



**MANUAL DE CONVIVENCIA**  
**2023-2024**  
*(English)*

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# Presentation

Article 87 of Law 115 of 1994 establishes that all schools must have a Manual de Convivencia adapted to the needs of the educational community. This manual is an integral part of the enrollment contract, which establishes the rights and duties of students. The Manual includes the procedures for resolving individual or collective conflicts, the duties and obligations of the members of the educational community, and the rules for the evaluation and promotion of students, among other aspects.

This is the new version of the Karl C. Parrish School Manual de Convivencia, updated and approved by the Consejo Directivo at its meeting of May 3, 2023.

Dr. Matthew Shannon  
Director

# TITLE I: THE EDUCATIONAL INSTITUTION

## CHAPTER ONE: KARL C. PARRISH SCHOOL

**ARTICLE 1:** The name that identifies the school is **COLEGIO KARL C. PARRISH** (the "School", the "Institution" or "KCP"), a private, bilingual educational establishment created in 1938, named in honor of the late Mr. Karl Calvin Parrish, an American citizen who lived for many years in Barranquilla and who contributed considerably to the modernization and development of the city and promoted friendly relations between Colombians and members of the American expatriate community residing in Barranquilla.

**ARTICLE 2:** The School is legally authorized to provide formal education to students at the preschool, elementary, middle school and high school levels, daily and calendar B as approved by Resolution No. 03497 of the District Secretary of Education dated December 26, 2014. The school is internationally accredited and complies with the standards of Cognia formerly Advanced Ed.

**ARTICLE 3:** The school is located at Kilometer 2, old road to Puerto Colombia.

**ARTICLE 4:** The School's **VISION** is to be recognized as a leading elementary, middle, and high school educational institution that promotes the quest for academic excellence, honor, critical thinking, personal identity, and intellectual development, stimulating students to pursue the best possible higher education and to become members of a multicultural global society.

**ARTICLE 5:** The School's **MISSION**, loyal to the purposes of its founders, is to recognize the value of every human being and his or her inalienable right to liberty, respect and personal development. In an environment of justice and equality, our Institution seeks to provide an education that encourages and enhances the development of the intellect as well as social and moral values, initially fostered at home.

As a nonprofit, private Institution, Colegio Karl C. Parrish integrates a bi-national, multicultural, and bilingual curriculum (Colombian and American) with the purposes of offering its students a broad scope of the world. Its mission is oriented towards the formation of well-rounded individuals with discerning and creative minds. The School's ideal is to educate responsible, confident citizens with a strong sense of ownership for their School, who are committed to the development of a just society. The School's purpose is to prepare students to be ethical leaders who are capable of meeting global challenges and of addressing the continuous changes and demands influencing their country.

**ARTICLE 6: PROFILE OF THE KCP STUDENT.** The following are the main characteristics of a KCP student:

- a) The KCP student will be integrally formed in the cognitive, social, emotional, moral, ethical and physical aspects.
- b) The KCP student will be bilingual (English and Spanish) and open-minded to other cultures, prepared to study in or out of the country.
- c) The KCP student must possess critical and independent thinking capable of "learning to learn" on his/her own, which enables him/her to participate actively and efficiently in a rapidly changing, diverse and global society, and to assume a leadership role in making decisions aimed at improving the development and progress of society.
- d) The KCP student possesses a high sense of belonging to the Institution, the region and the country; is responsible, self-confident and committed to the development of a just society.
- e) The KCP student will have the ethical behavior demanded of leaders who are committed to the continued growth and strengthening of our region.
- f) The KCP student will always have an attitude of solidarity, empathy and constant concern for the collective welfare, this being one of the essential values that characterizes them.
- g) Upon completion of their studies, and having fulfilled all the requirements established by the Colombian Ministry of Education and *Cognia*, students receive two diplomas: the Colombian academic baccalaureate degree and the U.S. High School diploma, which allows them to pursue university studies in the most accredited universities in the world.

**ARTICLE 7:** This manual (the "*Manual de Convivencia*") is the set of guidelines, norms and procedures established with the purpose of achieving a better coexistence amongst all community members of the Institution and provides guidelines for an integral formation with critical and creative thinking and ethical leadership.

## **TITLE II: ADMISSIONS AND ENROLLMENT**

### **CHAPTER TWO: ADMISSIONS**

**ARTICLE 8:** The School will tend to students based on age and established academic standards, within the physical, economic and educational possibilities, and the availability of resources and quotas established for each grade.

**PARAGRAPH:** The school defines the quotas for each grade following Cogna standards listed below:

SCHOOL LEVEL	NUMBER OF STUDENTS
Grades 6 through 12	Average of 26 students per class
Grades 1 to 5	Average of 26 students per class
Preschool	Average of 26 students per class

**ARTICLE 9:** The School aims to provide balanced classrooms in terms of number of students per class, nationalities, gender and special educational needs. The cut-off date for entering the first level (nursery or stem) is May 31, and for this case the student must be three years and three months of age by August. The ages for admission to each grade are as indicated below:

GRADE IN COLOMBIA	GRADE IN THE UNITED STATES	AGE
<i>Maternal</i>	Stem	3.3 to 4.3 years
<i>Pre jardín</i>	Pre-Kinder	4.3 to 5.3 years
<i>Jardín</i>	Kinder	5.3 to 6.3 years
<i>Transición</i>	1°	6.3 to 7.3 years
<i>Primero</i>	2°	7.3 to 8.3 years
<i>Segundo</i>	3°	8.3 to 9.3 years
<i>Tercero</i>	4°	9.3 to 10.3 years
<i>Cuarto</i>	5°	10.3 to 11.3 years
<i>Quinto</i>	6°	11.3 to 12.3 years
<i>Sexto</i>	7°	12.3 to 13.3 years
<i>Séptimo</i>	8°	13.3 to 14.3 years
<i>Octavo</i>	9°	14.3 to 15.3 years

<i>Noveno</i>	10°	15.3 to 16.3 years
<i>Décimo</i>	11°	16.3 to 17.3 years
<i>Onceavo</i>	12°	17.3 to 18.3 years

**ARTICLE 10:** The admission process begins with the acquisition of the enrollment form or admission application, either at the Admissions Office or online. Applications for stem, pre-kinder and kindergarten must be completed at least one year in advance. Enrollment will be valid only for the immediately following school year. Parents or guardians agree to accept all conditions stated on the application form.

All applications for admission must be submitted to the Admissions Committee for revision and approval prior to offering space availability. The Admissions Committee will base its decision to accept or reject the application for admission on previous academic performance, except for preschool, (grades, standardized test scores, and disciplinary behavior), entrance examination results, and availability of space for the grade to which the application applies.

All students entering from grade 1 and above must have a level of English comparable to that of an average KCP student for the grade to which they are applying. This requirement does not apply to those applying for the stem or pre-kinder grades.

**PARAGRAPH:** The School reserves the right of admission and does not acquire any obligation by the fact of receiving the registration or application for admission, by the presentation of examinations, or by the presentation of interviews. The School reserves the right to withhold information or explanation about applicants who are not admitted. For any student who has had disciplinary problems at KCP or at previous schools, the School reserves the right to admit the student on academic conditional enrollment or to deny admission or readmission. If admitted, the student is subject to the School's *Manual de Convivencia* and the policies and conditions in effect at the time of admission. The School reserves the right to amend or change such policies without prior notice. In case an applicant presents false or incomplete documentation, he or she may be withdrawn from the Institution.

**ARTICLE 11:** Admission of students to the School shall be guided, in order, by the following criteria:

- a) Space availability for the grade level that they aspire to apply for.

