional objectives, the Jorge Washington School guides its educational action based on the following principles:

- 1. The family is the fundamental core of society and the primary responsible for the education of their children. As a result, the School aims to:**
 - a) Promote the active and responsible participation of parents in the organizational and administrative processes of the School.
 - b) Strengthen parental involvement in the formative processes of the COJOWA community.
- 2. The individual is a unique, free, dignified, and responsible being who constructs themselves. And so, the School aims to:**
 - a) Promote values and human virtues through practice and experience.
 - b) Educate for the responsible use of freedom, fostering participation and the exercise of democratic values.
 - c) Educate for resilience, creating a positive vision of one's own future for the development of a life plan.

3. **Humans learn when they construct knowledge through communicative interaction with others. Thus, the School aims to:**
 - a) Promote and implement active, constructive, and process development methodologies.
 - b) Encourage communicative interaction among School members within the particular socio-cultural, regional, and international context as a means of exchange, construction, and social, cultural, and spiritual progress.
 - c) Encourage students to be active participants in their learning, developing based on personal capabilities and interactions with others.
4. **Advances in science and technology influence human activity, perception, and their relationship with the world and with other individuals. The appreciation, appropriation, and application of current scientific, technological, and cultural knowledge are fundamental in education that is open to the 21st century. As a result, the School aims to:**
 - a) Promote an ethical awareness for the use and application of scientific and technological knowledge, placing them at the service of humanity.
 - b) Create pedagogical and methodological conditions for students to become familiar with understanding, using, and producing modern scientific and technological codes.
5. **Culture is the result of a historical process; its knowledge, preservation, and enrichment are fundamental tasks of humans and society. Consequently, the School aims to:**
 - a) Increase and strengthen cultural education, a sense of belonging, and patriotic identity.
 - b) Increase the study of humanities and the formation of universal values.
 - c) Educate in and for respect for differences, and the appreciation of foreign and minority cultures.
6. **Demand is the basis of personal excellence, and the latter is the goal of education focused on seeking success as an individual, leadership, and social service. Therefore, the School aims to:**
 - a) Promote personal excellence, comprehensive education, and overall quality of life through a formative discipline that leads to autonomy and self-discipline.
 - b) Foster human virtues, positive attitudes, responsible freedom, decision-making, leadership, and self-esteem.
 - c) Promote activities that make us aware of our social reality and sensitize us to our responsibility towards it.

- 7. Educating for the 21st century means preparing students for the unpredictability of the future. Subsequently, the School aims to:**
- a) Apply methods that promote the development of thinking processes and conceptual learning.
 - b) Develop investigative attitudes and skills to formulate hypotheses and methodically solve problems.
- 8. Tolerance, respect for differences, respect for the rights of others, and the dignity of the individual, as well as participation and cooperative solidarity, are fundamental values in the institutional educational project of COJOWA ("IEP"). Accordingly, the School aims to:**
- a) Promote participatory democracy practices in the daily life of the School.
 - b) Promote the experience and responsible exercise of freedom.
 - c) Promote activities that help form participatory citizens.
 - d) Coordinate the educational activity and actively guide the process, promoting educational practices oriented toward research and creativity.
- 9. Humanity is responsible for the use, conservation, or destruction of our environment; accordingly, the School aims to:**
- a) Raise awareness of the impact of our actions on the environment and our responsibility to preserve it.
 - b) Develop programs, activities, and strategies that promote the rational use of resources.
- 10. Within a non-denominational framework, Jorge Washington School recognizes that the human being has a transcendent dimension that connects them to their spirituality and religious beliefs, whatever they may be.**
- a) It fosters coexistence based on the values of respect, acceptance, and tolerance.
 - b) It creates spaces for all members to explore and work on their ethics, spirituality, and knowledge of different world religions.

PEDAGOGICAL MODEL

In accordance with its mission, vision, philosophy, and objectives, Jorge Washington School asserts itself as a humanistic School with constructivist tendencies, offering a Montessori-oriented preSchool program within a resilient and bilingual framework. We are committed to providing a comprehensive education focused on the individual. We understand the need to be open to an eclectic model.

True to our mission and based on education that seeks unity between the emotional and cognitive aspects, where the formation of values, feelings, and behavior reflect our humanistic character, we aim for our students to develop the following skills:

1. Thinking Skills

- Analyze, understand, and creatively use information to solve real-world problems in the environment and the community.
- Show an interest in scientific and technological advances and exhibit a research-oriented attitude.

2. Critical Thinking Skills

- Investigate and use problem-solving processes in all fields to select information, critically analyze it, and make relevant decisions.

3. Communication Skills

- Use modern means of communication comprehensively and effectively.
- Communicate competently in both English and Spanish.
- Establish meaningful connections between language and culture.

4. Community Engagement Skills

- Contribute to the community through cooperation and active participation.

5. Social Relationship Skills

- Act on the principles of otherness, respecting the rights and dignity of others.
- Demonstrate a high and healthy self-esteem.
- Set high but realistic personal goals and achieve them.
- Show continuous self-control and discipline.

6. Skills for Establishing Relationships with Universal Culture

- Use knowledge of the past to explain the present and project it into the future.
- Understand the interrelationships between different human cultures and societies and act accordingly.

- Interact with other cultures, referring to them critically and creatively, while grounding in one's own identity and cultural values.

7. Skills for Ethical Behavior

- Understands the significance of each of their actions and acts responsibly based on the principles of social ethics.

8. Skills for Maintaining Physical, Mental, and Spiritual Health

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

9. Skills for Artistic Valuation and Production

- Values art and develops artistic skills, enhancing imagination, creativity, and aesthetic enjoyment.
- Respects and values both their own and universal cultural expressions.

COJOWA STUDENT PROFILE

Jorge Washington School directs its educational goals towards the development of personal and social values in its students, shaping them as:

- Independent, creative, productive individuals with adaptability.
- Compassionate, empathetic individuals with a high sense of respect and acceptance of others; capable of understanding social issues and proposing and promoting innovative solutions.
- Individuals with a deep sense of belonging to the School, the city, the country, and the world.
- Global citizens, prepared to confidently and with talent face the future of their community in economic, cultural, and political aspects, aware of the impact of their actions on the rest of the world.
- Individuals with their own identity, self-respect, and respect for cultural diversity.
- Individuals with a solid physical, ethical-social, and intellectual balance, and harmonious interaction with nature.

INSTITUTIONAL VALUES

As part of the COJOWA values plan and actions, we expect all members of the Educational Community to be examples of the following values, both within and outside the School premises:



Responsibility	COJOWA students are prepared and ready to learn. The staff and parents of COJOWA are ready to facilitate learning.
Empathy	The students, staff, and parents of COJOWA understand what others are feeling and are respectful.
Assertiveness	The students, staff, and parents of COJOWA know to defend what is right.
Cooperation	The students, staff, and parents of COJOWA know to listen and work with others.
Honesty	The students, staff, and parents of COJOWA tell the truth and take responsibility for their actions.
Excellence	The students, staff, and parents of COJOWA make an effort to give their best.
Self-control	The students, staff, and parents of COJOWA know to practice self-control... they think before they act.
By REACHING our values, we feel proud to be a part of COJOWA!	

CHAPTER I ENROLLMENT AND ADMISSIONS

ARTICLE 1 - ENROLLMENT

- 1.1 **Conditions for being a student at the School:** Fulfill all the requirements set by the Ministry of National Education (MEN in Spanish) and complete the admissions and enrollment process established by the School in its procedures manual.
- 1.2 **Enrollment contract:** Enrollment is the act that formalizes the student's connection to the educational service offered by the School. It will be conducted only once, when the student enters the School, with the possibility of establishing renewals for each academic period. The enrollment contract will be governed by the rules of private law and must establish, among other things, the rights and obligations of the parties, the grounds for termination, and the conditions for its renewal. The Institutional Educational Project (IEP), this Code of Conduct, and the School's other internal regulations are integral parts of the enrollment contract.
- 1.3 **Fees:** The School will make charges for enrollment fees, tuition, periodic charges, and other periodic charges, as defined in Article 2.3.2.2.1.4 of the Single Regulatory Decree of the Education Sector ("Decree 1075 of 2015"):
- a) Recurring payments:
 - School transportation service
 - Cafeteria service
 - b) Other periodic payments:
 - Technological Encouragement
 - NWEA Exams
 - Yearbook / Calendar
 - School Insurance
 - Prevention programs
 - Donation to the COJOWA Foundation
 - Alumni Association
 - Eagles Activities (monthly)
 - Learning Center (monthly)
 - Spanish as a Second Language (monthly)

Paragraph 1: The rates for the aforementioned charges will be updated according to the approval of the Board of Directors and the authorization of the Secretary of Education.

Paragraph 2: In those cases, in which an extraordinary contribution will be required for the participation or realization of singular events, a written document authorized by the administrative management will be required.

ARTICLE 2 ADMISSIONS

- 2.1 **Philosophy:** For the School, the admissions process aims to attract students and families interested in growing within an educational environment that engages them, provides them with good experiences, and facilitates the joy of learning. It also enables them to reach their individual potential.

COJOWA believes it is of utmost importance to ensure that applicant families share the same educational philosophy as the institution and align with the programs and services offered by the School according to its mission, vision, resources, and objectives. In addition, those wishing to enroll will be evaluated based on the availability of space, academic achievements, social and emotional development, and academic recommendation letters. Likewise, all applicants must demonstrate that they meet the institution's English and mathematics proficiency levels (excluding preSchool children).

All approvals for new student admissions are subject to available space, academic achievements, and disciplinary records.

COJOWA values having a community made up of local families, foreigners from various countries, and alumni, all of whom share similar educational concepts and commit to working together to fulfill our mission.

- 2.2 **Demographics:** Among its objectives, the School provides classrooms that are balanced in terms of the number of students per classroom, nationalities, and other special needs.
- 2.3 **Admission Priority:** Based on the admissions philosophy, COJOWA considers the following criteria to establish a priority order for admissions, which will always be subject to space availability:
- Children of alumni.
 - Children of families who currently have other children enrolled in COJOWA.
 - Previously enrolled students returning from other cities or countries.
 - Children of COJOWA teachers or certain employees.
 - Local families.
 - International families.

These criteria are valid to be applied in normal admission periods or in case more than one child is applying for the same quota.

American Embassy families are exempt from these criteria and are granted a transit quota; however, it is subject to passing all admissions interviews and academic exams.

- 2.4 **Normal Admissions Process Period:** The normal period for the Admissions Department to receive applications for the new School year is from December of the previous year of entry until February. Academic tests are administered between March and August, as appropriate. Late applications are subject to space availability.

2.5 **Admission ages:**

Course	Minimum Age at Entry (Before August 31st)
Circle time	18 months
Maternal	3 years old
Pre-kindergarten	4 years old
Kindergarten	5 years old
1st grade	6 years old
Entry to other courses is based on age, qualifications, current course, academic performance, and behavior.	

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

2.6 **Requirements:**

- Application.
- Statement of understanding.
- Academic recommendations.
- Grades.
- Family and personal references.
- Identification.
- Good standing certificate.
- Medical exams.
- Financial Information.

Once all the documents are provided, the head of admissions will inform the family about the next steps in the admissions process.

2.7 Admissions process:

- Application and interview with the head of admissions.
- Admissions Committee Review.
- Academic admissions process.
- Result of the admission process.

At all times, the head of admissions will monitor each step of the checklist that must be completed within the admissions process, starting with the application, and continuing through the academic process.

During the initial contact with families, they will be informed that admission to COJOWA is subject to the availability of space in the grade to which the applicant is applying.

The policies and conditions mentioned here, as well as the philosophy and admissions procedures of the School, are available on the School's website at the following link: www.cojowa.edu.co/admissions-process-0

CHAPTER II DUTIES AND RIGHTS OF STUDENTS

ARTICLE 3 STUDENT RESPONSIBILITIES

The person is subject to responsibilities and rights. The exercise of a person's duties and rights implies the exercise of freedom with responsibility. Comprehensive education within the scope of freedom presupposes the demand for fulfilling duties, whose core is respect for one's own dignity and the dignity of others, for one's own rights and the rights of others. The commitment of the students is summarized in the full compliance with this Manual of Coexistence and COJOWA's Honor Code, which is part of this manual and consists of:

- a) Respecting other people, their rights, beliefs, and belongings.
- b) Always telling the truth and acting with honesty.
- c) Taking responsibility for their actions, both within and outside the School, and understanding that every behavior has consequences.
- d) Resolving all conflicts in a peaceful and rational manner.
- e) Maintaining a decent, clean, and organized appearance.
- f) Striving for academic excellence and personal development on a day-to-day basis.
- g) Taking care of oneself, maintaining a healthy body and mind, and being free from addictions.
- h) Being punctual, and respecting the time of others.
- i) Taking care of and being responsible for the physical facilities, equipment, and resources of the School.
- j) Contributing to a healthy, safe, resilient, and pleasant environment.
- k) Setting an example of the institutional values of the School.

ARTICLE 4 STUDENT RIGHTS

All students at the School have the right to:

- a) Receive a comprehensive, high-quality education that enables the full development of their potential, ensuring effective integration into their community, the world, productivity, and the mastery of scientific, technical, comprehension, and production of modern codes of knowledge.
- b) Be respected in their private life, religious and philosophical beliefs, and the free development of their personality, as long as it does not violate their own or others' integrity or rights. They should not be discriminated against on the grounds of race, physical appearance, beliefs, philosophical or political convictions, under any circumstances.
- c) Have their fundamental right to due process respected and observed at all times.
- d) Be evaluated comprehensively in all academic, personal, and social aspects.

- e) Receive protection in situations or circumstances that threaten their personal or legal integrity.
- f) Receive regular and timely information about their academic and formative progress.
- g) At all times and places, receive dignified, courteous, respectful, and exemplary treatment from their superiors and other members of the educational community.
- h) Elect and be elected to the various councils or committees established by law and the School's educational project.
- i) Make responsible use of the School's real and individual property, as well as the academic and educational services offered.
- j) Submit respectful requests or suggestions aimed at improving the quality of the education they receive, using the established channels.
- k) Receive timely responses to your requests and complaints.
- l) Enjoy a healthy, joyful, and peaceful environment that facilitates their normal and harmonious development of health, learning, and education.
- m) Receive counseling and specialized advice to address their problems, conflicts, and learning difficulties.
- n) Apologize for justifiable non-compliance with their duties or absences and have their late assignments and missed exams accepted and evaluated.
- o) Enjoy rest, sports, recreation, and the use of leisure time.
- p) Express themselves freely regarding disagreements and differences, in a respectful manner and following the established rules and procedures for this purpose.
- q) Be informed about the institutional system for student evaluation: criteria, procedures, and assessment and promotion instruments from the beginning of the School year.
- r) Know the results of the evaluation processes and promptly receive responses to concerns and requests regarding these.
- s) Receive guidance and support from teachers and the psychology department to overcome their learning weaknesses.

CHAPTER III

DUTIES AND RIGHTS OF PARENTS

ARTICLE 5

DUTIES OF PARENTS

Families, as the fundamental nucleus of society and the primary responsible party for their children's education, have the following duties, in addition to those established by applicable regulations (for the purposes of this Code of Conduct, "Parents" includes both fathers and mothers, as well as duly authorized legal guardians):

- a) Support the actions and activities planned by the School and the community aimed at the comprehensive education of their children.
- b) Provide an appropriate environment and necessary support at home to offer their children a high-quality comprehensive education that is consistent with what the School provides.
- c) Participate in the design, implementation, monitoring, and evaluation of joint strategies with the School to achieve suitable solutions to their children's learning and educational problems and difficulties.
- d) Attend all meetings and activities scheduled by the School or authorized committees promptly to provide support, knowledge, and suggestions to improve services and educational quality.
- e) Attend and actively participate in the educational events organized by the Parent School to provide training and contribute to the guidance and education of their children.
- f) Offer their assistance, abilities, and knowledge to School governance bodies if elected as members.
- g) Provide respectful, polite, and dignified treatment to all members of the Educational Community, including administrators, teachers, office staff, and maintenance personnel.
- h) Provide, without restriction, all necessary or requested information about their children to those responsible for their roles to make decisions aimed at improving students' education, provided that it does not violate human dignity and individual rights.
- i) Provide, without restriction, all necessary or requested information about their children to those responsible for their roles to make decisions aimed at improving students' education, provided that it does not violate human dignity and individual rights. Failure to meet these obligations may lead the School to apply the sanctions established in the current financial policy and to charge late fees until the parent is up to date. Additionally, the School may resort to legal mechanisms to demand the fulfillment of obligations incurred.
- j) Assume the cost of material damage caused by the student to people or things, as well as losses of objects or didactic materials provided by the School.
- k) Familiarize themselves with all rules of discipline and coexistence, including this

Code of Conduct and all other internal regulations of the School.