- b) The applicant must have complied with the administrative requirements detailed below, among them, those related to age and the passing of evaluations and interviews:
- Completed application;
  - Document size photo of the applicant;
  - Family photograph;
  - Birth certificate;
  - Report provided by the previous educational establishment;
  - Official sealed transcript of the last 3 years from the previous school (6th to 12th grade);
  - Standardized test scores, if any (grades 1-11);
  - Confidential recommendation (form A-1) sent directly by the previous educational establishment;
  - For preschool applications, the "Preschool Applicant Information Form" must be completed in its entirety, as the form does not allow partial information to be saved. If any field does not apply, please enter "N/A". This form is available at <http://www.kcparrish.edu.co/applicant/>;
  - Three (3) recommendations from families with children enrolled in the school, which must be filled out by these families through the school's website (recommendations cannot be from employees or members of the school's boards or their spouses). If, for any reason, you do not have any link with our educational community that can provide you with these references, you may submit recommendations from alumni or parents of alumni and/or a letter of introduction and recommendation from the company for which the applicant's parents work, stipulating time of service, position, salary and specifying if the company covers any tuition costs;
  - Present Labor Certification from both parents, stipulating time of service, position, salary and if the company covers any tuition costs.
  - Last three bank statements (Employees and self-employed).
  - Income tax return for the previous year (Employees and self-employed).
  - For independent families, they must send the certificate of industry and commerce of their work and personal activities, and the certificate of existence and legal representation.
  - If the applicant's parents are divorced, they must submit an authenticated photocopy of the custody agreement;
  - Form: Letter from Parents in the Admission Process;
  - Photocopy of the applicant's parents' ID;
  - Certificate of good standing from the previous educational establishment;
  - Bank certification of applicant's parents;
  - Payment of the admission process fee, which is non-refundable;
- c) Foreign families must additionally attach the following documents:
- Copy of the applicant's passport demographic page;
  - Student visa;



- Apostilled official transcripts;
  - Labor certificate from the company where the parents work (if applicable) where it specifies the position and if they assume the educational costs.
- d) Determine the degree of affiliation or pre-existing ties that the applicant has with the School's community. This affiliation has the following order of precedence:
- A: At least one of the parents is a KCP alum and already has children enrolled in the school; children of school employees.
  - B: Parents who are not alumni but have other children enrolled at KCP;
  - C: Either parent is a KCP alumni and is applying for the first time for one of their children;
  - D: New families.
- e) Parents and students in the admission process must be in full agreement with the School's mission, the *Manual de Convivencia*, and be willing to cooperate with all School policies.

**ARTICLE 12: ADDITIONAL CONSIDERATIONS IN THE ADMISSION PROCESS.** For the admission of students to our preschool, the School follows the following schedule of activities:

- a) It establishes the period for the delivery and reception of admission applications (registrations) duly filled out and with complete documentation.
- b) Groups of applicants and their parents are invited to familiarization and integration sessions prior to the interviews.
- c) For approved applications, establish the dates on which parents and applicants must appear for interviews.
- d) It delivers, as the case may be, the letters of acceptance, waiting list, or non-acceptance and informs the enrollment dates for admitted students.
- e) Accepted students and their parents attend a special orientation program prior to the start of classes.
- f) When spaces become available in the grades to which the students on the waiting list aspire, the respective families will be informed in their order. Annually, the School maintains a waiting list due to the high number of applicants. Due to the categorization system (article 12 above), the positions on this waiting list may vary.
- g) Applicants will not be accepted if the results of the admission evaluation do not meet the academic standards required for our bilingual program. The only exception to this rule is applicants for preschool grades.
- h) Tuition fees must be paid in full in order for the student to attend class.
- i) It is the responsibility of the applicant's parents or guardians to follow up on the applicant's status in the admission process.

- j) In the case of admissions in grades 1-12, it should be noted that i) applications are received throughout the year and ii) a standardized test will be administered to determine the level of English and mathematics, an oral interview and a written test in English and Spanish are also done.
- k) For applicants from 9th to 12th grade, a special review must be carried out in which a study of the credits must be done considering that the school grants two diplomas, High School and Colombian academic baccalaureate.
- l) To be eligible for the High School Diploma, the applicant must come from an institution that follows the High School or IB program.

Due to the high demands of the bilingual program, the applicant must have passed, without exception, all interviews and tests stipulated by the school in the areas of English fluency, mathematics and Spanish, depending on the grade level.

**PARAGRAPH:** The Director is the highest authority to decide the rejection, admission or readmission of students.

**ARTICLE 13: WITHDRAWALS AND READMISSIONS.** Parents who wish to voluntarily withdraw their children from the School must do so by means of a formal communication, addressed to the admissions office as far in advance as possible.

**Temporary Withdrawals:** Parents may request a temporary leave of absence for their children for reasons such as, but not limited to: parents' relocation to another city, attending an exchange program, illness, personal welfare, among others. Applications for temporary withdrawals must be submitted to the Director for approval. Parents will be notified in writing of the decision and this communication will become part of the student's permanent file. Parents and students must also sign a letter of acceptance of the terms of the temporary withdrawal.

When applying for a temporary leave of absence, a space will be reserved for the student's eventual return. Students who withdraw without applying for a temporary leave of absence will not be assured of future placement at the School. Readmission in any case is subject to the following requirements:

- a) The student and their parents must consult with the corresponding section before the withdrawal, the credits and requirements as well as the implications of the absence.
- b) The student must be enrolled in an accredited educational institution.
- c) Upon return, the student must provide a completed application form and the apostille transcripts.
- d) The School will administer the admission tests and the student will be interviewed by the counseling area and another member of the administration.
- e) Readmission for the following school year will be decided during the second semester of the current school year and parents will be informed of the decision during the registration process.

- f) In cases of readmission, the student's academic and disciplinary performance will be taken into consideration.

The School reserves the right to refuse readmission to any student whose academic or disciplinary performance at the School has been unsatisfactory. The responsibility for determining the refusal of readmission of any student rests with the Director.

### **CHAPTER THREE: REGISTRATION**

**ARTICLE 14:** In accordance with the law, enrollment is the voluntary legal act with which the student, their parents or guardians and the School formalize the student's link to the Institution for a period of one school year, provided that there are no causes for disengagement for the reasons indicated in article 18 below. In the case of students entering for the first time, the enrollment will be formalized by signing the educational enrollment contract and annual renewals will be established for each academic period as long as the parties are in compliance with the obligations established therein. The enrollment contract shall be governed by the rules of private law.

The enrollment duly formalized through the contract, confers to the student all the rights and duties inherent to the education provided by KCP.

If the parents or guardians of a student do not renew the enrollment within the deadlines stipulated for this purpose (which is evidenced by the payment of tuition fees and the signing of the renewal of the enrollment contract), the School may legitimately understand this behavior as a voluntary and unilateral abandonment of the Institution by the student and, therefore, dispose of his or her place without any other formality.

**ARTICLE 15:** The signing of the enrollment contract has the following effects:

- a) Those of law, which arise from any private law contract.
- b) It constitutes the voluntary acceptance of the KCP policies, this *Manual de Convivencia* and the School's Institutional Educational Project ("PEI"), by the student's parents or guardians, and the student himself or herself. Consequently, the enrollment contract is the document through which the parents or guardians and the student are tasked to abide by this *Manual de Convivencia*, the *PEI* and the policies of the Institution.

**ARTICLE 16:** The registration process includes:

- a) The complete presentation of the documentation indicated in the application for admission.
- b) The realization of all academic and administrative acts required by the admission process.
- c) Cancellation of rights.
- d) The signing of the enrollment contract.

No student will be admitted to class until they have satisfactorily completed the above four steps.

**ARTICLE 17: GROUNDS FOR TERMINATION OF THE TUITION CONTRACT.** In addition to the termination of the enrollment contract due to the end of the academic year, KCP may not renew the contract for the following period or terminate said contract at any time within the academic year, for any of the causes listed below, without prejudice to any other legal actions that may be caused by the violation of any of the stipulated rules:

- a) By will of the parents or guardians to disengage the student from the School.
- b) For repeated failure of the student's parents or guardians to pay the corresponding educational costs.
- c) When the student is disciplinarily sanctioned with the penalty of cancellation of enrollment, in accordance with the provisions of Title IV of this *Manual de Convivencia*.
- d) When students are not promoted a second consecutive grade, given that during their school life at the school, students may only repeat a grade once.
- e) When a student (grades 1-12) has not fulfilled their academic commitments, after having exhausted all instances of support from the different departments and agencies of the school (Optimal Resource Center "ORC", Psychology Department, Counseling or others).

**ARTICLE 18:** The costs and fees for the educational service are governed by Article 202 of Law 115 of 1994 and Decree 2253 of 1995, compiled in the Sole Regulatory Decree of the Education Sector, number 1075 of 2015 (the "Decree 1075 of 2015") in accordance with the provisions of the National Government and the competent local authorities for each school year.

**ARTICLE 19: CONDITIONS FOR PAYMENT OF TUITION, PENSIONS AND OTHER CHARGES.**

- a) Health insurance is mandatory and is canceled once a year.
- b) Based on legal provisions, the *Consejo Directivo* annually approves the costs of pensions, tuition and any other charges.
- c) Amounts paid for educational costs will be reimbursed only as stipulated by the Board of Trustees.
- d) Payment of tuition is due no later than the last day of May of the year in which the respective school year begins. Students who have not paid their tuition by August 1st will not be allowed to attend classes.
- e) Pensions (payable in advance every trimester). The payment deadlines for these are August 31, November 30 and February 28 and May 31. These payments can be made via the web through the payment portal, by check, or

credit card. The latter may be used to pay up to fifty percent (50%) of tuition , as long as it is paid within the stipulated deadlines. After each date, there will be a surcharge according to the interest rate stipulated at the time of payment.