- l) Ensure that their child behaves well inside or outside the School premises.
- m) Promptly attend personal appointments made by the School or authorized individuals to design joint strategies for the educational improvement of their child.
- n) Ensure that their child complies with all rules outlined in this Code of Conduct, taking full responsibility and authority, and not delegating them, under any pretext, to the institution or any of its members, such as section directors, teachers, and such.
- o) Support the School in the development of actions aimed at improving the educational service and raising the quality of learning, especially in the formulation and implementation of institutional improvement plans.
- p) Respect the regular communication channels for presenting respectful complaints and grievances. Parents cannot communicate with students without prior consent from the section directors.
- q) Parents whose children experience psychological, emotional, health, or academic difficulties must monitor the School's evaluations in conjunction with therapeutic treatments and the provision of prescribed medications when necessary. They must also inform the School about any situation that may affect the student's formative process.
- r) Provide ongoing monitoring of their children's evaluation process.
- s) Review the periodic evaluation reports.
- t) Set an example by displaying the School's institutional values, avoiding criticism or destructive comments that tarnish its reputation.
- u) Inform the Section Director in writing via email or by phone: When their children do not attend School or leave during the School day and send the signed excuse for the student's absence within three (3) business days after their return to School.
- v) Return to the School any items their children take home that are not their property.
- w) Cooperate and collaborate with the School in preventing the student from consuming psychoactive substances that affect their health and create dependence. In light of the above, parents commit to taking measures to prevent, avoid, and protect students from the consumption of the mentioned substances, even during extracurricular activities or situations in which minors under their care and responsibility are present.
- x) Support the educational process in fulfillment of their responsibility as the primary educators of their children to enhance personal guidance and the development of citizen values.

ARTICLE 6

RIGHTS OF PARENTS

To families, as the fundamental nucleus of society and the primary responsible party for their children's education, the following rights apply, in addition to those established by applicable regulations:

- a) Demand and receive a quality education for their children. The provision of educational services offered by the School in an efficient and timely manner, following its rules.
- b) Be informed about the institutional system of student evaluation: criteria, procedures, and evaluation and promotion instruments from the beginning of the School year.
- c) Choose to be elected or to elect members of various School governing bodies, committees, and associations established in the School, in accordance with internal regulations, and fully perform their functions.
- d) Receive periodic information or request it for justified reasons regarding the academic and formative progress of the student, as well as professional guidance for their education.
- e) Receive information about the School's operation, its plans, programs, and projects through established channels.
- f) Attend all specific activities for parents scheduled by the School, without any exceptions or restrictions, except those established in the School's internal regulations.
- g) Be treated with respect and dignity by all members of the Educational Community.
- h) Receive training to function as effective educating parents through Parent School programs.
- i) Provide respectful suggestions for the improvement of the quality of education provided to their children.
- j) Receive prompt responses to their requests or complaints.
- k) Participate with proposals or suggestions through their representatives in councils and committees, as provided by law, in the planning, programming, and evaluation of academic and formative programs and plans.
- l) Support the students' evaluation process.

ARTICLE 7

PROCEDURES FOR FILING COMPLAINTS AND CLAIMS

All and each member of the Educational Community have the right to file complaints or grievances whenever they consider a right to be violated or to suggest proposals for improvements in educational processes, following established procedures and channels.

In general, the following steps should be followed:

- a) The formulation of complaints or grievances by a parent or student should follow the regular procedure, considering the severity of the issue:
- First step: Request a meeting with the teacher when you have any concerns. The teacher is aware of the student's needs and understands them. Most problems can be resolved at this level.
 - Second step: When the question or concern has not been resolved with the teacher, the parent or student may request a meeting and discuss the matter with the corresponding Section Director.
 - Third step: When concerns have not been resolved at the second step, the parent or student may request a meeting with the School Principal to discuss the matter and find a solution or response.
 - Fourth step: After exhausting the three (3) steps mentioned above, if none of them has been fruitful, the parent or student may request intervention by the Board of Directors.
- b) The School staff is committed to education, following high standards of professionalism. Collaboration and the appropriate use of these communication lines will result in significant benefits to meet the needs of the students.
- c) Complaints or grievances to different School governing bodies, councils, or committees may also be made in writing, citing the presumed violated right and describing the event and circumstances in which the violation occurred.
- d) They should also use the following flowchart as a reference to determine the appropriate communication channel:

	Subject related to:		1 st level of communication		2 nd level of communication		3 rd level of communication		4 th level of communication		
	Sports	→	Trainer	→	Athletic director	→	Principal	→	Director		
ACADEMIC											
	Attendance	→	Section Secretary	→	Principal	→	Director				
	Student / Class	→	Teacher	→	Principal	→	Director				
	Student Services										
	- Special Education	→	Staff Learning Center	→	Principal	→	Director				
	- Psychology		Psychologist								
	- Health		Nurse								
ADMINISTRATIVE	Cafeteria	→	Cafeteria Administrator	→	Administrative Director	→	Director				
	Finances and Payments	→	Accounts receivable / cash	→	Administrative Director	→	Director				
	Maintenance	→	Chief of Infrastructure	→	Administrative Director	→	Director				
	Admissions	→	Admissions and Development Director				→	Director			
	Security	→	Chief of Infrastructure	→	Administrative Director	→	Director				
Systems / Technology	→	Technology Coordinator	→	Administrative Director	→	Director					
Transport	→		→	Administrative Director				→	Director		
School Policy	→	Director	→	School Council / Board of Directors		→	General Parent's Assembly				

CHAPTER IV DUTIES AND RIGHTS OF TEACHERS

ARTICLE 8 DUTIES OF TEACHERS

In addition to the obligations established by applicable regulations, the teachers at the School have the following duties:

- a) Contribute with their experience and professionalism to achieve the School's vision, mission, and strategic objectives, where institutional values and ethical and moral principles of good citizenship are the fundamental pillars for the fulfillment of their roles.
- b) Comply with all clauses of the employment contract, the required profile for their position, the complementary regulations issued by the various levels of authority of the School, as well as what is established in the Teacher's Manual and the corresponding Handbook.
- c) Ensure the well-being, safety, and integrity of the students at all times, especially during surveillance shifts, ground transportation, cultural and sports activities, among others.
- d) Punctually and in an organized manner fulfill all their academic and formative duties scheduled by the School, such as classes, grade reports, institutional exams, surveillance shifts, substitutions, assistance, and control of cultural, sports, and academic activities, among others.
- e) Comply with what is established in the IEP, especially regarding the curriculum of the School, and consult with the curriculum coordinator and the corresponding section director for any innovations.
- f) Resolve conflicts and difficulties within an atmosphere of conciliation and dialogue, always following the institution's approach and guidance and the division in which they work.
- g) Ensure that students comply with the behavior and discipline rules established in this Code of Conduct, taking preventive, formative, and corrective actions, as necessary.
- h) Demonstrate leadership towards students at all times, being fair, impartial, and objective in their evaluations and assessments.
- i) Act with integrity and diligence in performing their duties, respecting the dignity of others.
- j) Avoid involvement in conflicts of interest, given their privileged relationship with their students, and therefore, refrain from exploiting this relationship in material, ideological, or moral ways.
- k) Prioritize their personal and professional preparation and training, making all available knowledge accessible to students and the School.
- l) Promote the use of English, within and outside the classroom, if they have been hired as an English teacher.
- m) Treat all members of the Educational Community and all other individuals, both within and outside the School, with respect, dignity, and consideration.

- n) Respect the confidential nature of information related to students and only communicate it to authorized personnel.
- o) Respect the confidential nature of information related to students and only communicate it to authorized personnel. Respect all the rights of others and act in accordance with the limits these rights impose on one's freedom and rights, respecting the private life of others, their religious, political, and philosophical beliefs, and their physical and moral integrity.
- p) Follow the established regular procedure when presenting complaints or suggestions that are considered appropriate, following the rules established in this Code of Conduct, including proposals for the continuous improvement of students to different committees, such as automatic promotion, repeating a grade, or the need for specialized therapy in particular cases.
- q) Participate actively in all recreational, sports, academic, and cultural activities scheduled by the School, maintaining a positive and proactive attitude for the development, control, and success of these activities.
- r) Accept being evaluated by the School's management, superiors, colleagues, students, and administrative and support staff, understanding that this evaluation only seeks personal improvement and improvement of all educational processes in general.
- s) Be responsible for the organization and aesthetic decoration of the classroom, motivating students to take care of the furniture, School supplies, and other elements that contribute to their education.
- t) Maintain a harmonious and cooperative relationship with all professionals at the School, including support staff such as the nurse, assistants, cafeteria personnel, technology staff, maintenance staff, and such.
- u) Set an example of the institutional values of the School.

ARTICLE 9 RIGHTS OF TEACHERS

All teachers at Jorge Washington School have the right to:

- a) Be respected in their private life, political, religious, and philosophical beliefs, and not be discriminated against for reasons of race, physical appearance, or convictions, under any circumstances.
- b) Receive dignified, courteous, and respectful treatment at all times and in all places from superiors, parents, students, and other members of the Educational Community.
- c) Receive timely responses to their requests and complaints.
- d) Enjoy a healthy, joyful, and harmonious environment that facilitates their normal health and work as educators.
- e) Have access to continuous training and professional development (subject to prior assessment by the section coordinator and the Rector, provided it is in line with the School's training and development plans).
- f) Receive specialized advice and counseling for the solution of their problems, conflicts, and difficulties, and in cases of harassment at work, activate the route provided in Article 64 of this Coexistence Manual, in accordance with the Law.

- g) Choose and be chosen as a member of the School's Board of Directors in accordance with applicable regulations and be chosen as a member of the various councils and committees of the School, for its proper functioning and development.
- h) Receive information about the progress of the School, its plans, programs, and projects through established channels.
- i) Present respectful suggestions and complaints aimed at improving the quality of education or other aspects of interest to the School.
- j) Be evaluated comprehensively and objectively in accordance with established legal standards.
- k) Use the movable and immovable property of the School responsibly, as well as the services and facilities offered by the School.
- l) Submit appropriate excuses, such as sick leave, for the non-fulfillment of their duties or absence from work as educators.

CHAPTER V
NATIONAL SCHOOL COEXISTENCE AND HUMAN RIGHTS EDUCATION, SEXUALITY
EDUCATION, AND PREVENTION AND MITIGATION OF SCHOOL VIOLENCE SYSTEM

ARTICLE 10
DEFINITIONS

- a) **Citizenship competencies:** It is one of the basic competencies defined as the set of knowledge and cognitive, emotional, and communicative skills that, when articulated together, enable citizens to act constructively in a democratic society.
- b) **Education for the exercise of human, sexual, and reproductive rights:** It is aimed at forming individuals capable of recognizing themselves as active subjects with human, sexual, and reproductive rights, with which they will develop competencies to relate to themselves and others, with criteria of respect for themselves, others, and the environment. This enables them to achieve physical, mental, and social well-being, allowing them to make assertive, informed, and autonomous decisions to exercise a free, satisfying, responsible, and healthy sexuality in relation to the construction of their life project and the transformation of social dynamics towards establishing more just, democratic, and responsible relationships.
- c) **School harassment or bullying:** Negative, intentional, methodical, and systematic conduct of aggression, intimidation, humiliation, ridicule, defamation, coercion, deliberate isolation, threats, or incitement to violence, or any form of psychological, verbal, physical, or electronic mistreatment of a child or adolescent by a student or several of their peers with whom they maintain an asymmetric power relationship. This occurs repeatedly or over a specified period.

It can also occur by teachers against students or by students against teachers, in the face of indifference or complicity from their environment. Bullying has consequences on the health, emotional well-being, and academic performance of students, as well as on the learning environment and the School climate of the educational institution.

- d) **Cyberbullying** A form of intimidation that involves the deliberate use of information technologies (internet, virtual social networks, mobile phones, and online video games) to conduct continuous psychological mistreatment.
- e) **Conflicts:** These are situations characterized by a real or perceived incompatibility between one or more individuals and their interests.

- f) **Inappropriately managed conflicts:** These are situations in which conflicts are not resolved constructively and lead to incidents that affect School coexistence, such as altercations, confrontations, or fights involving two or more members of the educational community, of which at least one is a student, and as long as there is no harm to the body or health of any of those involved.
- g) **School Aggression:** It refers to any action conducted by one or more members of the educational community aimed at negatively affecting other members of the educational community, of which at least one is a student. School aggression can be physical, verbal, gestural, relational, and electronic:
- **Physical aggression:** Any action aimed at causing harm to someone's body or health. This includes punching, kicking, pushing, slapping, biting, scratching, pinching, hair pulling, among others.
 - **Verbal aggression:** Any action that seeks to degrade, humiliate, intimidate, or disqualify others with words. This includes insults, offensive nicknames, teasing, and threats.
 - **Gestural aggression:** Any action that aims to degrade, humiliate, intimidate, or disqualify others with gestures.
 - **Relational aggression:** Any action that seeks to negatively affect the relationships others have. This includes excluding from groups, deliberately isolating, and spreading rumors or secrets with the aim of negatively affecting the person's status or image in front of others.
 - **Electronic aggression:** Any action aimed at negatively affecting others through electronic means. This includes the dissemination of intimate or humiliating photos or videos on the Internet, making insulting or offensive comments about others on social media or any technological platform, and sending insulting or offensive emails, text messages, or any other communication, whether anonymously or when the identity of the sender is revealed.
- h) **Sexual violence:** According to Article 2 of Law 1146 of 2007, "sexual violence against children and adolescents is understood as any act or behavior of a sexual nature carried out on a child or adolescent, using force or any form of physical, psychological, or emotional coercion, taking advantage of conditions of defenselessness, inequality, and power relations between the victim and the perpetrator."
- i) **Violation of the rights of children and adolescents:** It refers to any situation of harm, injury, or detriment that prevents the full exercise of the rights of children and adolescents.

Restoration of the rights of children and adolescents: It comprises a set of administrative and other actions conducted to restore their dignity and integrity as

rights-holders, and their ability to effectively enjoy the rights that have been violated.

ARTICLE 11

PRINCIPLES

Principles of the National System for School Coexistence and Education for Human Rights, Sexuality Education, and Prevention and Mitigation of School Violence (the "National System for School Coexistence" or the "System") include:

- a) Participation:** Under this principle, educational entities and institutions must ensure active participation for the coordination and harmonization of actions in the exercise of their respective functions, allowing the fulfillment of the System's objectives. In accordance with the General Education Law and Articles 31, 32, 43, and 44 of Law 1098 of 2006, educational institutions must guarantee the right of children and adolescents to participate in the development of strategies and actions within the framework of the System. In harmony with Articles 113 and 288 of the Constitution, various state bodies must act within the framework of coordination, concurrence, complementarity, and subsidiarity, in alignment with their mission.
- b) Shared Responsibility:** Families, Schools, society, and the State share responsibility for citizenship education, promoting School coexistence, and educating children and adolescents in the exercise of human rights, sexuality, and reproductive rights within their respective areas of action. This is in line with the objectives of the System and in accordance with Article 44 of the Constitution and the Children and Adolescents Code.
- c) Autonomy:** Individuals, territorial entities, and educational institutions are autonomous in accordance with the Constitution and within the limits set by laws, regulations, and provisions.
- d) Diversity:** The System is based on the recognition, respect, and valuation of one's dignity and that of others, without discrimination based on gender, sexual orientation, identity, ethnicity, or physical, social, or cultural conditions. Children and adolescents have the right to receive education and training based on a comprehensive concept of individual and human dignity, within peaceful, democratic, and inclusive environments.
- e) Integrality:** The System's philosophy is comprehensive and focuses on promoting education for individual self-regulation, education for social sanction, and education with respect for the Constitution and laws.

ARTICLE 12

RESPONSIBILITIES OF THE SCHOOL

In addition to the responsibilities established by current regulations and those inherent to the School, the School shall have the following duties:

- a) Ensure that its students, educators, School directors, and other personnel are respected in terms of their dignity and physical and moral integrity within the framework of School coexistence, human rights, sexuality, and reproductive rights.
- b) Implement the School coexistence committee and ensure compliance with its functions as stipulated in Articles 11, 12, and 13 of Law 1620 of 2013.
- c) Develop the prevention, promotion, and protection components through the Coexistence Manual and the application of the Comprehensive Care Route for School Coexistence (the "Comprehensive Care Route"). This is to protect students against all forms of harassment, School violence, and violations of human rights, sexuality, and reproductive rights by fellow students, teachers, or School directors.
- d) Review and adjust the Educational Institutional Project (IEP), the Coexistence Manual, and the institutional student evaluation system annually, in a participatory process involving students and the educational community in general. This review should be conducted in light of the rights-based, competency-based, and differential approaches, in accordance with the General Education Law, Law 1098 of 2006, and the regulations that implement them.
- e) Annually review the School's coexistence conditions, identifying risk and protective factors that affect School coexistence and the protection of human rights, sexuality, and reproductive rights. This review should be based on the implementation of the Comprehensive Care Route and the decisions made by the School coexistence committee during institutional self-assessment or quality certification processes.
- f) Undertake actions involving the entire educational community in a pedagogical reflection process regarding factors associated with violence and School bullying, as well as violations of sexual and reproductive rights. This process should incorporate relevant knowledge about self-care and relationships with others while fostering tolerance and mutual respect.
- g) Develop strategies and tools aimed at promoting School coexistence based on assessments and monitoring of the most common forms of School bullying and violence, if applicable.

- h) Adopt strategies to encourage attitudes among members of the educational community that promote and strengthen School coexistence, mediation and reconciliation, and the dissemination of these successful experiences.
- i) Create pedagogical strategies to integrate training processes among different areas of study.

ARTICLE 13 RESPONSIBILITIES OF THE SCHOOL PRINCIPAL

In addition to the responsibilities established by current regulations and those inherent to the position, the School Principal shall have the following duties:

- a) Lead the School coexistence committee in accordance with the provisions of Articles 11, 12, and 13 of Law 1620 of 2013.
- b) Incorporate the development of prevention and promotion components, as well as the protocols or procedures established for the implementation of the Comprehensive Care Route, into institutional planning processes.
- c) Lead the annual review and adjustment of the IEP, the Coexistence Manual, and the institutional evaluation system in a participatory process involving students and the educational community, within the framework of the Institutional Improvement Plan.
- d) Report cases of School bullying, violence, and violations of the sexual and reproductive rights of the children and adolescents at the School in the capacity of the president of the School coexistence committee, in accordance with current regulations and the protocols defined in the Comprehensive Care Route. The Principal should also monitor these cases.

ARTICLE 14 RESPONSIBILITIES OF THE SCHOOL'S TEACHERS

In addition to the responsibilities established by current regulations and those inherent to the position, teachers shall have the following duties:

- a) Identify, report, and follow up on cases of School bullying, School violence, and violations of sexual and reproductive rights affecting students at the School, in accordance with Articles 11 and 12 of Law 1146 of 2007 and other current regulations, the Coexistence Manual, and the protocols defined in the Comprehensive Care Route.
- b) If the intimidation they become aware of occurs through electronic means, they should also report it to the School coexistence committee to activate the respective protocol.

- c) Transform pedagogical practices to contribute to the construction of democratic and tolerant learning environments that enhance participation, the collective construction of conflict resolution strategies, and respect for human dignity, life, and the physical and moral integrity of students.
- d) Participate in teacher training and development processes and the evaluation of the School climate at the School.
- e) Contribute to the construction and application of the Coexistence Manual.

ARTICLE 15

PEDAGOGICAL PROJECTS

- a) The projects referred to in paragraph 1 of Article 15 of Law 1620 of 2013 shall be developed at all levels of the School. These projects shall be formulated and managed by teachers from all subject areas and grades. They shall be collectively constructed with other members of the educational community and should address situations within the context forming part of the IEP.
- b) The pedagogical projects for sexuality education, which aim to develop students' competencies in making informed, autonomous, responsible, enjoyable, healthy, and well-being-oriented decisions, as well as learning to handle risk situations through conscious, reflective, and critical refusal and saying "No" to proposals that affect their physical or moral integrity, should be gradually developed in accordance with age. These projects should be incorporated into each of the compulsory areas outlined in the General Education Law. These areas encompass topics related to the body and human development, human reproduction, sexual and reproductive health, and contraception methods, as well as reflections on attitudes, interests, and skills related to emotions, the cultural construction of sexuality, cultural gender behaviors, sexual diversity, sexuality, and healthy lifestyles. These are fundamental elements for the construction of students' life projects.
- c) Education for the exercise of human rights in Schools involves experiencing and practicing human rights in daily School life. Its objective is to transform learning environments, where conflicts are seen as a pedagogical opportunity that allows their resolution through dialogue, negotiation, and recognition of differences, enabling children and adolescents to develop competencies to function as active rights holders in the School, family, and community context. To this end, the pedagogical project will emphasize human dignity, human rights, and the acceptance and appreciation of diversity and differences. In the curriculum, the School must explicitly allocate time and conditions for these projects, as indicated in Articles 76 to 79 of the General Education Law related to the curriculum and study plans.

Paragraph: In all cases, constitutional guarantees regarding fundamental rights established in Title II Chapter I of the National Constitution must be respected.

ARTICLE 16 FAMILY INVOLVEMENT

As part of the Educational Community within the framework of the National School Coexistence System, families, in addition to the obligations established in Article 67 of the Political Constitution, the General Education Law, Law 1098 of 2006, Law 1453 of 2011, and other current regulations, should:

- a) Provide their children with spaces and environments at home that foster trust, tenderness, care, and protection of themselves and their physical, social, and environmental surroundings.
- b) Participate in the formulation, planning, and implementation of strategies that promote School coexistence, human rights, sexual and reproductive rights, participation, democracy, and the promotion of healthy lifestyles.
- c) Actively and continuously accompany their children in the educational process conducted by the School in matters of coexistence and sexuality.
- d) Participate in the review and adjustment of the Coexistence Manual through the participation mechanisms defined in the IEP.
- e) Take on responsibilities in activities for their children's leisure time to develop citizenship competencies.
- f) Comply with the conditions and obligations established in the School's Coexistence Manual and respond when their child violates any of the rules defined therein.
- g) Know and follow the Comprehensive Care Route when a case of School bullying, the violation of sexual and reproductive rights, or a situation that warrants it occurs, in accordance with the instructions provided in the School's Coexistence Manual.
- h) Use existing legal mechanisms and those established in the Comprehensive Care Route referred to in this law to restore their children's rights when they are assaulted.

ARTICLE 17 OTHER ASPECTS OF THE SYSTEM

- a) Common situations that affect School coexistence and the exercise of human rights, sexual and reproductive rights, in the specific context of the School:

- Classroom disruption.
 - Verbal aggression and misuse of vocabulary.
 - Misuse of social networks (photomontages).
- b) Guidelines and agreements that all members of the educational community must follow to ensure School coexistence and the exercise of human rights, sexual and reproductive rights:
- Comply with the School Honor Code.
 - Comply with the present Coexistence Manual.
 - Comply with REACHES values.
- c) Pedagogical measures and actions that contribute to the promotion of School coexistence, the prevention of situations that affect it, and reconciliation, reparation of damages, and the restoration of a climate of constructive relationships in the School when these situations occur:
- Socialization of the child protection policy.
 - Socialization of the Comprehensive Care Route.
 - Reflective dialogues and classroom agreements.
 - Implementation of positive discipline.
 - Work on the 7 Mindsets in Advisory groups.
- d) Pedagogical strategies that allow and ensure the dissemination and socialization of the contents of this Coexistence Manual to the educational community, with an emphasis on actions aimed at parents or guardians:
- COJOWA News.
 - School for parents.
 - Publications on the School's website.
 - Socialization through audiovisual material.
 - Coffee with the board members where the securities coordinator intervenes.

ARTICLE 18

FORMATION OF THE SCHOOL COEXISTENCE COMMITTEE

The School Coexistence Committee shall be made up of:

- a) The School Principal, who chairs the committee.
- b) The Student Representative.
- c) A counselor or teacher with a guidance function.
- d) A section coordinator when this position exists.
- e) The president of the Parents' Council.
- f) The President of the Student Council.
- g) A teacher who leads School coexistence processes or strategies.

Paragraph: The School Coexistence Committee may invite, with voice but without a vote, any member of the educational community who is knowledgeable about the incidents being studied by The Committee in order to provide additional information.

ARTICLE 19

FUNCTIONS OF THE SCHOOL COEXISTENCE COMMITTEE

- a) Lead the development of strategies and tools aimed at promoting and evaluating School coexistence, the exercise of human rights, and sexual and reproductive rights.
- b) Identify, document, analyze, and resolve conflicts that arise between teachers and students, School administrators and students, and among students and teachers.
- c) Lead actions within the School that promote coexistence, citizenship building, the exercise of human rights, sexual and reproductive rights, and the prevention and mitigation of School violence among members of the educational community.
- d) Promote the School's involvement in coexistence and citizenship-building strategies, programs, and activities in the region that meet the needs of its educational community.
- e) Convene a reconciliation space for the resolution of conflict situations that affect School coexistence, either upon the request of any member of the educational community or proactively when it is deemed necessary to prevent irreparable harm to the members of the educational community. Students should be accompanied by their parents (or one of them) or guardian.
- f) Activate the Comprehensive Care Route defined in Article 29 of Law 1620 of 2013 and in this Coexistence Manual in specific conflict situations, bullying, high-risk acts of School violence, or violations of rights that cannot be resolved by this committee in accordance with the Coexistence Manual. These cases may extend beyond the School context, and they may involve the commission of a punishable offense. As a result, they should be addressed by other instances or authorities that are part of the structure of the System and the Comprehensive Care Route.
- g) Monitor compliance with the provisions established in the Coexistence Manual and report cases or situations the committee has become aware of to the relevant instance within the structure of the System.
- h) Propose, analyze, and facilitate pedagogical strategies to make the pedagogical model more flexible and to integrate different areas of study that relate to the educational context and its relevance in the community. This will help determine better ways of relating to each other in citizenship building.

- i) Exercise the disciplinary competencies assigned to it in this Manual.

Paragraph: The School Coexistence Committee should establish its own regulations, which should cover matters related to sessions and other procedural aspects. It should also address the selection and retention of the teacher responsible for coexistence processes or strategies.

ARTICLE 20

FUNCTIONING OF THE SCHOOL COEXISTENCE COMMITTEE

- a) **Sessions:** The School Coexistence Committee shall meet at least once every two (2) months. Extraordinary sessions will be called by the President of the School Coexistence Committee, when circumstances so require or at the request of any of the members of the Committee.
- b) **Quorum:** The quorum of the School Coexistence Committee shall be as established in its rules of procedure. In any case, this committee may not meet without the presence of the Chairperson.
- c) **Minutes:** For all sessions held by the School Coexistence Committee, minutes must be prepared. These minutes should contain at least the following requirements:
- The place, date, and time at which the meeting took place.
 - A record of the members who attended and verification of the quorum.
 - A record of the members who provided a duly justified excuse for not attending the session.
 - Indication of the means used to communicate the citation to the members.
 - A summary of the topics discussed in the meeting, as well as the actions, measures, recommendations, concepts adopted, and the outcome of the votes.
 - Signature of the Chairperson and the Secretary of the meeting once the attendees have approved it.
- d) **Actions or decisions:** The School Coexistence Committee, within the scope of its competencies, will carry out actions to promote and strengthen citizenship education and the exercise of human rights, sexuality, and reproductive rights; to prevent and mitigate School violence and teenage pregnancy; and to address situations that affect School coexistence and the exercise of human rights, sexuality, and reproductive rights.
- e) **Conflict of Interest and Impediment and Challenge Grounds:** The regulations of the School Coexistence Committee shall define conflicts of interest, grounds for impediment, and grounds for challenge, as well as the procedure for resolving them to ensure the impartiality of its members.

- f) **Confidentiality:** The School Coexistence Committee shall guarantee the right to privacy and confidentiality of personal data processed in the framework of the actions it conducts, in accordance with the provisions of the Political Constitution, international treaties, Law 1098 of 2006, Statutory Law 1581 of 2012, Decree 1377 of 2013 and other applicable regulations.

ARTICLE 21

COMPONENTS OF THE COMPREHENSIVE CARE ROUTE

The Comprehensive Care Route shall have at least four components: promotion, prevention, care, and monitoring:

- a) The advocacy component will focus on the development of competencies and the exercise of human, sexual and reproductive rights. This component determines the quality of the School climate and defines the coexistence criteria to be followed by the members of the educational community in the different areas of the School and the mechanisms and instances of participation, for which alliances may be made with other actors and institutions according to their responsibilities.
- b) The prevention component must be implemented through a continuous training process for the integral development of children and adolescents, with the purpose of reducing the impact of the economic, social, cultural, and family context on their behavior. It focuses on the causes that can potentially originate the problem of School violence, on its precipitating factors in the family and in the substitute spaces of family life, which manifest themselves in violent behaviors that violate the rights of others, and therefore those who manifest them are potentially at risk of being subjected to violence or of being agents of violence in the School context.
- c) The care component must develop strategies to assist the child, adolescent, parent or guardian, or teacher in an immediate, relevant, ethical and comprehensive manner, when a case of violence or bullying or aggressive behavior that violates human or sexual rights occurs, in accordance with the protocol and within the framework of the competencies and responsibilities of the institutions and entities that make up the System. This component involves actors other than those of the educational community only when the seriousness of the reported event, the circumstances surrounding it or the physical and psychological damage to the minors involved exceed the mission of the School.
- d) The follow-up component will focus on the timely reporting of information to the Unified School Coexistence Information System on the status of each of the cases reported.

Paragraph: In all actions carried out within the framework of the various components of the Comprehensive Care Route, the application of the principles of integral protection must be ensured, including the right not to be revictimized, the best interests of children and adolescents, the prevalence of rights, shared responsibility, enforceability of rights, 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 measures taken in situations affecting coexistence, and data protection as provided in the Constitution, international treaties, and Law 1581 of 2012, must be guaranteed.

ARTICLE 22
ACTIONS OF THE PROMOTION COMPONENT BY THE SCHOOL COEXISTENCE
COMMITTEE

- a) Lead the adjustment of the Coexistence Manual regarding the System or the Comprehensive Care Route.
- b) Propose institutional policies that promote individual and collective well-being, which can be developed within the IEP, in accordance with the provisions of Article 73 of Law 115 of 1994.
- c) Lead the development of educational initiatives for the School community on topics such as human rights, sexual and reproductive rights, sexuality, citizenship skills, child and adolescent development, coexistence, mediation, and conciliation, to strengthen the System.
- d) Strengthen the implementation and evaluation of educational projects on sexuality education and citizenship development from preschool, considering the socio-cultural characteristics of the School's context. These projects must ensure the right of girls, boys, and adolescents to receive information based on scientific evidence, progressively developing the competencies that facilitate autonomous decision-making regarding sexuality and life projects.
- e) Coordinate the design, implementation, monitoring, and evaluation of projects aimed at developing citizenship skills to promote a positive School and classroom environment, addressing topics such as clarifying rules, defining decision-making strategies, negotiation of interests and goals, and the exercise of communication, emotional, and cognitive skills to support school coexistence.
- f) Create mechanisms and tools for the development of citizenship skills and education for human rights, sexual and reproductive rights, to be implemented across all mandatory and fundamental knowledge areas established in the IEP.

Paragraph: The School must implement these educational projects following the parameters set out in 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

ACTIONS OF THE PREVENTION COMPONENT BY THE SCHOOL COEXISTENCE COMMITTEE

Preventive actions aim to intervene promptly in behaviors that could affect the effective exercise of human rights, sexual and reproductive rights to prevent them from becoming patterns of interaction that disrupt the coexistence of School community members. These preventive actions include:

- a) Identifying the risks of common situations that affect School coexistence and the exercise of human rights, sexual and reproductive rights based on the characteristics of the School climate and an analysis of external family, social, political, economic, and cultural factors that influence interpersonal relationships in the School community.
- b) Strengthening actions that contribute to mitigating situations affecting School coexistence and the exercise of human rights, sexual and reproductive rights.
- c) Designing protocols for the timely and comprehensive response to common situations that affect School coexistence and the exercise of human rights, sexual and reproductive rights.

ARTICLE 24

ACTIONS OF THE ATTENTION COMPONENT BY THE SCHOOL COEXISTENCE COMMITTEE

Attention actions involve providing assistance to members of the School community in situations affecting School coexistence and the exercise of human rights, sexual and reproductive rights through the implementation and application of the protocols indicated below.

ARTICLE 25

PROTOCOLS OF THE COMPREHENSIVE CARE ROUTE

The Comprehensive Care Route at the School begins with the identification of situations affecting coexistence due to bullying or School violence, which must be referred to the School Coexistence Committee for documentation, analysis, and attention based on the Coexistence Manual.

The attention component of the Comprehensive Care Route will be activated by the School Coexistence Committee when the victim, students, teachers, School administrators, parents, or guardians report incidents or when the Committee becomes aware of situations affecting School coexistence.

The protocols and procedures of the Comprehensive Care Route include at a minimum the following principles:

- a) Reporting the incidents to the School authorities, teachers, and students involved.
- b) Informing the parents or guardians of the victims and those involved in the violent incidents.
- c) Seeking alternative solutions for the incidents, aiming to find spaces for reconciliation when appropriate, ensuring due process, promoting participative, inclusive, solidarity-based relationships, shared responsibility, and respect for human rights.
- d) Ensuring comprehensive attention and relevant follow-up for each case.
- e) Once this stage is completed, situations with a high risk of School violence or violation of the sexual and reproductive rights of children and adolescents in preschool, primary, and secondary levels that cannot be resolved through the procedures outlined in the Coexistence Manual and require the intervention of other entities or authorities will be referred by the School Principal, in accordance with the decisions of the School Coexistence Committee, to the Colombian Institute of Family Welfare (ICBF in Spanish), family commissioners, municipal or district ombudsperson's offices, or the Child and Adolescent Police, as appropriate.

ARTICLE 26

PURPOSE, CONTENT, AND APPLICATION OF THE PROTOCOLS OF THE COMPREHENSIVE CARE ROUTE

The protocols of the Comprehensive Care Route will be aimed at establishing the necessary procedures to provide timely assistance to the School community in situations affecting School coexistence and the exercise of human rights, sexual and reproductive rights. These protocols must define, at a minimum, the following aspects:

- a) The process of initiating, receiving, and registering complaints or information about situations affecting School coexistence and the exercise of human rights, sexual and reproductive rights.

- b) Mechanisms to ensure the right to privacy and confidentiality of physical or electronic documents, as well as information provided by individuals involved in proceedings and all information generated within them, in accordance with the terms established in the Constitution, international treaties, Law 1098 of 2006, Statutory Law No. 1581 of 2012, Decree No. 1377 of 2013, and other applicable regulations.
- c) Mechanisms to protect those who report incidents affecting School coexistence and the exercise of human rights, sexual and reproductive rights from possible reprisals.
- d) Strategies and alternative solutions, including pedagogical methods for approaching these situations as opportunities for learning and practicing citizenship skills within the School community.
- e) Applicable consequences, which must adhere to the principle of proportionality between the situation and the measures taken, must be in accordance with the Constitution, international treaties, the law, and the Coexistence Manual.
- f) Methods for monitoring cases and the measures taken to verify the effectiveness of the solutions.
- g) A directory containing updated telephone numbers of the following entities and individuals: National Police, the person in charge of security at the Municipal, District or Departmental Government Secretariat, Attorney General's Office, Childhood and Adolescence Unit, Childhood and Adolescence Police, Family Ombudsman's Office, Family Commissioner's Office, Police Inspector, Colombian Institute of Family Welfare (ICBF), the nearest health post or hospital, Fire Department, Red Cross, Civil Defense, Legal Medicine, the entities that make up the National System of School Coexistence, parents or guardians of children and adolescents enrolled in the School.