- f) Uniforms and yearbooks may be paid in cash or electronically.
- g) Periodic Fees: The school will charge the following fees:
  - a. Food/Cafeteria
  - b. Technology and book rental (1st- 12th).
  - c. Technology and book rental (Prekindergarten - Kindergarten)
  - d. Institutional Methodology Activity (Stem- 12th)

**FIRST PARAGRAPH:** In the event that a student must leave the school for a period of time for any reason (illness, temporary transfer to another city, etc.), they must pay tuition for the period of their absence, in order to ensure their place upon their return.

**SECOND PARAGRAPH:** In the case of Seniors who have met all the academic requirements for graduation, the diploma and degree certificate will be delivered, but they will not be invited to the graduation ceremony if they are not up to date with all the financial commitments acquired with the school.

## **TITLE III: RIGHTS AND DUTIES**

### **CHAPTER FOUR: GENERAL**

**ARTICLE 20:** At the School, all individuals are valued and respected in the diversity of their roles, functions, and personal beliefs and have the primary right to express their concerns in a respectful and appropriate manner. Likewise, they have the responsibility to understand and cooperate with the School's Purpose, Mission, Vision and Values, and to accept and follow the rules, regulations and procedures established by the School to ensure a safe, harmonious and quality educational environment.

All KCP members have the right to enjoy a healthy and happy environment where cooperation and positive interactions are encouraged, people are valued and property is respected. At KCP we do not tolerate bullying of any kind.

All members of the Educational Community must make every effort to know and put into practice each of the procedures that make up the Biosafety Instructions and Manuals issued by the Institution, as long as their application is necessary.

**ARTICLE 21: KCP VALUES.** The school has adopted the values training program called "**Character Counts!**" dedicated to strengthening the following six (6) pillars that are considered universal and transcend cultural boundaries: Trustworthiness, Respect,

Responsibility, Fairness, Caring and Citizenship, and it is expected that all our students, parents, faculty, teachers, and staff act in accordance with these values at all times. Thus, from the grassroots level, the School seeks the support of the Educational Community to prevent and/or eradicate behaviors such as: bullying, disrespect, substance abuse, sexual abuse or harassment amongst others. Together we seek to build the character of our students in order to thrive and be successful in the 21st century, and have members of the KCP community be synonymous as the best example of an integral human being.

## **CHAPTER FIVE: RIGHTS, DUTIES AND PROHIBITIONS OF STUDENTS**

**ARTICLE 22: STUDENTS' RIGHTS.** All KCP students have the right to:

- a) Receive an education in accordance with the plans and programs defined by the educational community and in accordance with the guidelines established by the Colombian Ministry of Education and the Southern Association of Colleges and Schools (SACS CASI Cognia- formerly Advance Ed).
- b) To be evaluated fairly and without any type of discrimination.
- c) Demand respect, fair treatment and the protection of their rights from the educational community, regardless of race, religion or creed, sexual orientation or gender identity.
- d) Submit respectful requests and make their opinions and concerns about education and their treatment known through appropriate channels.
- e) Use the facilities, materials and didactic resources of the school in accordance with the established requirements and regulations.
- f) To elect, and upon fulfillment of the requirements of the case, be elected as a student representative in the Student Council and/or *Consejo Directivo*.
- g) Participate in decisions related to extracurricular activities.
- h) Participate in the organization and in social, cultural and sports activities and programs, in accordance with the established rules.
- i) Receive prompt and dignified care and first aid in case of accident or illness.
- j) To receive training programs on topics such as: leadership training, personal development, sex education, etc.
- k) To the due process that will be applied to all kinds of disciplinary and academic actions in accordance with pre-existing norms and values established in the *Manual de Convivencia*.

**ARTICLE 23: DUTIES OF STUDENTS.** The primary duty of students is to work to achieve their highest possible potential and to make the best possible decisions in accordance with ***Character Counts!*** values. Some of these duties are listed below:

- a) Comply with the KCP student profile, described in article 7 of this *Manual de Convivencia*.
- b) To strive for achievement and success with a view to meeting or exceeding the School's expectations for academic and behavioral success.

- c) Actively participate in ensuring compliance with the rules and values of the School among classmates and other members of the Educational Community.
- d) Maintain in all circumstances an attitude of integrity, honesty and responsibility.
- e) Respect all members of the KCP community.
- f) Represent the School with dignity and responsibility.
- g) Arrive punctually to class and to any established activity, with the required work materials inside or outside the School premises.
- h) Carry only the permitted articles and belongings within the School premises and take care of their personal belongings, those of the school and those of others, ensuring that they are kept in good condition.
- i) Maintain good manners on all occasions.
- j) Keep the School clean and orderly.
- k) Remain within assigned spaces on campus and off campus for School activities.
- l) Properly wear the required physical education uniform.
- m) Comply with the dress code.
- n) Comply with the disciplinary policy, behavioral standards and other regulations established in the *Manual de Convivencia*.
- o) Use the English language in English classes and internal school activities, and the Spanish language in Spanish classes.
- p) Comply with the rules of the classroom, laboratories, hallways, parking lot, school store, infirmary, counseling offices, physical education, library, computer rooms, playgrounds, auditorium, cafeterias, school bus and any other space where school activities take place.
- q) Welcome new members to the community and help them in their adaptation process.

**ARTICLE 24: STUDENT PROHIBITIONS.** The following behaviors are harmful and go against harmonious coexistence, and are therefore prohibited:

- a) Acting aggressively or in a disrespectful manner towards classmates or other members of the Educational Community.
- b) Using disrespectful and/or vulgar vocabulary or gestures.
- c) Using the walls and other School assets as an inappropriate form of expression.
- d) Using nicknames that could offend others.
- e) Committing plagiarism or any type of fraud, forging signatures, cheating on exams or in any activity indicated by the School.
- f) Disrupt the normal development of classes.
- g) Making public displays of affection during times and spaces in which educational activities are taking place, which hinder or negatively affect such educational activities and/or infringe on the rights of others.
- h) Leaving class or School premises without authorization.

- i) Inciting or aiding and abetting others to commit acts of indiscipline.
- j) Possessing or sharing pornographic material, violent or disrespectful of human dignity.
- k) Consuming, carrying, distributing or being under the influence of illicit substances inside of school or at a school related activity, which include but are not limited to tobacco, alcohol, psychotropic drugs, amongst others.
- l) Taking, carrying or keeping without authorization property belonging to other people or the School.
- m) Performing acts that disregard the right to privacy of other members of the educational community or violate the right to their good name, either personally or through social networks; possessing and/or disseminating photos, videos or any other means that jeopardize the right to privacy of any person; offending, promoting offensive groups, and in general, any violation of the individual rights of others.
- n) Eating during classes or school activities, except in special situations that have been previously authorized.
- o) Bringing to the School or having possession within it, articles that, whether they are for play or seem harmless, may alter the school environment or affect the integrity of the student, that of other people, the facilities and/or belongings of the School, such as: gunpowder in any presentation, powders or other prank substances, cornstarch, paint, foam, weapons (real or replicas), sharp objects, ignition materials or other elements, or any other article not mentioned in this paragraph with similar or greater danger of damage or disturbance than those described here.
- p) Committing disciplinary offenses while representing the School.
- q) Damaging other people's property, vandalism or any act that violates Colombian laws.
- r) Carrying or using electronic devices inappropriately and/or at unauthorized times. In the event that any student uses them, the device will be confiscated and turned over to the student's parents.
- s) Only in case of emergency and with proper permission will Elementary or High School students be allowed to make calls, using only the Principals' Office telephones. Calls on other telephones are not allowed. Secondary students may only use their cell phones before or after school or during breaks.
- t) Forgetting homework, snacks, projects and/or any other school material. The school seeks with this rule that students learn to be responsible and to cope with impasses, therefore, parents will not be allowed to bring them to School.
- u) Refrain from bringing toys to school (for Elementary students). Preschool students may do so when requested or authorized by the teaching staff.
- v) Selling any item in the school, unless it is part of a school project and has been authorized by the corresponding Principal's Office.



**PARAGRAPH:** No student may act on behalf of the School or in the name of the School without the approval of the Principal's Office and the authorization of the Director's Office, or whoever is acting in its stead.

## **CHAPTER SIX: RIGHTS AND DUTIES OF PARENTS**

**ARTICLE 25:** The family, as the fundamental nucleus of society and primarily responsible for the education of underaged children, or until any type or form of emancipation occurs, shall be responsible for the education of their children, including:

- a) Enroll their children in educational establishments that meet their expectations, so that they receive an education in accordance with the aims and objectives established in the Constitution, the law and the corresponding *PEI*.
- b) Participate in parent-teacher associations.
- c) Attend *Escuela de Padres* and other school events.
- d) Be informed about the academic performance and behavior of their children, and about the progress of the School, and in both cases, participate in improvement actions.
- e) Seek and receive guidance on their children's education.
- f) Participate in the *Consejo Directivo*, associations or committees to ensure the proper provision of educational services.
- g) Contribute in solidarity with the School for the education of their children.
- h) Educate their children and provide them with the appropriate environment at home for their integral development.

**ARTICLE 26:** The education and formation of the students is a joint task of the parents and the School. Above all, parents must maintain close contact with the School and communicate with the School in a timely manner, in order to strengthen the student's formative process and, as far as possible, avoid problems that may be detrimental to their academic performance.

The School advises parents on curricular, pedagogical and disciplinary matters. It provides them with information on regulations and standards, offers consultation hours and organizes conferences, events and meetings to support the joint process of the student's integral formation.

**ARTICLE 27: RIGHTS OF PARENTS OR GUARDIANS.** The following are the rights of the parents or guardians:

- a) Periodically receive general information on the activities and achievements of the Institution through physical or online newsletters.
- b) Maintain a fluid and cordial communication with teachers, officials and directors of the school to comply with one of the characteristics of the

- Institution, which is the familiarity and cohesion among the members of the KCP community.
- c) Receive the password and training to access your child's academic information via the web.
  - d) Receive and request timely information about their children's academic, personal and social performance.
  - e) At the beginning of the school year, receive information about the programs for each of the subjects planned for that year.
  - f) Participate in all institutional activities that are scheduled for parents or that need their support and assistance (conferences for parents, field trips, class projects, social action, educational programs, lectures and conferences to students where their professional knowledge is required, parent committees to support sports activities, events such as first communion, graduation, fairs, among others).
  - g) Express concerns or complaints and be attended in a timely, respectful and professional manner.
  - h) To demand compliance with the terms of the enrollment contract.

**ARTICLE 28: DUTIES OF PARENTS OR GUARDIANS.** The duties of the parents or guardians are the following:

- a) Know, fill out and sign the enrollment contract on the dates scheduled by the school.
- b) To know and comply with this *Manual de Convivencia* and the *PEI*, and to encourage compliance with them.
- c) To assume as mandatory, as guardians and legal representatives of the students, the respect and teaching of the expected behaviors of the students as defined in the present *Manual de Convivencia*,
- d) Be proactively informed about the student's academic, disciplinary and social performance during the school year (through the web page, meetings with teachers, reviewing the student's agenda, etc.) and demonstrate interest and commitment to their children's school work.
- e) Attend individual and collective appointments called by the School, and in general whenever the School requests their presence.
- f) Follow the pedagogical, disciplinary or formative recommendations that seek to improve the performance of their children.
- g) Participate when requested in the conduct and fulfillment of visits, educational outings, etc.
- h) Develop a sense of belonging to the Educational Community through positive relationships with others.
- i) Inform the School of any eventuality affecting the welfare and safety of their children or any other member of the Educational Community.
- j) Inform the School of any change of personal data.
- k) Request, in writing and with five (5) working days' prior notice, documents such as grades, transcripts, letters, certificates, attendance reports, etc.

- l) Timely fulfill the financial obligations with the School for tuition, pensions, and other periodic charges and pay interest on arrears that the School establishes, if applicable. In the event that the financial obligations with the School are not met in a timely manner, the School reserves the right to charge interest on late payments until the parent is in good standing, or to resort to legal mechanisms to demand compliance with the obligations contracted.
- m) To provide support to the School in all its activities.
- n) Respond for the correct behavior of their security personnel, who must remain in the vehicles and may not enter classrooms or other School facilities. It is forbidden for them to play with, clean, show or provide others with the weapons they carry.
- o) Follow the rules established for vehicular mobility on the access roads to the School and in the parking lots.
- p) Treat employees, teachers, managers and officials in a respectful and dignified manner, respecting their integrity as individuals, in accordance with our ***Character Counts!*** values program.
- q) To follow the regular channels established in the School and not to exert friendly influences to obtain undue benefits or prerogatives for themselves, their children or others.
- r) Read and respond to communications sent by the School through phone calls, emails or letters.

**CHAPTER SEVEN:  
RIGHTS AND DUTIES OF TEACHERS AND ADMINISTRATIVE PERSONNEL**

**ARTICLE 29: RIGHTS OF TEACHERS AND ADMINISTRATIVE PERSONNEL**  
**TEACHERS.** The rights of teachers and administrative personnel are as follows:

- a) Be treated respectfully by students, parents and other members of the Educational Community.
- b) Respect for their space and, in general, their private life, limiting consultations, explanations, tutoring, etc. to School hours and spaces.

**ARTICLE 30: DUTIES OF TEACHERS AND ADMINISTRATIVE TEACHERS.** The duties of teachers and administrative personnel are the following:

- a) To facilitate the intellectual, personal, social and emotional development during the formative years of a student's life at KCP, in accordance with the philosophy, guidelines and values of the ***Character Counts!*** program.
- b) Respect and treat students with dignity and fairness.
- c) Exhibit professional conduct in managing relationships with students, peers, parents and other members of the Educational Community.
- d) Carry out complementary pedagogical activities including individual tutoring and reinforcement strategies (Office Hours).

- e) Develop the curricular programs of study corresponding to their area, established by the School.
- f) Strictly and responsibly comply with the calendar and schedules stipulated by the Institution.
- g) Timely reporting of underachieving students.
- h) Assume responsibility for the control and management of the behavior and discipline of any student within the School and outside the School when students are representing the Institution.
- i) Respect the regular channels of communication established by the School.
- j) Maintain confidentiality in the handling of information.
- k) To accept and carry out to the best of their ability the responsibilities in and out of class that the School administration deems necessary for the smooth running of the School. Extracurricular activities, reinforcement, and counseling are considered part of the teacher's normal duties.
- l) Complete and submit records and documentation required by the School on time, such as: attendance and tardy control, upload grades to the online system, curriculum guides and any other information required by the Administration.
- m) Be responsible for the educational resources in their custody, and ensure the proper use of other school assets, such as: classrooms, laboratories, teachers' lounge, cafeterias, corridors, patios, gardens, animals, etc., including the proper use of equipment, media and technological spaces in accordance with the policies established for this purpose.
- n) Prepare your daily work plan well in advance and submit it to the office as requested by the Principal.
- o) Report to school at least thirty (30) minutes before the beginning of classes.
- p) Once class time is over, remain at the School for an additional thirty (30) minutes, in order to supervise discipline, attend appointments with parents, attend meetings, provide remedial work to students, and conduct other business as it relates to their duties and the smooth running of the School.
- q) Attend faculty meetings and training courses offered by the Institution.
- r) Comply with the curriculum as instructed by the Principal or the Director.
- s) Ensure with the students the fulfillment of their duties as students.
- t) Establish plans to ensure the good academic performance of their students and ask parents for their support.
- u) Provide students with the results of the evaluations as soon as possible.
- v) Comply with the dates established for online grade reporting and keep the web page of the subject or course in charge up to date.

**PARAGRAPH:** No teacher or official may intervene or send any communication on behalf of or in the name of the School to the media, other schools, government entities, or any other organization or authority, without the prior, express and written authorization of the Director or whoever is acting in their stead.

## **CHAPTER EIGHT: STANDARDS OF DRESS AND PERSONAL APPEARANCE**

**ARTICLE 31:** Except for the physical education uniform, KCP is characterized by not having a uniform for its students, thus allowing the exercise of freedom, the free development of personality, and the maturing of individual criteria at the moment of making decisions about their clothing and other aspects of personal presentation.

The KCP student, being in one of the highest level schools in the country in all aspects, must be a model even in these matters. Therefore, although the students will be presented with the fashion that is used at the time, these clothes should conform to the classic canons of dress (pants, jeans, skirts, blouses and shirts) being neither too tight to the body, nor too wide, nor too revealing. The clothes should be simple, avoiding attention by brands of renown or with very expensive garments, as well as too expensive accessories or jewelry in the case of women. Furthermore, a type of youth competition should be avoided, which in addition to showing immaturity and anti-values, generates unnecessary expenses for families.

In any case, the School reserves the right to issue special provisions for the limitation of fashions that deviate from the established criteria within the School or in activities related to it.

The dress code must be observed at all School activities, on or off School property, even when students wear jackets, sweaters, etc. over their clothing.