Paragraph: The protocols will be applied in situations involving students towards other members of the School community or involving other members of the School community towards students.

ARTICLE 27

GUARANTEE OF RIGHTS AND APPLICATION OF PRINCIPLES

In all actions conducted within the framework of the various components of the Comprehensive Care Route, the application of the principles of comprehensive protection must be ensured. This includes the right not to be revictimized, the best interests of children and adolescents, the prevalence of rights, shared responsibility, the enforceability of rights, a 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 measures taken in situations affecting coexistence, and data protection as provided in the Constitution, international treaties, and Law 1581 of 2012, must be guaranteed.

ARTICLE 28

CLASSIFICATION OF SITUATIONS AFFECTING SCHOOL COEXISTENCE AND THE EXERCISE OF HUMAN, SEXUAL, AND REPRODUCTIVE RIGHTS

These situations are classified into three (3) types:

- a) **Type I situations:** This type corresponds to conflicts that are improperly managed and sporadic situations that have a negative impact on the School environment, but in no case cause harm to the body or health.
- b) **Type II situations:** This type includes situations of School aggression, School bullying, and cyberbullying that do not constitute criminal offenses and meet any of the following characteristics:
 - They occur repeatedly or systematically.
 - They cause physical harm or injury without resulting in any disability for those involved.
- c) **Type III situations:** This type encompasses situations of School aggression that constitute alleged crimes against freedom, integrity, and sexual development, as referred to in Title IV of Book II of Law 599 of 2000, or when they constitute any other offense established in the current Colombian criminal law.

ARTICLE 29

PROTOCOL FOR HANDLING TYPE I SITUATIONS

- a) Immediately bring together the parties involved in the conflict and mediate in an educational manner, allowing them to express their points of view and seek the repair of damages, the restoration of rights, and reconciliation within a climate of constructive relationships.
- b) Impartially, equitably, and fairly determine the manner of resolution, aimed at seeking the repair of damages, the restoration of rights, and reconciliation within a climate of constructive relationships. This action shall be recorded.

- c) Monitor the case and commitments to verify whether the solution was effective or whether it is necessary to resort to the protocols established in the following articles.

Paragraph: Students who have been trained as School mediators or conciliators may participate in the management of these cases as specified in this Manual of Coexistence.

ARTICLE 30

PROTOCOL FOR HANDLING TYPE II SITUATIONS

- a) In cases of damage to the body or health, ensure the immediate physical and mental health care of those involved, through referral to the competent entities, which shall be recorded.
- b) When measures to restore rights are required, refer the situation to the administrative authorities, within the framework of Law 1098 of 2006, which shall be recorded.
- c) Adopt measures to protect those involved in the situation from possible actions against them, which shall be recorded.
- d) Immediately inform the parents of all students involved, which will be recorded.
- e) Generate spaces in which the parties involved, and the parents of the students can expose and clarify what happened, preserving, in any case, the right to privacy, confidentiality and other rights.
- f) Determine the restorative actions that seek to repair the damages caused, the reestablishment of rights and reconciliation within a climate of constructive relations in the educational establishment; as well as the consequences applicable to those who have promoted, contributed, or participated in the reported situation.
- g) The President of the School Coexistence Committee will inform the other members of this committee about the situation that has occurred, and the measures adopted. The committee shall conduct the analysis and follow-up to verify whether the solution was effective or whether it is necessary to resort to the protocol set forth in the following article.
- h) The School Coexistence Committee will record in minutes all that occurred, and the decisions adopted, which will be signed by all the members and participants.

- i) The President of the School Coexistence Committee will report the information of the case to the application that has been implemented for this purpose in the Unified Information System of School Coexistence.

ARTICLE 31
PROTOCOL FOR HANDLING TYPE III SITUATIONS

- a) In cases of damage to the body or health, ensure the immediate physical and mental health care of those involved, through referral to the competent entities, which shall be recorded.
- b) Immediately inform the parents of all students involved, which will be recorded.
- c) The President of the School Coexistence Committee shall immediately and by the most expeditious means, bring the situation to the attention of the competent authorities, which action shall be recorded.
- d) Notwithstanding the provisions of the preceding paragraph, the members of the School Coexistence Committee will be summoned according to the terms set forth in this Coexistence Manual. A record shall be made of the summons.
- e) The Chairperson of the School Coexistence Committee will inform the participants in the committee of the facts that gave rise to the summons, keeping confidential any information that may violate the right to privacy and confidentiality of the parties involved, as well as the report made to the competent authority.
- f) Despite the fact that a situation has been brought to the attention of the competent authorities, the School Coexistence Committee will immediately adopt the School's own measures to protect the victim, the person to whom the aggression is attributed and the persons who have reported or are part of the situation presented, within the scope of their competencies, which action will be recorded.
- g) The President of the School Coexistence Committee will report the information of the case to the application that has been implemented for this purpose in the Unified Information System of School Coexistence.
- h) Cases submitted to this protocol will be monitored by the School Coexistence Committee.

CHAPTER VI DISCIPLINARY SYSTEM

ARTICLE 32 CLASSIFICATION OF DISCIPLINARY OFFENSES

- 32.1 Disciplinary offenses will be classified as mild, serious, or very serious based on their nature and effects.
- 32.2 Mild Disciplinary Offenses. The following are considered mild disciplinary offenses:
- a) Failure to follow guidelines or instructions given by School staff or outlined in the Coexistence Manual related to conduct or corrections.
 - b) Wearing the corresponding uniform incorrectly.
 - c) Refraining from participating in any of the School's academic and institutional activities or being absent from the classroom without justification.
 - d) Not adhering to the established schedule for attending School and scheduled classes.
 - e) Neglecting classes and failing to complete the activities scheduled by the teacher.
 - f) Inappropriate use of School materials, classrooms, and other School spaces.
 - g) Neglecting personal appearance.
 - h) Not carrying the necessary materials for the proper development of academic activities.
 - i) Failing to deliver circulars or notifications to parents.
 - j) Violating School policies and guidelines related to the proper use of electronic devices in the School environment, especially the prohibition of their use during certain times and periods of the School day.
 - k) Any other behaviors that disrupt the normal development of institutional activities.

Paragraph: Any of the behaviors described above will be considered mild disciplinary offenses even if committed through virtual or technological means, from the student's place of residence or any other location. This is considered within the context that the educational service provided by the School may be offered through homeschooling, in-person attendance, or under the alternating attendance scheme.

- 32.3 Serious Disciplinary Offenses. The following are considered serious disciplinary offenses:
- a) Repeating behaviors that constitute mild disciplinary offenses three (3) times.
 - b) Consuming, carrying, selling, or distributing, in any capacity, any type of cigarettes, electronic cigarettes, vapor inhalers, electric nicotine delivery systems,

- or any similar item, on or off School premises and/or during activities organized or coordinated by the School.
- c) Fraud in the presentation of assignments and written tests and/or failing to comply with the "Assessment Policy."
 - d) Bringing any type of pornographic material to School.
 - e) Using the Internet to view pornography and/or intimate images, information, or other content that endangers the equipment and disrupts the class or that can damage someone else's reputation.
 - f) Addressing any member of the COJOWA Community disrespectfully.
 - g) Physically and/or verbally assaulting fellow students or any member of the Educational Community.
 - h) Showing up to School or School-organized activities while intoxicated.
 - i) Stealing or participating in the theft of belongings from any member of the Educational Community and/or attempting to damage private property.
 - j) Damaging or vandalizing School property in any way.
 - k) Failing to fulfill the commitments made to represent the School at academic, cultural, sports, and recreational events.
 - l) Engaging in gambling or organizing bets on any type of activity.
 - m) Altering, adulterating, or falsifying any type of document
 - n) Committing fraud and/or plagiarism in assignments, assessments, or other events.
 - o) Publishing, disseminating, distributing, or sharing drawings, images, videos, or any expression or material (regardless of the medium) that is vulgar, disrespectful, or offensive within the School, on the internet or social media, or through any technological device or platform, whether related to any member of the Educational Community or third parties.
 - p) Commercializing items within the School or during activities organized or coordinated by the School without authorization.
 - q) Engaging in any behavior that harms the School's reputation or the reputation of any member of the Educational Community, whether virtual or of any other nature.
 - r) Engaging in behaviors that constitute School bullying, cyberbullying, or School aggression in any of their forms, as defined in Article 10 of this Coexistence Manual.

Paragraph: Any of the behaviors described above will be considered very serious disciplinary offenses even if committed through virtual or technological means, from the student's place of residence, or from any other location or outside the School premises and/or independently of any activities organized by the School. This is considering that the educational service offered by the School may be provided through homeschooling, in-person, or in an alternating scheme.

32.4 Very serious disciplinary offenses. The following are very serious disciplinary offenses:

- a) Repeating behaviors that constitute serious disciplinary offenses three (3) times.
- b) Carrying, storing, distributing in any capacity and/or making use of any type of explosive, weapon or element that can be used as a weapon.
- c) Carrying, consuming, inducing to consume, distributing in any capacity and/or inducing to distribute any type of narcotic drug and/or alcoholic beverage either on or off School premises.
- d) Carry, exhibit, send, forward, disseminate, publish, distribute, or commercialize by any means, pornographic material, or intimate images of any member of the Educational Community, whether real or fictitious (in the latter case, made, for example, through audiovisual montages or any other existing or to be existing mechanism).
- e) Showing up at School or at activities scheduled or organized by the School under the influence of any narcotic drug.
- f) Engaging in any conduct that constitutes an offense under Colombian criminal law (with the exception of conduct that has been classified as serious disciplinary misconduct in section 32.3 *above*).
- g) Creating, encouraging the creation of, or participating in any type of vandalism group or gang.

Paragraph: Any of the behaviors described above will constitute serious disciplinary offenses even if committed: i) through virtual or technological means, from the student's place of residence, or from any other place; ii) outside the School's facilities and/or outside any activity organized by the School. This is considering that the educational service offered by the School may be provided through homeschooling, in-person, or in an alternating scheme.

ARTICLE 33 DISCIPLINARY PENALTIES

The following are the disciplinary penalties that can be imposed for the proven commission of a disciplinary offense. The decision regarding which disciplinary penalty may be imposed in each specific case will be determined by the seriousness of the disciplinary offense, as specified in Article 34 below. Additionally, the decision regarding which disciplinary penalty may be imposed in each specific case must always consider the characteristics and criteria indicated in Article 38 of this Coexistence Manual.

- a) **Verbal Warning:** It consists of a reflective dialogue with the student at the right time, during which their difficulties will be addressed, and the need for a change in attitude and behavior will be emphasized. The student may present a respectful proposal, either verbally or in writing, derived from this analysis, considering the Coexistence Manual and the teacher's recommendations. The verbal

warning must be recorded in the student's folder or observer and must be reported to the student's parents via email.

- b) **Written Warning:** When circumstances warrant it, a written warning may be issued, describing the disciplinary offense in the student's folder or observer, and specifying the commitments the student undertakes regarding the offense.
- c) **Commitment Letter:** If the student persists in committing disciplinary offenses without showing an intention to change, their parents will be summoned to discuss the issues and jointly establish the behavior commitments the student must assume. These commitments will be documented in a "Commitment Letter," which must be signed by the student, their parents, and the teacher or School official leading the case. A copy of the Commitment Letter must be kept in the student's folder or observer.
- d) **In-School Reflection Day:** The student will be required to complete all assignments given by teachers in a different location within the School, under the control and supervision of the personnel designated by the School. If the reflection day coincides with an exam, the student must take the exam on the same date and time as their peers. This disciplinary penalty must be recorded in the student's folder or observer and must be communicated to the student's parents via email.
- e) **Director Agreement:** When circumstances warrant it, the School Principal may establish a written director agreement with the student and their parents to seek continuous improvement in the student's disciplinary behavior. This agreement should establish a series of commitments that must be fulfilled by the involved parties (i.e., student, parents, and School). Additionally, the director agreement may include actions of reparation, vindication, or restorative measures related to the disciplinary offense committed. A copy of the director agreement must be kept in the student's folder or observer, and another copy must be sent to the Board of Directors. The director agreement will be periodically monitored by different coordinators to ensure compliance.
- f) **Conditional Disciplinary Enrollment:** Conditional disciplinary enrollment will be imposed when the Board of Directors considers that, despite the student having received sufficient monitoring and support, the appropriate behavior in line with the COJOWA student profile has not been achieved. Conditional disciplinary enrollment may be maintained from one School year to the next but shall not exceed one (1) calendar year. Conditional disciplinary enrollment is a formal commitment to improve the student's disciplinary behavior and must be signed by the student, their parents,

and the School Principal or the person designated by them. Likewise, conditional disciplinary enrollment may include actions of reparation, vindication, or restorative measures related to the disciplinary offense committed. A copy of the conditional disciplinary enrollment must be kept in the student's folder or record, and another copy must be sent to the Board of Directors. Conditional disciplinary enrollment will be periodically monitored by different coordinators to ensure compliance.

- g) **Non-invitation to the graduation ceremony:** This disciplinary penalty may be imposed as provided in the paragraph of Article 34 below.
- h) **Non-renewal of enrollment for the following School year:** The penalty of non-renewal of the student's enrollment for the following School year will be imposed when the Board of Directors considers that, despite the student having received sufficient monitoring and support, the appropriate behavior in line with the COJOWA student profile has not been achieved.
- i) **Immediate cancellation of enrollment:** The penalty of immediate cancellation of the student's enrollment will be imposed when the Board of Directors considers that, despite the student having received sufficient monitoring and support, the appropriate behavior in line with the COJOWA student profile has not been achieved.

ARTICLE 34

DISCIPLINARY SANCTIONS APPLICABLE ACCORDING TO THE GRAVITY OF THE COMMITTED DISCIPLINARY OFFENSE

- 34.1 In cases of proven minor disciplinary offenses, it will be appropriate to impose disciplinary sanctions such as: i) verbal warning; ii) written warning; iii) commitment letter; iv) a day of reflection within the School.
- 34.2 In cases of proven serious disciplinary offenses, it will be appropriate to impose disciplinary sanctions such as: i) commitment letter; ii) a day of reflection within the School; iii) director agreement; iv) conditional disciplinary enrollment; v) non-renewal of enrollment for the following School year; vi) immediate enrollment cancellation.
- 34.3 In cases of proven very serious disciplinary offenses, it will be appropriate to impose disciplinary sanctions such as: i) director agreement; ii) conditional disciplinary enrollment; iii) non-invitation to the graduation ceremony; iv) non-renewal of enrollment for the following School year; v) immediate enrollment cancellation.

Paragraph 1: When a student sanctioned for committing a very serious offense is a twelfth-grade student, the competent School authority may additionally decide that the student cannot participate in the graduation.

ceremony. The student must claim their diploma and degree certificate after the graduation ceremony has taken place.

Paragraph 2: Any disciplinary sanction may be accompanied by actions for reparation, vindication, or restoration in response to the committed disciplinary offense.

ARTICLE 35 SCHOOL AUTHORITIES COMPETENT TO IMPOSE DISCIPLINARY SANCTIONS

- 35.1 Disciplinary sanctions of verbal or written warnings may be imposed by the values coordinator and/or the section coordinator.
- 35.2 Disciplinary sanctions involving a commitment letter and a day of reflection within the School may be imposed by the section coordinator and/or the Director.
- 35.3 Disciplinary sanctions according to the School principal's decision may be imposed by the Principal, for which the Principal may (but will not be obligated to) request a prior opinion from the teachers or section coordinators. Sanctions related to conditional enrollment shall be the responsibility of the board of directors.
- 35.4 Disciplinary sanctions involving non-renewal of enrollment for the following School year and immediate enrollment cancellation may be imposed by the Board of Directors. In such cases, the Board of Directors must request a prior opinion from the Director and/or the School Coexistence Committee, as the Board of Directors deems appropriate in each specific case. If the prior opinion is requested from the School Coexistence Committee, this opinion must be recorded in the committee meeting minutes.

ARTICLE 36 DISCIPLINARY PROCEDURE

The following procedure must be conducted in disciplinary processes:

- a) **Formal opening of the disciplinary process.** Disciplinary processes must be formally initiated through a written formal communication to the investigated student and their parents. This communication must include at least the following:
 - i) The formulation of the charges, clearly and precisely indicating the behaviors under investigation.
 - ii) The disciplinary offenses to which the investigated behaviors give rise, also indicating the articles (and sections) of the Coexistence Manual that establish these disciplinary offenses, and

- iii) The provisional classification of the behavior as a disciplinary offense (i.e., whether it is a minor, serious, or very serious disciplinary offense, according to the classification of disciplinary offenses contained in this Coexistence Manual).
- b) **Transfer of evidence.** After formally opening the disciplinary process (or along with the sending of the formal communication for the opening of the disciplinary process as indicated in section a) above), all evidence supporting the charges formulated in the formal communication for the opening of the disciplinary process must be provided to the investigated student and their parents.
- c) **Exercise of the right to defense and contradiction.** As the next step, the investigated student and their parents must be informed of a period during which they can make their defense (either orally or in writing), challenge the evidence against them, and provide any necessary evidence to support their defense.
- d) **Decision.** Once the disciplinary process has been formally opened, and the aforementioned stages have been completed, the competent School governing bodies (i.e., those identified in section 35 above) can proceed to decide on the specific case through a reasoned and congruent act. The decision of the competent School governing body must include a detailed analysis of all the evidence in the case, the student's defense arguments, and the evidence presented by them and their parents. The decisions made by the School governing bodies must necessarily be based on the evidence in the record and that has been obtained during the process.
- e) **Appeals.** Finally, depending on the type of sanction imposed (as indicated in Article 37 below) on the investigated student and their parents, they must be given the opportunity to challenge the decision of the competent School governing body through the appropriate appeal, as indicated in Article 37 below. This opportunity, as well as the deadline for filing the appeal, must be expressly indicated in the communication notifying them of the decision as described in section d) above.

ARTICLE 37 APPEALS

- 37.1 In cases where it is applicable, and therefore disciplinary sanctions such as a written warning, a day of reflection, a commitment letter, director agreement, or conditional disciplinary enrollment are imposed, the remedy of repossession and/or appeal is appropriate. In cases where disciplinary sanctions such as non-renewal of enrollment for the following School year or immediate enrollment cancellation are imposed, the remedy of repossession is applicable.

37.2 The remedies must be filed in writing and substantiated by the student and/or their parents within two (2) business days following the notification of the decision as described in section d) of Article 36 above. The remedies must be resolved within fifteen (15) business days following their submission as follows:

- a) Appeals filed against decisions made by section coordinators must be resolved by the Director.
- b) Appeals filed against decisions made by the Director must be resolved by the Board of Directors.
- c) Repossession remedies against decisions of the Board of Directors must be resolved by the same Board of Directors. There shall be no recourse against the decision that resolves the repossession remedy, and it shall be final.

ARTICLE 38

OTHER ASPECTS OF DISCIPLINARY PROCESSES

38.1 **Characteristics of Disciplinary Sanctions.** Disciplinary sanctions must be proportionate to the committed behaviors. This means that such sanctions must have a criterion of purpose, necessity, and proportionality in the strictest sense. In other words, sanctions must pursue a constitutionally legitimate purpose, be suitable and necessary for its realization, and maintain the necessary correspondence between the behavior and the sanction.

38.2 **Additional criteria.** Likewise, when deciding which disciplinary sanction to impose in each specific case, the competent body must consider the following criteria:

- a) The age of the student and, therefore, their level of psychological maturity.
- b) The context in which the offense was committed.
- c) The student's personal and family conditions.
- d) The student's disciplinary and personal history.
- e) The existence or absence of preventive measures within the School.
- f) The disruptive effect that the behavior had on the Educational Community; and
- g) The practical effects that the sanction will have on the student's future education.

38.3 **Grounds for Mitigation of Disciplinary Offenses:** The following may be grounds for mitigating disciplinary offenses:

- a) Voluntarily presenting oneself to any School authority immediately after committing the behavior that constitutes a disciplinary offense to acknowledge it and rectify it.
- b) Acknowledging the commission of the disciplinary offense from the beginning of the disciplinary process.

- c) Improving behavior, making amends, or repairing the damage caused, and offering proper apologies at the right time.
- d) Committing the disciplinary offense in a state of agitation due to circumstances causing physical or psychological pain.
- e) Acting for altruistic or noble reasons.
- f) Absence of disciplinary history.

38.4 **Grounds for Aggravation of Disciplinary Offenses:** The following may serve as grounds for aggravating disciplinary offenses:

- a) Committing the disciplinary offense to conceal another.
- b) Committing the disciplinary offense by taking advantage of the trust placed in the student.
- c) Committing a disciplinary offense by taking advantage of the inferiority or defenselessness of other individuals.
- d) Endangering the life or physical integrity of any member of the Educational Community.
- e) Premeditation or planning of the disciplinary offense.
- f) Complicity with other individuals, whether or not they belong to the Educational Community.
- g) Not being honest from the outset by lying or omitting the truth.

CHAPTER VII OTHER ORGANIZATIONAL ASPECTS

ARTICLE 39 UNIFORMS

39.1 In pursuit of an education aligned with our culture and values, and with the goal of ensuring good personal appearance and avoiding discrimination based on appearance, the School establishes the following:

- a) Every student must arrive at and remain in the School in the approved uniform, except on occasions where School traditions allow otherwise.
- b) Haircuts should be conventional without unusual extravagances not in line with our regional traditions, neat and arranged in a manner that does not interfere with the normal educational process. This responsibility primarily falls on parents and cannot be delegated to the School.
- c) For reasons of safety and as stated in this same chapter, it is not recommended for males to wear earrings. Likewise, it is not recommended for all students to wear piercings, costly garments, or unnecessary luxuries (wearing more than one necklace, one bracelet, a pair of earrings, and a ring constitutes unnecessary luxury). The School is not responsible for any losses of these items, nor does it take responsibility for money or electronic devices that students bring to the School.

39.2 The daily uniform consists of:

- a) Shirt: It should be white, with a collar, bearing the School's emblem on the left side of the chest, without any other insignia or emblem. The use of shirts approved by the School with official logos of various School groups, such as NHS, and such., is also allowed on designated days coordinated by the School.
- b) Shorts: They should be loose-fitting and blue.
- c) Skorts: They should be loose-fitting and dark blue.
- d) Sweaters - Sweatshirts: For both males and females, should be hooded cotton garments in dark blue with the School emblem. The use of blankets instead of sweaters and sweatshirts to keep warm in the classrooms is not allowed. Twelfth-grade students may use sweaters /sweatshirts approved by the School.
- e) White socks.
- f) Shoes: Tennis shoes must be worn. Only non-marking sole tennis shoes will be allowed in the coliseum.

39.3 The physical education uniform for both men and women consist of dark blue, loose-fitting gym shorts, a white crew neck T-shirt with the School's red emblem on the left chest, white socks, and tennis shoes.

- 39.4 Uniforms for academic excursions: When students attend in groups under School supervision, they should wear blue jeans, a collared shirt with the School emblem on the left side, white socks, and tennis shoes, unless specific different guidelines are provided for certain activities.
- 39.5 On days when athletes have games, they may attend School in their team uniforms. On the last Friday of each month, students belonging to distinct groups (NJHS, NHS, STUCO, MUN, sports teams, among others) may wear the shirt approved by the School. Athletes traveling on behalf of the School are required to follow the guidelines set by the Athletic Department.

ARTICLE 40

ABSENCES, LEAVES OF ABSENCE AND EXCUSES FOR ABSENCES FROM SCHOOL

- 40.1 For an absence to be justified, it must be supported by a medical certificate issued by a healthcare professional, explaining the cause. This excuse must be presented by the student on the day they return to School. The School suggests that all medical appointments be scheduled after 2:00 p.m. on Wednesdays and at 4:00 p.m. on other days. It is not allowed to be absent before or after holidays, long weekends, School breaks, and vacations. Students must follow the official School calendar published on the School's website. Parents must plan their trips in accordance with the official School calendar.
- 40.2 In the case of student-athletes belonging to a league, the absence is justified when the league submits a written request to the School in advance for the student's absence for a tournament or competition.
- 40.3 The Director or the section coordinator has the authority to grant special permits as long as the student requesting them has an excellent academic record that allows for their absence.
- 40.4 Despite having an excuse, every student is responsible for their academic recovery through assignments, projects, or assessments agreed upon with each subject's teachers. In cases where a student knows in advance of their absence, they should review with each teacher the work or projects they need to complete during their absence.
- 40.5 If the absence is without an excuse, the student is responsible for all missed work, and the School is exempt from any responsibility.
- 40.6 Students who miss more than ten percent (10%) of the total hours for any subject MAY NOT PASS that subject.

- 40.7 Students who need to leave the School during class hours for a justified reason can do so under the following conditions:
- a) They must present a written permit signed by their parents before 10:00 a.m. in the coordination office.
 - b) They must be authorized through an email from one of their parents' registered email addresses. In this case, permission must be received by the coordination office before 10:00 a.m.
 - c) One of the parents must come personally to pick them up.
- 40.8 Excuses provided by parents are an explanation for the student's absence, and they allow the School to know that the student is absent with their parents' consent. However, they are not considered valid excuses for School absences.
- 40.9 In the case of an unforeseen illness during class hours, the student must request written medical leave from the nurse's office. Unless it is an emergency, they will not be allowed to leave without prior approval from their parents, who, for safety reasons, must pick them up in person or through individuals authorized by them with a written and signed note.

ARTICLE 41

STUDENT ACTIVITIES

- 41.1 Student organizations, clubs, and activities are encouraged as expressions of special interests that lead to a more well-rounded education. However, the formation of organizations and clubs, regardless of their nature, must obtain the School's approval.
- 41.2 In the case of extracurricular activities (e.g., participating in a fundraising campaign, attending an event, and such.), these activities must be authorized by the relevant section coordinator.
- 41.3 Within the School, it is prohibited, without prior authorization from the coordinator, to engage in marketing, sell tickets, run raffles, or organize any other event aimed at raising money.
- 41.4 All social activities organized by students or parents and expressly sponsored by the School and/or where the School's name is used for promotional purposes shall be governed by the School's internal regulations, including those stipulated in this Code of Conduct, as well as the policies of the Board of Directors of the Corporation.

ARTICLE 42 SCHOOL SUPPLIES

- 42.1 The School provides all basic textbooks for each subject area and the necessary and basic educational materials. The cost of these materials and textbooks is included in the tuition and fees.
- 42.2 The student is responsible for all textbooks provided for their personal use; they must keep them covered and in good condition.
- 42.3 Students who lose or damage the textbooks in their possession shall follow the following procedure to rectify their situation: The student or the teacher will report the issue to the section head. The section coordinator will indicate the cost of the textbook and provide the student with a billing form with a copy to the finance office. The student will pay the specified amount in the finance office, where they will be issued a receipt. If there is stock available, the student will receive a replacement for the damaged or lost material, with the same responsibility.
- 42.4 There may be times or circumstances when the School requests that the student bring additional basic materials.
- 42.5 The School recommends not bringing valuable items to the institution except for devices approved for educational use in accordance with the BYOD (Bring Your Own Device) policy. The School is not responsible for the loss of personal materials that students choose to bring to the School and/or on the buses, nor is it responsible for reimbursing or replacing these items.

ARTICLE 43 USE OF TECHNOLOGY

- 43.1 With the exception of PS and lower primary, cell phones or tablets are not considered and cannot be used as educational materials. Therefore, these devices cannot be used in the academic environment, especially during classes and any pedagogical activities conducted on the School premises.
Students can keep these devices in their bags in a manner that is not visible or distracting but cannot use or have these devices visible or at hand during classes.

In light of the above, if a student uses or has a cell phone and/or tablet on hand during classes, whether it is their own or belongs to a classmate, the device will be confiscated by the teacher and delivered to the section office. The device will be returned to the owner at the end of School.

day. From the third occurrence onwards of a student having a device confiscated, it will only be returned to their parent or guardian.

Devices will also be confiscated from students in the Elementary and Middle School sections of the School when used during breaks (such as class changes, snack time, or lunch). The device will be returned to the owner at the end of the School day. From the third occurrence onwards of a student having a device confiscated, it will only be returned to their parent or guardian.

- 43.2 The School allows and promotes the use of laptops as productive tools that aid in students' educational development. Therefore, students in Elementary and Middle School may not use these electronic devices during break times unless they are working in an academic space under the supervision of an adult.

If an Elementary or Middle School student uses their laptop during break times in a non-academic area without adult supervision, these devices will be confiscated by the teachers supervising the break and delivered to the student at the end of the break period during which the infraction occurred. The student will also be referred to the section office.

ARTICLE 44

USE OF VEHICLES AND SCHOOL BUS

- 44.1 With prior notification and authorization from the School, 12th-grade students with a driver's license may enter or exit the School's premises by driving their own vehicles when there is a School-organized event. This is contingent upon the submission of a written permission form signed by parents, which must be delivered to the HS office in advance.

The School will not be responsible for guarding or safeguarding the vehicle or its contents and devices.

- 44.2 Students are prohibited from walking or cycling to enter or exit the School premises in the North Zone.
- 44.3 School bus: The School's rules and policies described in this Code of Conduct apply during the bus route, which is an extension of the School. Students will also adhere to the rules described in the 'School Transportation Service Regulations.'

ARTICLE 45
SEARCHES AND TOXICOLOGY TESTS

- 45.1 The School is responsible for managing lockers and desks and, therefore, may inspect them when the section coordinator deems it necessary, subject to explicit and written authorization from parents and subject to the conditions indicated below. The School may also conduct searches of students' belongings, provided that: i) the purpose of search or inspection procedures is to ensure the safety of students and the educational community in general; ii) search or inspection procedures are not routine practices but are a last resort measure to prevent previously identified issues; iii) prior, explicit, and written authorization from parents is obtained.
- 45.2 In the event that, as a result of searches, illegal or dangerous substances or items are found, the School will immediately contact the parents of the student in question and may request the support of the relevant authorities, without prejudice to the disciplinary powers that the School may exercise in accordance with Chapter VI of this Code of Conduct.
- 45.3 Personal searches of students (i.e., physical searches) may only be conducted in the presence of parents and must be conducted by a person of the same gender as the student being searched. The results of this search may be reported to the Principal.
- 45.4 The School may, at random and when deemed appropriate and relevant, conduct alcohol and/or toxicology tests on any student or group of students with prior, explicit, and written authorization from parents. These tests will be conducted by collecting saliva, urine, and/or hair samples. In the event of a positive test result, a plan of care and follow-up will be established in consultation with the student's parents.

CHAPTER VIII AWARDS AND INCENTIVES

ARTICLE 46: AWARDS AND INCENTIVES

With the awards and incentives given, the School aims to recognize and motivate the development of the skills, attitudes, and values of its students related to being, knowing, doing, valuing, and living.

Students may not receive academic recognition awards if they have been sanctioned for any act of academic dishonesty during the School year for which they are being considered.

46.1 Honorable mentions for graduates:

- a) *Valedictorian*: This award will be given to the graduate who has maintained the highest weighted GPA from ninth grade onwards. They will be recognized with a yellow graduation stole and a medal. They will have the honor of giving a speech at the graduation ceremony.
- b) *Salutatorian*: This award will be given to the graduate who has maintained the second-highest weighted GPA from ninth grade onwards. They will be recognized with a yellow graduation stole and a medal. They will have the honor of giving a speech at the graduation ceremony. They will have the honor of giving a speech at the graduation ceremony.
- c) Graduates who achieve the recognition of Magna Cum Laude according to the stipulations in this article will be recognized with a silver graduation stole.
- d) Graduates who achieve the recognition of Summa Cum Laude according to the stipulations in this article will be recognized with a red graduation stole.
- e) Graduates who have been active members of the National Honor Society (NHS) during their academic career at the School will be recognized with a light blue graduation stole.
- f) Graduates who have received recognition as an AP Scholar (or a higher recognition) as stipulated by the School Board, will be recognized with a white graduation stole.
- g) Graduates who have been part of the student council executive committee and the student representative will be recognized with a blue, red, and white cord.
- h) Graduates who have been part of Model United Nations (MUN) for their last two or more academic years and have served as president, coordinator, director, or secretary in one of COJOWA's models or have received multiple distinctions as delegates, will be recognized with a blue and white cord.
- i) Graduates who complete their academic career at the School as active members of Interact will be recognized with a blue and gold cord.

- j) Graduates who have been members of the Ambassadors and have met the requirements stipulated by that organization will be recognized with a red cord.
- k) Graduates who achieve the recognition of COJOWA Servant Leader according to the stipulations in this article will be recognized with a green cord.
- l) The graduate with the highest score on the Saber 11 test will be recognized with a plaque.
- m) The graduate with the highest score on the SAT test will be recognized with a plaque.

If the results of the SABER tests are not available on time due to unforeseen circumstances from the Ministry of Education, the highest result from the last two (2) practice tests taken by the student will be used.

46.2 COJOWA Awards: Each award will be given to three students in each grade level who, according to the School's criteria, stand out by demonstrating the characteristics described by the School's mission and vision. These awards correspond to students who best fit the profile of the student that the institution aims to shape. These awards will be as follows:

- a) Growth Mindset and Grit Award - Given to students who model persisting through setbacks and/or persevering in completing challenging assignments. These students work diligently to achieve their long-term goals.
- b) Reflective Citizen Award - Given to students who exemplify the attitudes and skills necessary to understand and manage their emotions, set, and achieve positive goals, feel, and show empathy toward others, establish, and maintain positive relationships, and make responsible decisions.
- c) Innovative Thinker Award - Given to students who excel in demonstrating exceptional creativity and/or innovation when completing a project or assessment. These students creatively use physical materials, literature, or technology to communicate about a new topic or concept. These students make use of physical materials, literature, or technology to communicate creatively about a new topic or concept.

46.3 National Association of Secondary School Principal (NASSP) Awards: These awards will be given to students in each grade level who meet the criteria established for each award by the NASSP organization. These awards will be: These awards will be:

- a) The American Citizenship Award
- b) The President's Award for Educational Excellence
- c) The President's Award for Educational Achievement

46.4 Academic Awards for HS Students:

Academic recognitions for HS will be based on students' weighted GPAs. In this section, any mention of "GPA" refers to weighted GPA.

If a student who merits academic recognition during the School year was sanctioned for a serious or type III offense, the School reserves the right to privately award the certificate to the student and not officially recognize the student during the public ceremony.

- a) Distinguished Scholar: This recognition will be given to High School students in grades 9 to 11 who are among the top 20% of students in their grade level according to their GPA for that School year.
- b) Magna Cum Laude: This recognition will be given to High School students in grade 12 who are among the top 10% of students in their grade level according to their cumulative GPA from grades 9 to 12.
- c) Summa Cum Laude: This recognition will be given to High School students in grade 12 who are among the top 20% to 10% of students in their grade level according to their cumulative GPA from grades 9 to 12.