**ARTICLE 32:** The following are guidelines for the dress and personal appearance of all students:

- a) The physical education uniform will be the one prescribed by the school.
- b) No visible tattoos or piercings are allowed.
- c) They must refrain from wearing clothing or accessories that display or promote tobacco, alcohol, drugs or other inappropriate themes.
- d) Ripped, frayed, stained, excessively tight, excessively baggy jeans are not acceptable and must be clean at all times.
- e) The wearing of visors/hats or caps or sunglasses is not permitted inside the classroom.
- f) Sleeveless shirts are not permitted as clothing for males.
- g) Female students are permitted to wear short sleeves that are at least one inch wide.
- h) Students should not wear tight-fitting or revealing clothing, such as halter tops, low-cut shirts, or sheer fabrics, even when covered by a sweater or jacket. Skirts should be worn at a moderate length, no longer than three (3) inches above the knee.
- i) Male students' hair must be kept short, in a traditional, conservative style, not to extend beyond the shirt collar, and must not look unkempt. No fancy cuts, ponytails, colored locks, beards or mustaches are allowed, and older students

- must be clean-shaven.
- j) High heels, platforms, flip-flops, and crocs are not permitted. Students must always wear closed-toed shoes and visible socks. With tennis shoes, socks must always be worn.
- k) The length of girls' blouses should be below the waist.
- l) Males are not permitted to wear earrings at School or at School activities.
- m) T-shirts without collars are only allowed in Elementary School (Stem through 5th grade), as long as they are not printed with political propaganda or inappropriate slogans.
- n) Male High School students' shirts must always have a collar.
- o) In Elementary school, glitter, lip gloss, eyeshadows or any other kind of makeup is not allowed. In Secondary School, girls may wear light, discreet make-up.
- p) Students are not permitted to wear expensive clothing. Girls may wear small, secure earrings, and all may wear inexpensive watches. The school is not responsible for the loss of expensive items or clothing.

**ARTICLE 33:** The following are guidelines for dress and grooming for students in grades Stem through 5th grade:

- a) The use of shorts is permitted, but they must not be tight, too short, or with advertising.
- b) On days when Preschool students participate in gross motor activities, they must wear shorts and tennis shoes with socks (i.e., for grades Stem through Pre-Kindergarten).

#### **CHAPTER NINE: ABSENCE POLICY AND OTHER BEHAVIORAL GUIDELINES**

**ARTICLE 34: ABSENCES IN HIGH SCHOOL.** All absences that are considered validly excused must have a written note, signed and delivered personally or by email previously registered at the School by the parent or guardian within seventy-two (72) hours after the student's return. Otherwise, it will be considered an unexcused absence. These unexcused absences will not allow the student to make up work, exams, quizzes, projects or labs and, therefore, will receive a zero (0) on any assessment missed.

**ARTICLE 35: TYPES OF ABSENCES.** Absences shall be excused or unexcused:

- a) Excused absences are due to a certified illness, a family emergency or an event officially recognized by the Principal's Office as "KCP", such as Model UN, Binational Games, Math Olympiads, field trips and others previously authorized by the Principals. Students with excused absences will have a number of days equal to the number of days they were out of school to catch up with their homework, assignments, evaluations, etc.
- b) Unexcused: Some examples are those related to participation in tournaments and sporting events at a personal level, Carnival practices, family trips,

extensions of the vacation period, and any other reason other than those listed in a) above. Students who incur in unexcused absences will not have additional time to make up work, homework, evaluations, etc. and must keep up with all academic commitments agreed upon with teachers prior to the absence. For elementary students, the policy regarding the submission of assignments is the same as for secondary students.

**ARTICLE 36: LEAVING AND MOVING AROUND THE SCHOOL DURING THE SCHOOL DAY.** KCP does not allow students to leave the School without authorization. Security personnel may not allow any student to leave the School unless the student has permission from the respective office. To do so, parents or guardians must send a written request, either on paper or via email, from a pre-registered email account. Permission will not be received by telephone or verbally from siblings or other relatives, friends, nannies, drivers, neighbors, etc. For mobilization within the School during class hours, the student must be sure to have the permission of the respective teacher.

**ARTICLE 37: SALES AND EXCHANGE OF ITEMS.** Sales and exchanges of items for personal gain are prohibited on School premises and at School-related events. Items for sale, sold or exchanged in violation of this prohibition will be confiscated. Exceptions to this prohibition are fundraising campaigns that have been previously approved by the School.

**ARTICLE 38: FOOD CONSUMPTION.** No food or beverages are allowed in classrooms with the exception of water. Chewing gum is not permitted at any School activity.

**ARTICLE 39: ARTICLES OF VALUE, ELECTRONIC EQUIPMENT, AND CELLPHONE USE.** Valuable items such as jewelry or electronic devices should not be brought to campus. Students bring them at their own risk as the School is not responsible for loss or damage to such items.

Elementary students may not bring cell phones or any electronic games or devices to campus. The first time such devices are brought to campus they will be confiscated, taken to the Office and returned only to the parents. The second time, they will be confiscated and given to the parents on the following day, and if it is a Friday, it will be given on the following Monday. On the third occurrence the devices will remain at School for five (5) working days and the parents will receive a letter or be summoned to a meeting.

Secondary students may carry cell phones, however, they must remain turned off during class. They may be used before or after school as well as during break times, as long as normal School activities are not interrupted. Otherwise, these devices will be confiscated and turned into the Secondary Office. The first time the equipment will be given to the student at the end of the School day. The second time it will be given to the parents the following day, and if it is a Friday, it will be given the following Monday. The third time, the cell phone will remain at the School for five working days and the parents will receive a letter or be summoned to a meeting. After the fourth time, the student will lose the privilege of carrying the confiscated equipment.

**ARTICLE 40: SCHOOL TEXTBOOKS.** School textbooks are given to students on loan and therefore must be well cared for and returned in the same condition in which they were received. Any books that are lost or damaged must be paid for by the student no later than the end of the school year.

**ARTICLE 41: LOCKERS.** Each High School student receives on loan a locker with a security system, precisely in order to ensure a safe place to store their belongings. The office assigns these lockers and students may not change them or leave them unused, since their use at KCP is part of a responsible education. Students must memorize their password and not share it with anyone else. Students who have access to a locker other than their assigned locker will receive disciplinary consequences. Students are responsible for the upkeep of their locker and must return it in good condition at the end of the year.

There are also lockers in the gymnasium for use during physical education classes. For these, students must bring their own locks.

**ARTICLE 42: VISITORS IN THE CLASSROOM.** In order to ensure the smooth running of classes, KCP does not allow friends or relatives of students to accompany or visit them during classes. However, on some occasions, and with prior authorization from the Principal, High School students may receive a guest only during recess or lunch time. This permission must be requested one day in advance and is at the discretion of the Principal.

**ARTICLE 43: ITEMS LEFT AT HOME.** As part of an education in the value of responsibility, students must learn to bring all necessary items with them on a daily basis. Consequently, it is strictly forbidden to bring homework, projects, books, models, snacks, clothes, money or other forgotten items once the School day has begun. This policy allows students to learn to be autonomous and responsible. Security guards, custodians and office staff are not permitted to receive such items. In the case of medication, the parent must call the respective office to receive directions for entry.

**ARTICLE 44: ASSEMBLIES.** Assemblies are held periodically at the School for educational purposes. These may recognize achievements, reinforce values, celebrate holidays, showcase talents, commemorate milestones, build school spirit, entertain or inspire. Students sit with their group or level teachers and must demonstrate appropriate and respectful behavior in listening and participating. Failure to comply with good behavior will result in removal from the assembly. These assemblies are opportunities to practice good public behavior by following the guidelines below.

Spirit Days are special occasions, authorized by the Principal, in which students may wear clothing different from conventional clothing following established guidelines and always within the canons of the dress code.



**ARTICLE 45: BEHAVIOR AT ASSEMBLIES.** The following are guidelines for good behavior at assemblies:

- Sit properly, do not put your feet on the chairs.
- Keep cell phones and other electronic devices turned off.
- Do not ingest food or drink.
- Respect those sitting around you; do not create distractions such as excessive talking, kicking the backs of chairs, making noise with papers, etc.
- Be respectful of the presenters; only applaud at appropriate times such as at the end of a segment or the play. Do not applaud to force the play to start or to force actors off the stage.
- Remain in your chair and avoid leaving or entering so as not to distract others and out of respect for the performers. If you must go to the restroom, wait until one segment of the presentation has ended and the next has not started.
- If your participation is required, leave the row where you are seated slowly, without running, and carefully walk up to the stage.

The following behaviors are never acceptable in any type of presentation:

- Whistling, shouting or jeering.
- Noises, gestures or phrases that may offend anyone.
- Running, pushing, shoving, or horseplay when entering, leaving, or sitting.
- Throwing any type of element.
- Hats, ball caps or dark glasses are not allowed inside the auditorium.