46.5 COJOWA Service Award: This award will be given to students in grades 6 to 11 who voluntarily devote their time to support and/or organize events that promote a sense of community development in our School. To receive this recognition, students must accumulate 15 hours of service to the School by participating in activities organized by the School and/or by participating in activities organized by the various School clubs, organizations, or other student groups.

46.6 COJOWA Servant Leader: This award will be given to grade 12 students who, during their High School career, voluntarily dedicate their time to support and/or organize events that promote the development of a sense of community in our School. To receive this recognition, students must accumulate 35 hours of service to the School during their four years in High School by participating in activities organized by the School and/or by participating in activities organized by the various School clubs, organizations, or other student groups.

These hours of service to the School are separate from the 80 hours of Community Service required by the Ministry of Education and the School as a graduation requirement.

ARTICLE 47
NATIONAL HONOR SOCIETY, NATIONAL JUNIOR HONOR SOCIETY, AND
NATIONAL ELEMENTARY HONOR SOCIETY

The purpose is to recognize and promote the integral excellence of individuals in terms of leadership, academics, civics, and character. Being a member of the National Honor Society (NHS), the National Junior Honor Society (NJHS), and the National Elementary Honor Society (NEHS) is an internationally recognized privilege by prestigious national and international educational institutions.

The guidelines for NHS, NJHS, and NEHS, including admission processes and disciplinary procedures, are established in the document titled "Bylaws for the Jorge Washington School Chapter of National Honor Society," which is based on and follows the guidelines of the NHS Constitution approved by NASSP. This document will be published online on the School's website.

ARTICLE 48
ELIGIBILITY TO REPRESENT THE SCHOOL

- 48.1 Any outstanding student in sports, academics, or culture has the opportunity to be chosen to represent the School in events both inside and outside of it, provided they meet the following requirements and merits:
- a) Having sufficient sports, artistic, or histrionic skills.
 - b) Being selected by the department committee.
 - c) Having the approval and action plan from all teachers whose classes the student will miss.
 - d) Not having a director agreement or a current conditional enrollment.
 - e) Not being involved in a disciplinary process due to a potential type II or III situation, or a serious or very serious disciplinary offense.
 - f) Not having been sanctioned for a serious or very serious disciplinary offense in the three (3) months prior to the event.
 - g) Having met the minimum attendance requirement of ninety percent (90%) in each subject.
- 48.2 Academic Monitoring for MS/HS: Academic Monitoring for MS/HS: Starting with an initial review on the first School day after the first academic quarter ends, Eligibility Reviews will be conducted every three weeks (School calendar) to determine if the student meets the academic standards to represent the School. Eligibility can only be lost during one of these Eligibility Reviews. If a student loses their eligibility status during one of these Eligibility Reviews, follow-up reviews will be conducted for this student on the first School day of the following two weeks. During these follow-up reviews, the student can regain their eligibility status if they meet the academic

standards to represent the School on the review date. The academic standards are as follows:

- a) For ES:
 - The Evaluation and Promotion Committee will review cases where there is an academic risk.
 - The Elementary Coordinator, Elementary Counselors, Homeroom Teacher, Values Coordinator, and the activity sponsor will determine if the student is eligible to represent the School.
- b) For MS/HS:
 - Repeatedly fail, without excuse, remedial classes to which the student has been summoned.
 - For traditional grades, students must have an academic average of 70/100 or higher in each subject, except in cases where the student is failing in one (1) subject with a grade lower than 70, but their weighted average is greater than 75%, they may be selected to represent the School.
 - For standards-based grades, students must have an academic average of two (2) or higher in each subject, except in cases where the student is failing in one (1) subject with an average grade lower than two (2), but their weighted average is greater than 2.5, they may be selected to represent the School. A student who has NE in one of the categories of their subjects will not be eligible to represent the School.

In any case, if the student fails to meet any of these requirements before the tournament date, they will not be allowed to represent the School without this entailing financial reimbursement by the School.

48.3 To participate in an extracurricular outing on a School day, the student must have been present in all the classes they are required to attend on that day.

CHAPTER IX CURRICULAR PROVISIONS

In addition to this Code of Conduct, there is a **Procedures and Policies Manual for PreSchool** to which all families with children at that level must refer.

ARTICLE 49 REQUIREMENTS FOR GRADUATION

49.1 **Graduation:** Students who complete high School will receive the title of academic bachelor when they have met all the promotion requirements adopted by the School in its IEP, in accordance with the law and regulatory standards.

49.2 **Requirements to obtain the Colombian high School diploma:** The student must take and pass (with a grade of 70 or higher) the courses required by the School's High School curriculum section, as well as those recognized by the Ministry of National Education.

Courses	Credits
English Language	4
Spanish Language	4
Social Studies / Social Sciences / Economics	4
Mathematics	4
Science	4
Religion, Ethics and Human Values, Culture of Peace	0.25
Philosophy I/II ** 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 counted as academic elective credits.

** These credits can be obtained by students who participate in "Eagles Activities" and meet credit/hour, attendance, and completion parameters.

49.3 Graduates shall:

- Attend at least ninety percent (90%) of academic activities.
- Complete mandatory community service in accordance with applicable regulations. The required hourly intensity will not include community service hours performed by the student as part of disciplinary sanctions.
- Take the Pre-Saber 11 course organized by the School in 11th and 12th grades.
- Satisfactorily complete the internship project assigned by the School during the 11th or 12th grade.
- At the discretion of the Director, complete and pass the Independent Study Project.

- 49.4 Students who do not achieve a score of 300 or more on the SABER 11 tests must attend School from the date stipulated in the School's official communication until the Monday of the graduation ceremony week. During this time, they will receive academic reinforcement and will have to retake a SABER test. The graduation requirement will be met once the student has attended the reinforcement days, completed the reinforcement work, and taken the test. The student's family will be responsible for the cost of this test.
- 49.5 In the event that students do not have the opportunity to take the SABER test because it was canceled or postponed to a later date, the higher score of the last two (2) practice tests will be used for the students' graduation. If any student was unable to achieve a score of 300 or more on the last two (2) practice tests, the opportunities stipulated in section 48.4 above will be provided.
- 49.6 **Requirements to obtain the U.S. diploma:** Only students who are not of Colombian nationality in any form have the option to formally and in writing renounce the Colombian diploma to graduate only with the American diploma. Every student who has Colombian nationality in any form must satisfactorily meet the requirements to earn the Colombian high School diploma and then may receive the American diploma with the title of High School provided they meet the requirements set for that program, which are:
- Complete and pass all required high School courses in the curriculum program during the last four years and the School's Promotion and Evaluation Policy. Credit transfers will only be considered if they come from another accredited North American institution.
 - Take the PSAT in tenth grade.
 - Submit the SAT at Grade 11.
 - Achieve a minimum score on the PSAT, SAT, or ACT according to the following table:

Exam	Total
PSAT	1050
SAT	1000*
ACT	20**

* Each section must be equal to or greater than 400.

** Each section must be equal to or greater than 18

- 49.7 For the PSAT, students who do not reach the required score must complete an SAT preparation course in either 10th or 11th grade. For the SAT or ACT, students who do not achieve the required score after taking the exams at least twice in any combination will have the opportunity to take the CLT exam. For the CLT exam, students must obtain a score equal to or greater than sixty-six (66), with

each section scoring equal to or greater than eighteen (18). Once students have taken the CLT exam at least twice or have taken any combination of the exams at least four times, the requirement will be deemed fulfilled. The cost of the exams and courses will be the responsibility of the students' families.

- 49.8 Any student who does not meet the requirements to obtain the diplomas will have only one School year to complete the pending requirements.
- 49.9 **Attendance Certificate:** When a student does not meet the requirements for the Colombian or American diploma, the School may choose to grant an attendance certificate reporting the time the student spent at the institution. The Section Director and the School Director will sign this certificate.
- 49.10 **Graduation Ceremony:** For a student to attend the private graduation ceremony, no later than Monday at 12:00 p.m. of the graduation ceremony week, the student must have met all graduation requirements to receive at least one of the two diplomas awarded by the School. If the student has not met the graduation requirements to receive at least one diploma, the student will not be invited to the graduation ceremony and will only receive their diploma(s) and graduation certificate when they have met the graduation requirements.

Students who are in a disciplinary process for a possible serious or very serious offense will not be invited to the graduation ceremony.

To be invited to the graduation ceremony, students must be clear of all financial obligations with the School.

ARTICLE 50 EVALUATION AND PROMOTION SYSTEM

- 50.1 The School's evaluation and promotion system is the procedure by which the comprehensive evaluation of the student and their promotion from one grade to another is regulated, considering a set of principles and rules that ensure its suitability.
- 50.2 Following the process of continuous curriculum review, the School's Educational Community, represented by the Director, the Board of Directors, the Academic Council, a Promotion and Evaluation Process Review Committee, counselors, the curriculum coordinator, and educational managers, participated in the modification and approval of this evaluation and promotion system for implementation from August 2014.
- 50.3 The rules and procedures described below are governed by the principles provided by the applicable regulations in Colombia and are based on the School's mission, vision, objectives, principles, and institutional foundations.

50.4 Evaluation: The evaluation of students' learning at the School takes place in the following areas:

- a) INTERNATIONAL: Involves students participating in tests that demonstrate the quality of education against international standards.
- b) NATIONAL: Involves students participating in the census tests conducted by the Ministry of National Education and the Colombian Institute for the Promotion of Higher Education (ICETEX in Spanish) to monitor the quality of education in educational establishments based on basic standards. The national tests applied at the end of the eleventh grade also provide students with access to higher education.
- c) INSTITUTIONAL: Involves the evaluation of students' learning conducted at the School, aimed at assessing students' performance levels.

50.5 The purposes of the institutional evaluation of students will be:

- a) Identify the personal characteristics, interests, developmental rhythms, and learning styles of the student to assess their progress.
- b) Provide basic information to consolidate or redirect educational processes related to the comprehensive development of the student.
- c) Provide information to implement pedagogical strategies to support students who show weaknesses and superior performances in their formative process.
- d) Determine the promotion of students.
- e) Provide information for the adjustment and implementation of the institutional improvement plan.

50.6 Evaluation at the School is the response to the systematic and continuous formative process, constant student support, and its purpose is to obtain valid and viable information to make value judgments that demonstrate the comprehensive learning of the students, guaranteeing them mobility and academic competitiveness.

50.7 The bilingual and binational nature of the School, the opportunity it offers its students to receive, in addition to the Colombian diploma, the American High School diploma, the effective possibility of continuing university studies in the United States, and the frequent exchanges with students from that country, require us to maintain two parallel rating scales of information on academic performance: quantitative and qualitative.

50.8 The results obtained in the evaluations will be used in the development and implementation of pedagogical strategies, the consolidation and redirection of

processes related to the integral development of the student, adjustments in the institutional improvement plan, refinement of the learning process, and student support, among other processes. All of this will determine the promotion of the student.

- 50.9 A variety of evaluations ensure evidence of learning in students, which is why the School uses different evaluation models within the formative and cumulative types. These evaluations must meet the following quality standards: i) Be in line with the School's teaching content; ii) Assess what has been taught; iii) Use appropriate methodology; iv) Have predefined assessment criteria.

ARTICLE 51

COMPREHENSIVE STUDENT ASSESSMENT

- 51.1 **Student's observations:** In order to identify the "personal characteristics, interests, developmental rhythms, and learning styles of the student," the School conducts individual observations of students from preschool onwards. This information progresses with the students as they advance in grade level and is kept in the coordination offices. Observations are completed by teachers and reviewed by the School's psychology department at least once a year.
- 51.2 **Comprehensive and Ongoing Information on Students' Progress:** Parents and students at the School understand the importance of evaluation and monitoring to ensure that the teaching and learning process is effective and evolves over time, addressing new situations, concepts, and mandates. For this reason, School leaders and teachers make efforts to keep the communication and information system updated so that parents and students can consult it continuously. This is done as follows:
- a) General meetings: The entire Educational Community is invited to the Open House event held every year on a date set for the first month of the School calendar. In this meeting, the teaching and management staff of the institution is formally introduced, and a copy of the curriculum to be taught to students during the School year is provided by subject area.
 - b) Informal methods: Communication between the teacher, the student, and the parent via the intranet, email, phone calls, among others.
 - c) Individual Meetings with Advance Appointments: Teachers, counselors, learning center staff, or School leaders meet individually with parents and/or students according to the situation. These meetings must be documented in minutes that will be attached to the student's observation record.
 - d) Warning Reports (Academic Grades): These are sent to parents via the internet in the middle of each academic period with reports on students who need support strategies to meet the standards, in order to promote self-assessment

and overcoming difficulties with the accompaniment and supervision of teachers, support staff, and parents.

- e) Academic and Disciplinary Grade Reports: This is done through teacher-parent-student conferences. All teachers are available to attend each individual appointment. Parents can choose the teachers they want to meet with and have access to them.

51.3 **Behavior Impact for MS/HS:** Twice in each semester, letters on the REACHES rubric will be evaluated for each student. The evaluation is conducted as follows:

- a) Using the REACHES rubric, the student's advisory class teacher will report a grade of -, +, or ++ for each REACHES letter, considering the student's self-assessment and feedback from the student's teachers.
- b) In addition to the above, all students must comply with actions or sanctions imposed for committed offenses, as per this manual.
- c) REACHES grades will be published in progress reports, semester reports, and institutional documents sent to other Schools, institutions, or universities.

Table No. 1 Demerits for Detentions and Reflection Days

For every three (3) mild disciplinary offenses	Decreases by one (1) category
For every major disciplinary offense	Decreases by one (1) category
For every very serious disciplinary offense	Decreases by two (2) categories

ARTICLE 52 EVALUATION POLICY

Evaluation is used to guide teaching and help teachers make decisions about instruction, both to better meet the needs of each student and to analyze the effectiveness of the educational program at COJOWA. There are three types of evaluations that teachers at COJOWA use to collect information:

- a) **Diagnostic** (pre-evaluation): Used at the beginning of a new unit of study or before starting a new topic. Teachers give students a pre-test to gain a clear understanding of their knowledge. This allows teachers to plan teaching and differentiation before starting a unit based on student needs. The results of the diagnostic assessment are not included in the student's grade report. In general, diagnostic assessments are similar to the final assessment for the unit.

- b) **Formative:** Sometimes called assessment for learning, as it provides feedback to the teacher throughout the unit of study to determine if more attention is needed on a particular concept, if differentiation is needed, or if students are ready to move on. Formative assessment guides decisions about student grouping and provides timely and continuous feedback to students to help them set goals. Formative assessments reflect student growth and progress and are not necessarily included when reporting student grades.
- c) **Cumulative:** Sometimes called assessment of learning or summative assessment. It should reflect students' performance or achievement in relation to the standards and parameters addressed during a unit of study. Students should have multiple opportunities to demonstrate their understanding through a unit of study. Although cumulative assessments can be used formatively if teachers see the need to re-teach a topic, this type of assessment is commonly used at the end of units of study. The results of the cumulative assessment must be included in the student's grade report.

Paragraph: The COJOWA assessment policy is clearly explained and aligned with Colombian education regulations and is available in our IEP and on our website for reading and reference. This policy will be shared annually with the Educational Community.

ARTICLE 53 GLOSSARY OF TERMS

- a) **Reasonable Adjustments:** These are actions, adaptations, strategies, supports, resources, or modifications required and appropriate in the educational system and School management, based on the specific needs of each student, which persist despite the incorporation of Universal Design for Learning, and which are implemented following a rigorous assessment of the characteristics of the student with disabilities. Through these adjustments, it is ensured that students can operate with maximum autonomy in the environments they find themselves in, thus ensuring their development, learning, and participation, in the pursuit of equal opportunities and the effective guarantee of rights.

Reasonable adjustments can be material and immaterial, and their implementation does not depend on a medical diagnosis of deficiency, but on visible and invisible barriers that may arise and hinder the full enjoyment of the right to education. They are reasonable when they are relevant, effective, facilitate participation, generate satisfaction, and eliminate exclusion.

- b) **Flexible curriculum:** A curriculum that maintains the same general objectives for all students but provides different opportunities to access them. In other words, it

organizes teaching based on the social, cultural, and learning style diversity of its students, striving to give everyone the opportunity to gain experience and participate.

- c) **Differentiation:** A teacher responding responsibly to the needs of the student. A teacher who is differentiating understands the needs of the student to express humor, work with a group, or receive additional teaching in a particular skill, delve into a particular topic, or guide reading a passage with assistance. Differentiation is simply attending to the learning needs of a particular student or a small group of students rather than the typical class teaching pattern, as if all students within that group are the same. Differentiation is simply attending to the learning needs of a particular student or a small group of students rather than the typical class teaching pattern, as if all students within that group are the same.
- d) **Universal Design for Learning (UDL):** The design of products, environments, programs, and services that can be used by all people, to the greatest extent possible, without the need for adaptation or specialized design. In education, it encompasses environments, programs, curricula, and educational services designed to make learning experiences accessible and meaningful for all students by recognizing and valuing individuality. It is a pedagogical proposal that facilitates a curriculum design in which all students can fit, based on their abilities and realities. It allows the teacher to transform the classroom and pedagogical practice, facilitating the assessment and monitoring of learning.

Universal design will not exclude technical aids for particular groups of students with disabilities when needed.

- e) **Inclusive Education:** A permanent process that recognizes, values, and responds appropriately to the diversity of characteristics, interests, possibilities, and expectations of girls, boys, adolescents, young people, and adults. Its aim is to promote their development, learning, and participation, with peers of the same age, in a common learning environment, without discrimination or exclusion, and ensuring, within the framework of human rights, the support and reasonable adjustments required in their educational process, through practices, policies, and cultures that eliminate existing barriers in the educational environment.
- f) **Educational Service Scheme:** The processes through which the education sector guarantees service to students with disabilities at all levels of formal education, from preschool to basic and middle School, considering basic aspects for their access, permanence, and the provision of quality in terms of curriculum, syllabus, schedules, content, skills, methodologies, performances, evaluation, and promotion.
- g) **Student with Disabilities:** A person linked to the education system in constant development and transformation, with limitations in physical, mental, intellectual, or sensory aspects that, when interacting with various barriers (attitude related,

resulting from false beliefs, due to lack of knowledge, institutional, infrastructure-related, among others), may impede their learning and full and effective participation in society. It seeks to promote equitable opportunities and equal conditions for the realization of rights.

- h) **Evaluation:** Information used to guide instruction and help teachers make educational decisions to better meet the needs of each student and analyze the effectiveness of the educational program. Evaluations at COJOWA range from standardized to teacher designed. Each evaluation is an opportunity for students to demonstrate their understanding or application of concepts and skills, and it is a determining factor for advancing to the next grade level.

It is also the criterion or evaluation, in numerical or letter form, of the student's performance related to the understanding or application of a concept or skill, as demonstrated through the evaluation. Grades at COJOWA are just one way in which teachers communicate with students and parents about progress and achievements.

- i) **Cumulative Assessment:** Sometimes referred to as learning assessment. It should reflect students' performance or achievement related to the standards and parameters covered during the unit of study. Students should have multiple opportunities to demonstrate their understanding throughout a unit of study. While cumulative assessments can be used formatively if teachers see the need to re-teach, they are primarily used at the end of units of study. The results of the cumulative assessment should be included in the student's grade report.
- j) **Diagnostic Evaluation:** (Pre-assessment) Used at the beginning of a new unit of study or before starting a new topic. Teachers give students a pre-assessment to gather information about their prior knowledge. This allows teachers to plan instruction and differentiation before starting a unit based on student needs. The results of the pre-assessment are not included in the student's grade report. Generally, diagnostic assessments are similar or identical to the final assessment for the unit.
- k) **Formative Evaluation:** Sometimes called assessment for learning because it provides feedback to the teacher throughout the unit of study to determine if more attention is needed on a particular concept, if differentiation is needed, or if students are ready to move forward. Formative assessment guides decisions about student grouping and provides timely and continuous feedback to help students set and achieve their goals. Formative assessments reflect student growth and progress and are not typically included in the student's grade report.

- l) **Performance-Based Evaluation:** An evaluation that requires students to demonstrate their mastery of specific skills and competencies through the performance or production of something.
- m) **External Evaluation:** These are evaluations created and assessed externally. Measures 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 Evaluation:** These are evaluations created by COJOWA's staff of teachers. Unit tests, final exams, projects, and quizzes are examples of internal evaluations used by COJOWA's staff to assess student learning.
- o) **Reporting:** The communication of grades based on evaluations to students and parents, through progress reports, report cards, parent-teacher conferences, and regular publication in the student information system.
- p) **Standards-based reporting:** Refers to the practice of reporting student achievements in relation to the standards taught during that period of learning.
- q) **Educational Continuity for People with Disabilities:** Comprises different strategies and actions that the educational service must perform to strengthen factors associated with the continuity and graduation of children, adolescents, young people, and adults with disabilities in the education system. These strategies relate to affirmative actions, reasonable adjustments that guarantee inclusive education in terms of relevance, quality, effectiveness, efficiency, and the removal of barriers that limit their participation in the educational environment.
- r) **Individual Plan of Reasonable Adjustments (PIAR in Spanish):** A tool used to guarantee the teaching and learning processes of students based on pedagogical and social assessment, which includes the necessary supports and reasonable adjustments, including curricular and infrastructure-related adjustments, to guarantee learning, participation, continuity, and promotion. They are inputs for the classroom planning of the respective teacher and the Institutional Improvement Plan (PMI in Spanish), as a complement to the transformations made based on the UDL.
- s) **Inclusion Teacher:** Works alongside the classroom teacher and the Learning Center teacher to provide individual support to the student in all areas. They provide differentiation and strategies for the student in a variety of areas, including attention, comprehension, reading, and writing. They collaborate with the teacher

to accommodate the scaffolding of learning in the classroom and, when necessary, the inclusion teacher will teach or reteach a lesson using the necessary adaptations for each student.

- t) **Rubric:** A set of guidelines that clearly define academic expectations for students and help ensure consistency in the assessment of student academic work from student to student, assignment to assignment, or course to course.

ARTICLE 54

COMPLAINTS REGARDING ASSESSMENT AND PROMOTION

In the case of complaints related to assessment and promotion processes, the School presents the instances, procedures, and mechanisms for addressing and resolving complaints from parents and students about assessment and promotion as follows:

- 54.1 Complaints about assessments within the period and the semester and the failure of annual subjects: In these cases, the student and/or the parent may submit their complaint within three (3) business days following the delivery of the assessment or the semester or annual grade. This complaint must be submitted in writing to the following instances in the given order:

- a) Subject teacher.
- b) Section coordinator.
- c) Principal.

Each instance has five (5) School business days to resolve the complaints in writing. If the student and/or parent do not agree with the response, they can escalate the complaint to the next instance until all instances are exhausted.

- 54.2 Complaints regarding non-promotion: These can be submitted within three (3) School business days following the notification of non-promotion and must be in writing. The instances for submitting this complaint are as follows:

- a) Section coordinator.
- b) Principal.
- c) Assessment and Promotion Committee.
- d) Academic Council.

Each instance has five (5) School business days to resolve the complaints in writing. If the student and/or parent disagrees with the response, they may escalate the complaint to the next instance until all instances are exhausted.

CHAPTER X SCHOOL GOVERNANCE

The School organizes School governance in accordance with applicable regulations.

ARTICLE 55 BOARD OF DIRECTORS

55.1 The Board of Trustees is a directive body for the participation of the Educational Community and for academic and administrative guidance of the School.

55.2 Members of the Board of Directors:

- a) The Principal, who will preside over it and will convene regular meetings at least once per month, or extraordinary meetings when deemed necessary or upon the explicit request of any of its members.
- b) Two (2) teacher representatives: one (1) Colombian teacher and one foreign teacher, elected by a majority of votes in a teachers' assembly.
- c) Two (2) parent representatives elected by the Parent Association.
- d) Two (2) representatives who serve as members of the Board of Directors of the Corporation.
- e) One (1) student representative, elected by the Student Council from among students in the highest grade offered by the School.
- f) One (1) alumni representative elected by the Board of Directors, from trios presented by organizations that represent the majority of alumni, or in their absence, by someone who held the position of student representative in the immediately preceding year.
- g) One (1) representative from the business sector, locally or subsidiarily from entities that sponsor or support the School's operations. The Board of Directors will choose the representative from candidates proposed by the respective organizations.

Paragraph: The President of the Corporation's Board of Directors may participate upon their own request, the Board of Directors' request, or any of its members' request, with the right to voice but without a vote. Section Directors may also participate in the Board of Directors, upon their request, the Board of Directors' request, or any of its members' request, to present initiatives related to their duties; they have a voice but no vote.

55.3 Election of Parent Representatives on the Board of Directors:

- a) The Parent Association will, in a meeting convened by the Principal for this purpose, elect the two (2) parent representatives on the Board of Directors within the first thirty (30) School days of the academic year.

- b) Parent representatives can only be reelected for one (1) additional term. In any case, parent representatives on the Board of Directors must be parents of students enrolled in the School.
- c) School staff, directors, or administrators may not be parent representatives on the Board of Directors.
- d) When the number of members in the Parent Association reaches more than half of the parents of students at the School, the assembly of the Parent Association will elect one (1) of the two (2) parent representatives on the Board of Directors, in which case, the Parent Association will only elect one (1) parent representative as a member of the Board of Directors.

55.4 Integration of the Board of Directors: Within the first sixty (60) calendar days following the start of each annual academic period, the Board of Directors should be fully integrated and commence its functions. For this purpose, the Principal will call for elections well in advance to the various entities.

55.5 Functions:

- a) Make decisions that affect the curricular, academic, formative, and internal functioning of the School, in accordance with applicable law, agreements with other institutions, and the School's philosophical principles.
- b) Serve as a body to resolve differences that arise between teachers and/or administrators with students, in accordance with this Code of Conduct.
- c) Approve modifications to this Code of Conduct in accordance with applicable law.
- d) Defend and ensure the rights of the entire Educational Community when one of its members feels harmed.
- e) Approve the annual professional development plan for the teaching staff presented by the Principal.
- f) Participate in the development, planning, and evaluation of the IEP, the curriculum, and the study plan, approve them, and submit them for consideration by the Ministry of Education.
- g) Encourage the proper academic and formative functioning of the School.
- h) Establish incentives and sanctions for the academic and social performance of students and teachers, in accordance with the educational principles proposed in the IEP and the rules established in the Code of Conduct.
- i) Participate in the evaluation of teachers, educational administrators, and administrative staff of the School.
- j) Recommend criteria for the School's participation in community, cultural, sports, recreational, and other activities.

- k) Establish the procedure for the use of School facilities for educational, cultural, recreational, sports, and social activities of the Educational Community.
- l) Promote academic, sports, and cultural relationships with other educational institutions and the formation of youth organizations.
- m) Encourage the formation of associations of parents, students, and alumni.
- n) Approve modifications to the IEP when applicable.
- o) Approve the budget of income and expenses of the School's own resources and those derived from legally authorized payments made by parents and those responsible for the students' education, such as academic fees, use of textbooks, and the like.
- p) Establish its own internal regulations.

ARTICLE 56

ACADEMIC COUNCIL

56.1 It is the highest body for academic guidance of the School and advises the Board of Directors on pedagogical matters. Its decisions can be appealed to the Board of Directors.

56.2 Members:

- a) The Principal, who convenes and presides over it unless delegated to another member of the teaching community, preferably the Curriculum Coordinator or their substitute.
- b) Educational administrators (Section Directors).
- c) One (1) teacher for each area defined in the curriculum, chosen by the technical team of that area.

Paragraph: With the exception of the Principal and section directors, all members are elected for a term of one (1) academic year and may be reelected.

56.3 Functions:

- a) Serve as a consulting body to the Board of Directors in proposals for revisions of the IEP.
- b) Study and develop proposals for adjustments or modifications to the curriculum within the legal and philosophical guidelines proposed in the IEP.
- c) Organize the curriculum and guide its execution.
- d) Plan the annual institutional assessment and oversee its execution.
- e) Coordinate teacher councils for the periodic evaluation of student performance and promotion, assign their functions, and supervise the general evaluation process.
- f) Receive and decide on student claims regarding educational evaluation.

- g) Plan and propose rules, functions, and activities that promote improved educational quality, university admission, and overall student success in the academic field.
- h) Intervene and propose solutions in academic issues related to teachers, such as program development, evaluations, or educational reports, and the use of teaching methodologies.

ARTICLE 57 PRINCIPAL

It is the responsibility of the Principal of the School to:

- a) Guide the implementation of the IEP and implement School governance decisions.
- b) Ensure compliance with teaching functions and the timely provision of necessary resources for this purpose.
- c) Promote the continuous process of improving the quality of education in the School.
- d) Maintain active relationships with educational authorities, sponsors or supporters of the School, and the local community, for the continuous academic progress of the School and the improvement of community life.
- e) Establish channels of communication between different segments of the educational community.
- f) Guide the educational process with the assistance of the Academic Council.
- g) Exercise disciplinary functions as provided in this Code of Conduct.
- h) Identify latest trends, aspirations, and influences to channel them in favor of improving the IEP.
- i) Promote social benefit activities that connect the School with the local community.
- j) Apply the provisions issued by the State concerning the provision of educational services, and
- k) Other related or complementary functions as attributed by the IEP and the School's internal regulations.

ARTICLE 58 STUDENT COUNCIL

- 58.1 The Student Council is the highest collegial body that ensures and guarantees the continuous exercise of student participation. It will be composed of one (1) representative from each of the grades offered by the School.
- 58.2 The Board of Directors shall convene, within the first four (4) weeks of the academic calendar, assemblies composed of students in each grade to elect, by secret vote, a student representative for the current academic year.

58.3 Students in pre-School and the first three (3) grades of the primary cycle will be called to a joint assembly to elect a single student representative among the students in the third grade.

58.4 Functions:

- a) Establish their own regulations and internal organization.
- b) Elect the student representative to the Board of Directors and advise them on the fulfillment of their representation.
- c) Invite students who present initiatives regarding the development of student life to their deliberations.
- d) Submit to the Principal in writing, within the fourth week following their integration, a plan of activities for approval and coordinated implementation.
- e) Develop and present responses aimed at improving the educational quality provided by the School in areas such as academics, discipline, organization, and economics.
- f) Develop and present proposals to develop community projects that promote the experience of social values.
- g) Other activities related or complementary to the above as indicated in the Code of Conduct.

58.5 Eligibility and candidacy conditions for a position in the Student Council ("STUCO"):

- a) Not having been sanctioned for a serious or very serious disciplinary offense during the election academic year and the previous year.
- b) For classes that grade using the Standard-Based Grading system, not having obtained a class average lower than two (2) or NE in the last grading period of the previous School year. For classes that grade using percentages, not having received an F (yearly average for two-semester classes) in the grades reported on the last report card from the previous year.
- c) Having met the minimum attendance requirement of ninety percent (90%) during the election academic year and the year prior to this.

58.6 The STUCO executive committee will be composed of the President, Vice President, Treasurer, Secretary, Male Sports Director, Female Sports Director, Arts Director, and Logistics Coordinator.

Conditions for the executive committee positions of STUCO are:

- a) All the conditions mentioned in Article 58.5
- b) Not holding an executive position in another School club or organization.
- c) Not be a first-year student in the section.

58.7 Conditions for remaining in the position:

- a) Not obtaining a class average lower than two (2) or 70 or receiving an NE on the trimester, fourth, and/or semester reports.
- b) Not having more than three (3) unexcused absences from meetings and/or events of the Student Council.
- c) Not accumulating more than 18 absences (excused or unexcused) to maintain the minimum required attendance of ninety percent (90%).
- d) Must fulfill all assigned functions and responsibilities.
- e) The student must demonstrate exemplary behavior. Disciplinary infractions will be considered when determining their continued service, according to Article 58.8(c).

58.8 Disciplinary Process:

- a) If a member of STUCO does not meet the conditions for remaining in the position, the student will receive a formal written warning from the section coordinator or values coordinator, and a probationary period will be provided before removal from the position.
 - I) If the STUCO member has not met the academic grade conditions according to Article 58.7(b), the probationary period will extend until the next grading period (trimester, fourth, or semester). If the student has not improved by the end of this probationary period and receives a non-compliance grade in any of their classes, it will be determined that the student did not successfully complete the probationary process.
 - II) If the STUCO member is at risk of non-compliance with the attendance requirement for STUCO meetings or events according to Article 58.7(c), the probationary period will continue for the rest of the School year with continuous supervision by the STUCO faculty advisor. Once the formal warning has been issued, if the student commits another infraction as per the article mentioned, it will be determined that the student did not successfully complete the probationary process.
 - III) If the STUCO member has had 10 or more absences and is at risk of non-compliance with the minimum 90% attendance requirement, according to Article 58.7(e), the probationary period will continue for the rest of the School year. If during this probationary period the student exceeds 18 absences, it will be determined that the student did not successfully complete the probationary process.
 - IV) If the STUCO member has at least two incidents of not meeting their functions or responsibilities, the probationary period will continue for the rest of the School year with follow-up after each event or meeting by the STUCO faculty advisor. If it is proven and documented during this probationary period that the student committed another non-compliance, it will be determined that the student did not successfully complete the probationary process.
- b) At the moment when a member of the Student Council does not successfully complete the probationary process, the member will be formally removed from their position and will be replaced as follows:

- I) The student who finished with the second highest number of votes during the representative elections will assume the position.
- II) If there was no second place during the elections, the executive committee of the Student Council will vote to determine whether another person will be elected to fill this position or if the position will remain vacant for the rest of the School year.
 - 1. If the executive committee determines to choose another person, the committee will vote anonymously from among the grade representatives. If one of these candidates does not receive an absolute majority of the votes, the two candidates with the highest percentage of votes will move on to a second round of voting.
 - 2. If the executive committee determines that the position will remain vacant, the executive committee members will share the responsibility of fulfilling the functions of this position.
- c) Immediate Removal:
 - I) The section coordinator, in conjunction with the values coordinator and the STUCO faculty supervisor for the section, may recommend the removal of a Student Council member if this student is sanctioned for a serious or type II offense. This will be at the discretion of the Coexistence Committee.
 - II) A Student Council member will be removed if this student is sanctioned for a very serious or type III offense.
- d) Any student who has been removed may not run for the STUCO of that section again.

ARTICLE 59

STUDENT REPRESENTATIVE

- 59.1 The Student Representative is a student who is enrolled in the last grade offered by the School and is responsible for promoting the exercise of the duties and rights of students enshrined in the Constitution, laws, and this Code of Conduct.
- 59.2 Methods of election: The Student Representative will be elected within thirty (30) calendar days following the start of classes in an academic year. For this purpose, the Principal will call all enrolled students to elect the Student Ombudsperson by a simple majority through a secret ballot.
- 59.3 Conditions for eligibility:
 - a) Be enrolled in the last grade of education offered by the School.
 - b) Have excelled in academic performance, exemplary behavior, and positive leadership during their time at the School during the HS courses.