**ARTICLE 46: CAFETERIAS AND STUDENT CENTER.** The School seeks to create an awareness of good eating habits beginning at the Elementary level. Therefore, the cafeterias and the Student Center offer daily hot and balanced meals, as well as a variety of beverages and light meals, to encourage good nutrition and stimulate the habit of having a healthy lunch at the stipulated time. The food is carefully prepared and tested periodically to ensure hygiene and quality. These spaces have safe and clean environments; employees are polite and respectful.

**ARTICLE 47: BIOMETRIC PURCHASE SYSTEM.** This system is based on the scanning of the student's fingerprint to make payments, in order to expedite the purchase and facilitate payment by parents or guardians. In order for Elementary School students to be able to shop in the cafeteria, their parents must previously deposit a sum of money in an account, from which their child's purchases will be debited, through the reading of their fingerprints each time they shop. With this system, parents or guardians have access to online information about their children's consumption habits, as well as prices and menus.

**ARTICLE 48: UNIFORM SALES.** The school will sell physical education uniforms. Information will be sent to parents regarding costs, dates and times of sales.

**ARTICLE 49: MEDICAL OFFICE.** The School has the services of a permanent doctor, in order to ensure the general health of students, provide occasional minor treatments

and provide first aid if necessary to students and, as needed, to employees and visitors. To ensure the proper use of this space and that it is not used to avoid classes, before sending a student to the medical office, the teacher must decide if they really need this level of care. If referred, the student must bring written permission from the teacher, unless it is an emergency. If the doctor is not available at the time, the student should seek help from one of the offices.

Any student who requests to be sent home for medical reasons must first be referred to the doctor's office so that the doctor can decide whether or not the student can stay at School. If the student must be sent home, the doctor will contact the parents or guardians and authorize the student to leave the School.

The medical office should be used exclusively for the following situations:

- a) Receive first aid (i.e., for those students or adults who are ill or injured).
- b) Take medications sent by parents or guardians and prescribed by a physician.
- c) To carry out health-related prevention programs.

Students must not carry or take any type of medication on their own, nor may teachers administer medication to students. Medication and prescriptions sent by parents or guardians must be kept in the doctor's office and students must go to the doctor's office at the time the medication is to be taken.

Parents or guardians should refrain from sending a student to school with symptoms of any illness, or if he or she was sick the night before with symptoms of flu, nausea, diarrhea or vomiting, since in addition to not performing adequately, the student will be exposing others to contagion.

**ARTICLE 50: SCHOOL BUS SERVICE.** For the convenience of families, to contribute to the care of the environment by avoiding excess carbon monoxide emissions and to improve vehicular mobility, the School offers, through a special school motorized ground transportation company, duly authorized by the Ministry of Transportation, a school bus service. Students who use this service must behave in accordance with the rules established for this purpose, which are available at the Director's office and published on the website, and are intended to ensure a safe and harmonious environment inside the vehicles. Accumulating three (3) faults in the use of this service during the school year will result in the suspension of the right to use this service, without reimbursement of the money paid up to that moment.

**ARTICLE 51: INTERNAL VEHICULAR TRAFFIC.** The School has stipulated internal mobility patterns and norms in the parking lots and access roads, with the primary purpose of ensuring the safety of students and achieving minimum times both in the morning drop-off and pick-up of students at the end of their School hours. These rules are located in the Director's Office and are periodically analyzed and disseminated to families. Among these, there is the mandatory use of the sticker that allows the

identification of vehicles belonging to families of the school. Any violation of these rules may result in the prohibition of vehicles entering the campus.

It is recognized that access to the parking lot by students is a privilege and not a right, and that at any time, either for violating any rule or at the request of the School, its use may be revoked. The rules governing this privilege are located in the High School office.

**ARTICLE 52: ACADEMIC, SPORTS AND CULTURAL TRIPS.** The School offers all its students ample opportunities to participate in exchange activities that allow them to demonstrate their knowledge and abilities, and to strengthen their character and skills. Students who participate in these activities are expected to comply with all the parameters established in this *Manual de Convivencia* and with the criteria established for each activity, which can be found in the Principal's Office.

**ARTICLE 53: SOCIAL AND COMMUNITY SERVICE.** KCP, always based on the principles that govern our *Character Counts!* program, within which the pillar of kindness stands out, has been characterized by developing activities led by students, under the supervision of teachers and directors, in order to help underprivileged sectors of society. To this end, a teacher is responsible for coordinating a number of different activities with more than a dozen low-income institutions dedicated mainly to education and located in marginal sectors of the city.

Beyond the academic requirement, which stipulates that each High School student must complete a minimum of eighty (80) hours of community service, the KCP student is expected to know first-hand the social problems that surround them and that from their time as a student, begin to develop projects in favor of those most in need in order to shorten the social gap that afflicts the community.

The money from these activities (bazaars, festivals, bingos, etc.) is entered into an account that the School manages for these activities and is directly supervised by the Director's Office. In this way, the School guarantees that these resources are effectively channeled to these institutions.

**ARTICLE 54: DONATIONS TO OTHER INSTITUTIONS.** As a complement to its social program, the School has a system of donations of furniture, computer equipment, books and other belongings that are left as a result of remodeling or updates that are made from time to time. The School, based on the requests and the availability of these items, allocates them in an equitable manner.

**ARTICLE 55: RULES FOR THE PROPER USE OF KCP INSTITUTIONAL E-MAIL.** The School establishes the following rules, prohibitions or obligations for students regarding the use of the institutional email or electronic address assigned by the School:

- a) The KCP institutional email system is to be used for student purposes only.
- b) Students may not send personal or offensive messages; libelous, chain letters or messages that relate to illegal and unethical activities, or that

- attempt against the good name of KCP or other members of the KCP community, through institutional mail.
- c) The KCP email service must not be used to send unwanted emails (or spam). Additionally, it may not be used as part of impersonation activities, to commit academic test fraud and/or fraudulent completion of student work or assignments.
  - d) The use of electronic mail must be limited to meet the requirements of KCP, in the performance of student activities, in accordance with current regulations on the matter.
  - e) The e-mail account is personal and non-transferable, being the responsibility of the student and parents to safeguard the password, changing it periodically. The student must not reveal the password under any circumstances.
  - f) It is forbidden for all students, through the use of the institutional email account, to download and install any computer programs not authorized by KCP and the technology department.
  - g) The use of institutional mail for the purpose of violating copyright or intellectual property is prohibited.
  - h) The use of pseudonyms and the sending of anonymous messages from the institutional mail with the purpose of hiding the student's identity in the context of illegal or fraudulent activities is prohibited.
  - i) It is forbidden to provide and offer your institutional email account to unauthorized persons, since the account is for the exclusive use of the student and is not transferable.
  - j) It is forbidden to massively distribute large amounts of messages with inappropriate content for KCP and it is forbidden to send advertising or any type of commercial messages through institutional mail.
  - k) The student may not transmit information whose content affects the privacy of other students, teachers or KCP staff, or third parties, nor send attachments with viruses, programs or malicious code.
  - l) It is forbidden to share contacts or massive distribution lists with people outside KCP, with the purpose of sending advertisements, offers, personal business, publicity notices, or any other type of information, unrelated to administrative or academic purposes.

All information contained in the institutional email assigned by KCP to the student may be accessed, consulted and used by KCP in order to monitor compliance with the rules mentioned above and/or in order to investigate possible violations of the *Manual de Convivencia*, as well as other rules established by KCP, the regulation and the law.

## **TITLE IV: DISCIPLINARY SYSTEM**

**ARTICLE 56:** Discipline, as a set of practices and rules to be followed by the individual to achieve through self-control, the full development of his personality in the social

environment, is fundamental for the coexistence of human beings, for the exercise of freedom and for the enjoyment of the rights that each person has before himself, his family and others. In order to obtain an optimal, integral and truly formative learning, KCP seeks to form responsible and upright people who react and act before any circumstance of life according to the principles and ethical values of our culture. The process of formation in values and leadership that this Educational Community seeks implies the existence of disciplinary policies that are guided by the following principles:

- a) Dignity is an attribute of every human person, and respect for oneself and for others is a consequence of this value.
- b) Justice implies giving to each one what is due to him or her.
- c) Each person has to be honest with himself and with others.
- d) Freedom is what allows every human act to be intelligent, independent and responsible. In order to act with freedom, the human being must have knowledge of the causes, effects and consequences of his actions.
- e) The common good prevails over individual interests. Therefore, the rules and procedures that are established have, as their ultimate purpose, to facilitate the free exercise of the personality of each of the members of a community, in accordance with the duties and rights of others, to produce in this way, a harmonious society oriented towards development and general welfare.
- f) The formation for democracy and leadership is a process that begins at home, continues at School, and ends at university, presenting in each phase a series of achievements and setbacks that, in sum, make the individual aware of the role they play in society.
- g) The privilege of living together in an atmosphere of freedom and openness implies a high level of trust in the goodwill of others to fulfill their duties as citizens, always looking out for the common good.