- c) Not have been sanctioned for a type II or type III coexistence offense or committed a serious or very serious disciplinary offense during the HS courses.

59.4 Conditions to remain in the position:

- a) Not obtain a class average lower than two (2) or 70 or receive an NE on trimester, fourth, and/or semester reports.
- b) Not have more than three (3) unexcused absences from meetings and/or events where their presence is required due to their position.
- c) Not accumulate more than 18 absences (excused or unexcused) to maintain the minimum required attendance of ninety percent (90%).
- d) Must fulfill all functions and responsibilities as outlined in the Code of Conduct to perform the role.
- e) The student must demonstrate exemplary behavior. Disciplinary infractions will be considered when determining their continued service in the role.

59.5 Functions of the Student Representative:

- a) Promote the fulfillment of students' rights and duties, using the School's internal communication channels, seeking the collaboration of the student council, organizing forums, or other forms of deliberation.
- b) Receive and assess complaints and grievances presented by students regarding violations of their rights and those submitted by any member of the Educational Community regarding students' failure to meet their obligations.
- c) Submit to the Principal any requests, either on their own initiative or upon request, that they deem necessary to protect students' rights and facilitate the fulfillment of their duties.
- d) When deemed necessary, appeal to the Board of Directors about the decisions made by the Principal regarding petitions submitted through them.

Paragraph: Holding the position of Student Representative is incompatible with serving as the student representative on the Board of Directors.

ARTICLE 60

EVALUATION AND PROMOTION COMMITTEE

- 60.1 The School has an Assessment and Promotion Committee in each section. This committee serves as an advisory body to the Board of Directors and is responsible for analyzing cases of academic and formative achievement or underachievement of students, groups, cycles,

and levels. It prescribes the supplementary activities necessary to address deficiencies or to achieve the goals outlined for a subject, area, grade, or level. The committee's recommendations may be appealed to the Board of Directors.

60.2 Each committee meets after each academic period to analyze student progress and make recommendations, or when exceptional cases are considered.

60.3 The Assessment and Promotion Committee consists of the following members:

- a) The Principal, who presides over it, or their appointee.
- b) The section director or the Deputy Section Coordinator as their appointee.
- c) The teachers relevant to the evaluated case.
- d) School counselors (advisors).
- e) The Curriculum Coordinator (if the case requires it).
- f) A parent representative (if necessary).

60.4 The functions of the Assessment and Promotion Committee are as follows:

- a) Examine the cases of each student considered for grade retention and make decisions in these cases.
- b) Analyze, at the end of each School period, the cases of students with low performance in any of the areas based on various sources of information collected throughout the year, such as portfolios, standardized tests, educational outings, classwork, and special projects, to make general and specific recommendations to teachers or other instances of the educational establishment in terms of reinforcement and improvement activities.
- c) Summon the parents, students, and the respective teacher to present a report along with a remediation plan and agree on the commitments of those involved.
- d) Analyze the cases of students with exceptionally high performances to recommend special motivational or early promotion activities.
- e) Analyze and determine possible retention for students in danger of promotion.
- f) Analyze and determine the non-renewal of enrollment for students with exceptionally low academic performance.
- g) Establish academic commitments for students who, despite the educational actions implemented in the classroom during the School year, finish their grade with low performance. These commitments create specific strategies to help the student overcome their difficulties.
- h) Decisions, observations, and recommendations of each committee meeting will be recorded in minutes, and these will serve as evidence for final decisions regarding student promotion.

- i) Monitor the progress of students with individualized education plans to determine the level of progress in their academic performance, which may include promotion or non-promotion of the students.

ARTICLE 61 SCHOOL COEXISTENCE COMMITTEE

All aspects related to the School Coexistence Committee are contained in Chapter V of this Code of Conduct.

CHAPTER XI PARENT PARTICIPATION BODIES AND OTHERS

ARTICLE 62 GENERAL ASSEMBLY OF PARENTS

The General Assembly of Parents is composed of all parents of the School and must meet at least two (2) times a year upon the Principal's call.

ARTICLE 63 PARENT COUNCIL

- 63.1 The Parent Council is a body for parental participation in the School, aimed at ensuring their continued involvement in the educational process and improving the quality of the service. It is composed of a minimum of one (1) and a maximum of three (3) parents for each grade offered by the School, as determined by the IEP.
- 63.2 During the first month of the School year, counted from the date of the start of academic activities, the Principal will call parents to elect their representatives on the Parent Council.
- 63.3 The election of parent representatives for the academic year in question will be held on a grade-by-grade basis by majority vote, with at least fifty percent (50%) of parents or those who arrive after the first hour of the meeting present.
- 63.4 Structure and Functioning of the Parent Council:
 - a) The formation and functioning of the Parent Council are mandatory, and they may organize working committees that are in line with the IEP and the School's

improvement plan, in accordance with the work plans agreed upon with the Principal. These committees may include the participation of a School administrator or teacher designated by the Principal.

- b) The Parent Council is an educational participation body that does not require registration with any authority, and no affiliation fees or financial contributions of any kind can be established to belong to it.
- c) The Parent Council will meet at least three (3) times a year upon the Principal's call or of their own accord.
- d) Meetings of the Parent Council will be chaired by a parent, elected by the parents themselves.
- e) The education authority may request periodic reports on its functioning.

63.5 Functions. The Parent Council is responsible for:

- a) Assisting the Principal in the analysis, dissemination, and use of the results of periodic competency evaluations and state tests.
- b) Ensuring that the School, along with all its students, participates in competency and state tests conducted by the Colombian Institute for the Promotion of Higher Education (ICFES).
- c) Supporting artistic, scientific, technical, and sports activities organized by the School aimed at improving students' competencies in various areas, including civic competence and the creation of a culture of legality.
- d) Participating in the development of improvement plans and in achieving the set objectives.
- e) Promoting parent education activities aimed at developing strategies for student support to facilitate the consolidation of learning, encourage the practice of extracurricular study habits, improve self-esteem and the coexistence environment, and especially those aimed at promoting children's rights.
- f) Fostering an atmosphere of trust, understanding, integration, solidarity, and consensus among all segments of the Educational Community.
- g) Presenting proposals for improving the Code of Conduct within the framework of the Constitution and the law.
- h) Collaborating in activities aimed at promoting students' physical and mental health, addressing learning difficulties, detecting integration problems in the School, and improving the environment.
- i) Submitting proposals for amendments to the IEP that arise from parents, in accordance with the applicable regulations.
- j) Electing the two (2) parent representatives to the Board of Directors, with the exception established in Article 62.3(d) of this Code of Conduct.

Paragraph: The Principal of the School will provide all necessary information for the Parent Council to fulfill its functions. These functions must be exercised in direct coordination with

the Principal and will require explicit authorization when assuming responsibilities that may involve the School with other entities or authorities.

ARTICLE 64 PARENTS' ASSOCIATION

- 64.1 For all legal purposes, the parents' association is a private non-profit legal entity that is established by the free and voluntary decision of the parents of students enrolled in the School. It is fully governed by applicable law and its bylaws.
- 64.2 There can only be one (1) parents' association for the School, and its assets and management must be clearly separated from those of the School.
- 64.3 The General Assembly of the parents' association is distinct from the General Assembly of Parents as mentioned in Article 69 of this Code of Conduct. The latter consists of all parents of students from the School, whether they are members of the parents' association or not.
- 64.4 The parents' association is prohibited from:
- a) Requesting from its members or approving for them, for the benefit of the School, bonds, contributions, donations, fees, forms, or any form of financial or in-kind contributions, or imposing the obligation to participate in fundraising activities or the purchase of food products.
 - b) Imposing on its members the obligation to participate in social activities, purchase uniforms, School supplies, or School equipment in general, from businesses owned by the association or its members, or from those with which they establish agreements.
 - c) Assuming the competencies and functions of the School's authorities and other collective bodies of the School, or those of the oversight, evaluation, inspection, and surveillance bodies and entities in the education sector.
 - d) Organizing, promoting, or sponsoring events involving alcohol consumption or gambling.

Paragraph: Members of the board of directors of the parents' association may not contract with the respective association. Nor may their parents, spouses, permanent partners, or relatives be within the second degree of consanguinity or second degree of affinity.

ARTICLE 65 LABOR COEXISTENCE COMMITTEE

- 65.1 The Labor Coexistence Committee shall consist of two (2) representatives from the Corporation and two (2) employee representatives, along with their respective teachers, preferably chosen based on their recognized attitudinal and behavioral competencies such as respect, impartiality, tolerance, composure, confidentiality, information handling, and ethics. It shall also require skills in assertive communication, leadership, and conflict resolution.
- 65.2 The Corporation will directly appoint its representatives, and employees will choose theirs through secret balloting that represents the free, spontaneous, and authentic expression of all employees. Public scrutiny of the procedure must be adopted by the Corporation and included in the respective election announcement.
- 65.3 The Labor Coexistence Committee cannot be composed of employees who have had a workplace harassment complaint made against them or who have been victims of workplace harassment within the six (6) months prior to its formation.
- 65.4 The term of the members of the Labor Coexistence Committee will be two (2) years, beginning from the committee's formation, which is counted from the date of the election and/or appointment notification.
- 65.5 The functions of the Labor Coexistence Committee are as follows:
- a) Receive and process complaints describing situations that may constitute workplace harassment, as well as the evidence supporting them.
 - b) Examine specific or individual cases in which a complaint or claim has been made, which could indicate workplace harassment within the Corporation.
 - c) Individually hear the parties involved in the events that led to the complaint.
 - d) Conduct meetings to create a dialogue between the parties involved, promoting mutual commitments to reach an effective resolution of disputes.
 - e) Develop a jointly agreed-upon improvement plan between the parties to build, renew, and promote workplace conviviality, always ensuring the principle of confidentiality.
 - f) Monitor the commitments made by the parties involved in the complaint, verifying their compliance in accordance with the agreement.
 - g) In cases where no agreement is reached between the parties, the recommendations are not implemented, or the behavior persists, the Workplace Conviviality Committee must refer the complaint to the Corporation's Board of Directors, close the case, and allow the employee to file a complaint with the labor inspector or bring a lawsuit before the competent court.

- h) Present recommendations to the Corporation's Board of Directors for the effective implementation of preventive and corrective measures against workplace harassment, as well as the annual report on the Workplace Conviviality Committee's performance and the reports required by regulatory bodies.
- i) Monitor compliance with the recommendations given by the committee to the Corporation's human resources and occupational health management units.
- j) Prepare quarterly reports on the committee's performance, including statistics on complaints, case follow-up, and recommendations, which will be presented to the Corporation's Board of Directors.

65.6 The Labor Coexistence Committee must mutually agree on the election of a chairperson among its members, who will have the following functions:

- a) To summon the members of the committee to regular and special sessions.
- b) Preside over and lead regular and special meetings dynamically and effectively.
- c) Process the committee's approved recommendations to the Corporation's Board of Directors.
- d) Manage the resources required for the committee's operation from the Corporation's Board of Directors.

65.7 The Labor Coexistence Committee must select a secretary among its members through mutual agreement, who will have the following functions:

- a) Receive and process written complaints describing situations that may constitute workplace harassment, as well as the evidence supporting them.
- b) Send electronic or physical notifications to committee members for meetings convened by the chairperson, indicating the day, time, and location of the meeting.
- c) Individually summon each party involved in complaints to hear the events that gave rise to them.
- d) Jointly summon the workers involved in complaints to establish conviviality commitments.
- e) Maintain the record of submitted complaints, supporting documentation, and ensure the confidentiality, custody, and confidentiality of information.
- f) Prepare the agenda and minutes of each committee session.
- g) Send communications with the committee's recommendations to different units of the Corporation.
- h) Call meetings and request the required documentation for monitoring the compliance with commitments made by each of the parties involved.
- i) Prepare quarterly reports on the committee's performance, including statistics on complaints, case follow-up, and recommendations, which will be presented to the Corporation's Board of Directors.

- 65.8 The Labor Coexistence Committee must meet regularly every three (3) months and hold sessions with a majority of its members, and it may be convened by any of its members.
- 65.9 The Corporation must provide a physical space for the Workplace Conviviality Committee's meetings and other activities, as well as for confidential document management. It should also conduct training activities for committee members on conflict resolution, assertive communication, and other topics considered a priority for its operation.

ARTICLE 66

ALUMNI ORGANIZATION: COJOWA ALUMNI

- 66.1 The School's alumni organization, "COJOWA Alumni," primarily aims to integrate and facilitate interaction among former students of the School. Its purposes are as follows:
- a) Strengthen and enhance the bonds among alumni themselves and with the School.
 - b) Safeguard the rights of alumni and their participation in certain bodies of the School, subject to approval by the Corporation's Board of Directors.
 - c) Preserve the traditions and values inherent to the School's culture.
 - d) Collaborate to benefit and mutually support all members of the educational community of the School in all respects.
- 66.2 Members of COJOWA Alumni will include:
- a) Graduates of the School, i.e., all students who have completed their academic high School education at the School.
 - b) Former students of the School (who, for the purposes of this article, are all students who have regularly attended the School for at least five (5) School years, provided that the reason they did not graduate from academic high School is not contrary to the objectives or values of this organization, at the discretion of the Corporation's Board of Directors).
- 66.3 The organization and administration of COJOWA Alumni's funds will be the responsibility of the School, which will delegate the management to the administrative and financial department. Its funds and donations will be deposited in a bank account and will only be used to achieve its approved objectives, as determined by the Alumni Council.
- 66.4 COJOWA Alumni will have an Alumni Council, which is the representative body of COJOWA Alumni that will collaborate directly with the School to achieve the organization's goals. The Alumni Council will consist of seven (7) members of COJOWA Alumni, who will be elected by the Corporation's Board of Directors for

two (2)-year terms within the first two (2) months of the respective School year. To run for a position on the Alumni Council, it is necessary: i) to be a graduate or former student of the School (as indicated in paragraph 73.2 above); ii) to submit a nomination to the School's development department, which will then present the nominees to the Corporation's Board of Directors. The Alumni Council will create its own regulations.

ANNEX - Recovery Schedule for Seniors (Grade 12)

Event	Date from/to	Details/Reasoning
Deadlines for Submitting Assignments/Assessments	Wednesday of the last week of classes for Seniors	Teachers must have time to grade and enter student grades into the system. Teachers may choose to accept late work on Thursday of that week.
The teachers enter the final grades to the system	The end of the School day on Thursday of the last week of School for Seniors.	The RTI team should have time to prepare documents and recovery plans for the Seniors. This will take place on Friday of that week.
Senior Evaluation and Promotion Committee Meetings	The meetings will conclude no later than the Monday morning following the last week of classes for Seniors.	Meetings can begin to take place on Friday if possible. They may conclude on Friday; however, if necessary, Monday morning may be used to finalize these meetings.
Meetings with parents and students to communicate the remediation plan and schedule for Seniors	The Monday following the last week of classes for Seniors.	This is to ensure that the evaluation and promotion committee has time to meet and develop the remediation plan for the students.
Seniors who still have pending credits begin the recovery process	The Tuesday following the last week of classes for Seniors	
Deadline for submitting or presenting the make-up work	Monday at 12:00 noon the week of the graduation ceremony.	Seniors must participate in graduation practice (Thursday) if they are to participate in the graduation ceremony (Friday). This means that we must communicate to the family by Wednesday whether or not the student will be participating in the graduation ceremony.
Teachers submit final grade/decision for make-up work.	At the end of the day on Monday of the week of the graduation ceremony.	
The Evaluation and Promotion Committee meets to review and make final decisions.	Tuesday of the week of the graduation ceremony.	
Meetings with parents and	Wednesday of the week	These meetings will only be necessary if a

and students to communicate the decision regarding the fulfillment of graduation requirements and participation in the graduation ceremony.	of the graduation ceremony.	student has not met the graduation requirements and will not participate in the graduation ceremony.
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NOTE 1:

Once the recovery process has started, each subsequent event in this process is only necessary if the student does not meet the graduation requirements by that date. At any time, the student can complete the graduation requirements, and the process would end with an email from the academic advisor or section coordinator informing the student and parents that the student has met all graduation requirements and is invited to the private graduation ceremony.

NOTE 2:

Seniors may be asked to come to School and do recovery for (see Article 48 in the CC):

1. Missing credits.
2. Pending Internship Project.
3. Time from class to be made up as a result of excessive absences.
4. SABER test reinforcement.
5. Any other graduation requirements that may be pending.

NOTE 3:

Students who are recovering credits can do so in two ways:

1. An online course assigned by the School.
2. Remedial work with COJOWA teachers.

Students who are recovering credits will report to School daily during regular School hours until the student submits a completion certificate and a final grade from their online course and/or until their recovery work with COJOWA teachers is satisfactorily completed.

NOTE 4:

If a Senior does not earn credit and receives a grade below 50 in the course, the student will need to recover the credit through an online course assigned by the School. The student's family will be responsible for the cost of the course(s).

If a Senior does not earn credit and receives a grade of 50 or higher in the course, the evaluation and promotion committee will review the case and, considering the best option for the student, decide whether the student will work with the teacher to remediate the class or if an online course will be offered to the student for credit recovery. The student's family will be responsible for the cost of the course(s).

If there are credits for which the School cannot find an acceptable online course for recovery, the student will have the opportunity to recover the credit with a teacher from the School.

NOTE 5:

For credits that are recovered with a teacher, the student will work with and receive guidance from the respective subject teacher. Assessments will be presented to the academic group (2-3 teachers with knowledge of the material being assessed and a member of the leadership team or a representative of the leadership team) who will determine if the student has achieved mastery of the subject or needs to continue with the recovery work.