**ARTICLE 57:** Based on pre-established rules, widely disseminated and always acting in compliance with the *PEI* and the *Manual de Convivencia*, the School is responsible for exercising disciplinary action in the first place through its teachers, the Principals and the Director. However, other members of the Educational Community may exercise authority, such as administrative officials, employees in general, and even the students themselves, when it comes to preserving integrity, discipline and order.

## **CHAPTER TEN: DISCIPLINARY OFFENSES**

**ARTICLE 58: DISCIPLINE IN KCP.** KCP understands coexistence as the ability of human beings to live in the company of others in an environment of harmony, where mutual respect, tolerance, solidarity and otherness are evident. From the educational point of view, discipline is understood as an essential element in the continuous formation process, which leads to the conscious self-control of the will, the body and the character of the individual. At KCP, discipline accompanies daily the fulfillment of its

mission, to stimulate in its students the development of a high sense of responsibility and to facilitate the achievement of their personal, academic and social growth. The school's disciplinary policy is based on clear values, such as respect for human dignity, honesty and reciprocal collaboration.

**ARTICLE 59: DISCIPLINARY AUTHORITY OF KCP.** Disciplinary offenses are behaviors that violate the prohibitions, failure to comply with the duties set forth in this *Manual de Convivencia* or any other acts contrary to the values of KCP, or to the "**Character Counts!**" values, according to the classification indicated below.

Also considered disciplinary offenses, subject to the disciplinary authority of KCP, are those committed by students even outside the facilities of the Institution and even during activities of any kind not necessarily organized, coordinated or sponsored by the School, or unrelated to it, provided that the conduct, which constitutes a disciplinary offense under this *Manual de Convivencia*: (i) negatively affects the Institution or compromises its good name or reputation; (ii) constitutes a bad example for the Educational Community; (iii) constitutes a crime under the applicable regulations in the Republic of Colombia; or (iv) negatively affects or represents a threat to the good coexistence of the student with other members of the KCP Educational Community.

**ARTICLE 60: CLASSIFICATION OF DISCIPLINARY OFFENSES.** For the purposes of the disciplinary sanctions that may be imposed, disciplinary offenses are classified as minor and serious, according to their nature and effects.

**ARTICLE 61: MINOR DISCIPLINARY OFFENSES.** Any conduct that negatively affects the normal development of the autonomy and responsibility of the students, and that in a secondary way disrupts the normality of school activities, is considered a minor disciplinary offense. The following are considered minor disciplinary offenses:

- a) Committing acts of indiscipline in school spaces and activities, other than those that constitute serious offenses.
- b) Accumulating four (4) unexcused tardies to School during an academic term.
- c) Arriving late to, interrupting, or disrupting a class or activity without a justifiable reason.
- d) The use of cell phones, sound and/or video players or any other electronic device during the School day.
- e) The use of inappropriate vocabulary and/or disrespectful treatment of classmates, teachers or any other member of the Educational Community, which does not constitute a serious disciplinary offense.
- f) The disregard or failure to comply with any duty incumbent upon the student in accordance with this *Manual de Convivencia*, which does not constitute a serious disciplinary offense.
- g) The disregard or violation of any prohibition that applies to the student in accordance with this *Manual de Convivencia*, which does not constitute a serious disciplinary offense.

**ARTICLE 62: SERIOUS DISCIPLINARY MISCONDUCT.** Any conduct openly contrary to the values of KCP is considered serious disciplinary misconduct. The following are considered serious disciplinary offenses:

- a) Unjustified failure to comply with disciplinary sanctions previously imposed for the commission of a minor disciplinary offense.
- b) Recidivism for the third time or accumulation of three (3) minor disciplinary offenses for the same conduct.
- c) Vandalism to School premises, furniture, equipment or school environment or, in general, to KCP's property or that of third parties.
- d) Any conduct that constitutes school aggression in any of its modalities, bullying or cyberbullying, as defined in Article 72 below.
- e) Intentional or unintentional physical or psychological harassment or harm to any person by means of threats, insults, excessive teasing, acts of incitement or any other act of violence, abuse or loss of self-control.
- f) Use of abusive, violent or vulgar language or acts.
- g) Any form, passive or active, of cheating, copying, or plagiarism, including copying from the Internet or any other source or, in general, engaging in conduct that constitutes academic dishonesty as defined in Article 64 below.
- h) Failure to comply with the rules for the proper use of the KCP institutional e-mail, contained in Article 56 above.
- i) Committing fraudulent acts in the State Tests administered by the Colombian Institute for the Evaluation of Education (ICFES).
- j) Theft or robbery.
- k) Possession, use or distribution of tobacco, electronic cigarettes, vaporizers, hookahs, alcohol, illicit drugs, chemical substances and mixtures or products similar or allusive to these.
- l) Bringing into the School for themselves or another, or having articles which, although they are or appear to be a toy or harmless, may do harm to another or to the property of the School or disrupt in any way the normal conduct of activities, such as gunpowder in any form, weapons or imitations thereof, powders and other joking substances, cornstarch, paint, foam, sharp or cutting objects, explosives, flammable substances, lighters or any other similar articles or substances.
- m) Falsification of the signature of parents, teachers or school officials, or any other type of fraud or swindle.
- n) Have received three (3) referrals to the Principal's office during the semester, whose reasons show good cause for the referral.
- o) Having, providing or distributing pornographic, violent or any other material that disrespects human dignity.
- p) Behave or act in a manner that violates or infringes on the fundamental rights to privacy, good name, intimacy or honor of any member of the Educational Community or third parties, either personally, in writing, through electronic media and/or digital or technological platforms, electronic devices, photographs, recordings, or any other existing or future media.

- q) Publish and/or circulate false or malicious information or content about any member of the School Community.
- r) Any type of abuse, mistreatment, violence or cruelty towards the animals that live and/or share the spaces of the School.
- s) Not assisting without just cause to classes (skipping class).
- t) Behaving, in or out of School, in such a way that will lead to prejudice or harm to the good name of the School or any member of the education community.
- u) Bribing or trying to bribe directives, teachers, administrative or service personnel to obtain formative, academic or service benefits.
- v) Any other act that constitutes a crime under the regulations applicable in the Republic of Colombia.
- w) Disrespect toward a teacher or any other member of the educational community. Disrespect may manifest itself in words, gestures or actions that affect the dignity, authority or integrity of the person concerned.

**ARTICLE 63: ACADEMIC DISHONESTY.** Academic dishonesty also constitutes as a serious disciplinary offense and is defined as one or more of the following behaviors:

- a) Taking or copying answers from another and/or willfully giving answers to others on any type of test or assessment.
- b) Cheating or attempting to cheat on any type of test or assessment.
- c) Using, taking, buying, selling, giving, soliciting and/or coercing answers or information and/or distributing pictures or photocopies in any form and/or answers to a test, project or other assignment.
- d) Falsifying academic records, resumes, applications, research data, lab reports and/or other academic work.
- e) Misrepresenting the facts, this includes being absent without acceptable reason and then requesting and/or receiving a deferment/extension for the purpose of obtaining an academic benefit.
- f) Taking, keeping, misplacing, or damaging another student's work for financial or academic advantage, whether personal or for another.
- g) Providing false and/or misleading information in an attempt to harm another student academically or financially.
- h) Submitting any plagiarized material as one's own academic work for course credit and/or grade requirements. Plagiarism may involve obtaining, taking, purchasing, buying, giving, and/or receiving a gift and submitting that work as one's own academic work for any School assignment or assessment. Plagiarism includes the use of words, lyrics, ideas, illustrations, graphics, and other expressions that are not attributed to the original source. Plagiarism includes unauthorized collaboration and/or collusion with another person in preparation of assignments, assessments (formative and summative), and other academic work.
- i) Using artificial intelligence (AI) tools during exams or for assignments or class work, unless explicitly authorized by the teacher.



## **CHAPTER ELEVEN: DISCIPLINARY SANCTIONS**

**ARTICLE 64: DISCIPLINARY SANCTIONS.** KCP understands disciplinary sanctions from a formative sense. It is part of a student's normal development to learn the consequences of his or her actions and thus learn to make the best possible decisions for him or herself and for others in the community. Therefore, disciplinary sanctions should not be seen as a prejudice or a negative signal, but as measures aimed at the student to learn to act in true freedom, to reflect on their words, actions, deeds, omissions, to learn experientially about their behavior in a community and respect for the rights of others.

Part of this learning process includes counseling and monitoring of cases by the Counseling Department, faculty and administrators to assist students in their process of reflecting on how their words, acts or omissions affect other members of the community.

### **ARTICLE 65: GROUNDS FOR ATTENUATION OR AGGRAVATION AND CRITERIA FOR IMPOSING DISCIPLINARY SANCTIONS.**

In all cases, disciplinary sanctions shall be imposed in accordance with the following criteria:

- a) Proportionality between the offense committed and the sanction to be imposed.
- b) The structural, social, idiosyncratic and psychological components that give rise to conflict.
- c) Reasonableness, i.e., that the sanction pursues a constitutionally legitimate purpose, such as pedagogical purposes.
- d) Necessity of the sanction, which is expressed in the inexistence of an alternative means to preserve coexistence and ensure the adequate formation of the student.
- e) Strict compliance with due process and the right to defense.

In order to determine the applicable sanction and its severity, the competent authority shall also take into account the following criteria:

- a) The degree of culpability, intentionality and participation in the commission of the offense.
- b) The severity in the affectation of the pedagogical activity that is being developed.
- c) Lack of consideration for classmates, teachers and other members of the Educational Community.
- d) Repetition of the conduct or behavior.
- e) The student's representation in the Educational Community.
- f) The disruptive effect the conduct has on the Educational Community.

- g) The modalities and circumstances in which the offense is committed, which shall be assessed taking into account: i) Having planned and prepared the act; ii) Having committed the offense taking advantage of the trust placed in him or her.
- h) The determining factor for irregular behavior.
- i) The intervention of several people in the commission of the offense.
- j) Committing the offense to conceal or execute another.
- k) Committing the offense by taking advantage of other people's physical or psychological inferiority.
- l) The structural, social, idiosyncratic and psychological components that gave rise to the conflict.
- m) The degree of damage to the image of the School and its function as an educational institution.
- n) The student's age, psychological, mental and volitional development, and personal, family and social circumstances.
- o) The student's reaction to the disciplinary process and his or her disciplinary situation.
- p) The indemnification of the damage or compensation for the harm caused, before the sanction is imposed.
- q) The student's disciplinary record.
- r) The fact of having acted for noble or altruistic motives.
- s) Having been induced to commit the offense by another person older in age and/or psychological maturity.

**ARTICLE 66: DISCIPLINARY SANCTIONS FOR MINOR DISCIPLINARY OFFENSES.**

The following are the disciplinary sanctions provided for minor disciplinary offenses:

- a) **Verbal warning:** Teachers and school administrators may issue verbal warnings when the student incurs in a minor disciplinary offense.
- b) **Referral to the office of the Principal and/or Associate Principal:** The teachers and administrators of the School may refer the student to the office of the section Principal or Associate Principal, who will assign a specific task to be carried out during additional hours (Detention). The student must complete such assignments and commit to changing his or her behavior.
- c) **Written reprimand with a copy to the parents or guardians:** Teachers and school administrators may issue written reprimands that will be attached to the student's follow-up folder. This will require a meeting with the parents or guardians and the development of a written improvement plan signed by the student and their parents or guardians where the consequences are defined if the improvement plan does not work.
- d) **Academic work:** Teachers and school administrators may assign formative work, which will encourage reflection and personal commitments of the student, according to the offense committed.

- e) **Detention time during break and/or lunch:** This is a retention with the objective that the student reflects on his/her actions and commits to repairing and changing behaviors. The student will be provided with adequate space to have a snack and/or lunch.

**ARTICLE 67: DISCIPLINARY SANCTIONS FOR SERIOUS DISCIPLINARY OFFENSES.** The following are the disciplinary sanctions provided for serious misconduct. In addition to the sanctions provided for the minor offenses listed above, the following sanctions may be imposed in cases of serious disciplinary offenses:

- a) **Temporary suspensions of activities to reflect within the School:** This is a temporary suspension of activities with the objective that the student reflects on their actions and takes corrective measures, assumes responsibility for his or her actions, offers apologies and makes reparation for the damage caused. It is applied for a time from one (1) to five (5) calendar days and the duration will depend on the offense committed and the criteria indicated in article 66 above. In any case, the activities that the student performs during the temporary suspension must be carried out at the School and under no circumstances will the sanction consist of non-schooling. This disciplinary sanction may be imposed by the Principals.
- b) **Temporary suspension outside of School:** In this case the student cannot attend School or activities related to the School during the period of suspension, which will be from one (1) up to ten (10) calendar days and its duration will depend on the infraction committed and the indicated criteria in article 66 supra. The students on which this disciplinary measure is imposed must complete their academic work at home and be academically up to date on the day they return to campus. In cases of prolonged suspensions, there will be an agreement with the sector Principal for a plan to recuperate the missed days. For no reason will the sanction consist in non schooling.
- c) **Non-participation in the graduation ceremony:** A Senior student who has been proven to have committed fraudulent acts in the State Tests administered by the Colombian Institute for the Evaluation of Education (*ICFES*), may not attend the graduation ceremony. In these cases, the diploma may be claimed at the Director's office before or after the ceremony. This disciplinary sanction may be imposed by the Principal. This sanction shall also be applicable to cases of academic dishonesty as referred to in Article 64 above.
- d) **Conditional Enrollment (Probation):** This is an educational measure that may be imposed for poor academic performance as indicated in article 111, but it is also a disciplinary sanction when the student commits a serious disciplinary offense. The student's folder must state whether the conditional

enrollment is adopted as an educational measure for poor academic performance, or if, on the contrary, it is a disciplinary sanction as a result of a disciplinary sanctioning process.

Conditional Enrollment, as a disciplinary sanction, consists of a warning period for the student to take firm measures to meet the expectations of the School. Even though the intention of this sanction is to improve the student's condition, if the commitments defined therein are not met, the student's continuity at the School may be compromised.

This sanction may be imposed by the Principals or by recommendation of the *Comité Escolar de Convivencia*. During the time the conditional enrollment lasts, both the student and their parents or guardians will make an effort to comply with the conditions imposed and the commitments acquired. The Principal, together with the teachers and counselors, will closely and permanently monitor the student's situation.

Conditional enrollment will have a maximum duration of one (1) calendar year, counted from the date on which the decision to impose it becomes final; this means that conditional enrollment may remain in force from one academic year to another, as long as its duration does not exceed one (1) calendar year. All cases will be reviewed periodically to determine if the conditional enrollment can be lifted or if, on the contrary, the student fails to comply with it, enrollment must be canceled.

- e) **Cancellation of enrollment:** After exhausting all procedures to remedy a student's negative disciplinary behavior, or upon the commission of a serious misconduct that warrants it, based on the criteria indicated in article 66 above, as a last resort, the disciplinary sanction of cancellation of enrollment may be imposed, either immediately or for the following school year. This measure will be recommended by the section Principal, imposed by the Director and the decision may be appealed to the *Consejo Directivo*.

**PARAGRAPH:** As a precautionary measure, and not as a disciplinary sanction according to the seriousness of the offense allegedly committed, while the investigation is being carried out and/or a decision is made in the disciplinary process, the Principal may, when considered pertinent and necessary, decide to provisionally remove the student from the campus.

Likewise, in cases of flagrancy, the teachers or administrators of the Institution may take the necessary measures to prevent the continuation of the conduct, without prejudice to the respective determination of responsibility and the imposition of sanctions under the terms provided herein.

**ARTICLE 68: OTHER MEASURES DERIVED FROM DISCIPLINARY SANCTIONS.**

For students who have been sanctioned for the commission of a serious disciplinary offense in the immediately preceding academic year, or who are currently on conditional enrollment , the following additional measures shall apply:

- a) They may not participate in any representative position of the school (Student Council, Personero, etc.).
- b) For their participation in exchange programs or other academic, extracurricular, social, cultural, sports or any other type of activities, they will require the approval of the Principal, after reviewing the sustained behavior of the student, which demonstrates actions to repair the conduct that is the object of the sanction and to learn from the error committed. In any case, the School will always define the participation of students according to their academic, personal and coexistence trajectory.
- c) In the case of graduates who meet the academic requirements to be considered *Valedictorian* or *Salutatorian*, they will be ineligible for such honor.
- d) In proven cases of academic dishonesty, the student may be required to demonstrate the corresponding knowledge and/or learning by redoing the assignments, resubmitting the assessment or exam, or completing an alternative assignment. Additionally, the student may: (i) receive a grade of zero (0) on the assignment and/or assessment; (ii) be removed from the Honor Society (if applicable); (iii) receive a notice on his or her transcript upon accumulating two (2) or more disciplinary offenses arising from academic dishonesty conduct; iv) be subject to notification to institutions of higher education upon accumulating two (2) or more disciplinary offenses derived from the conduct of academic dishonesty (this numeral iv) applies only to students in grades nine (9) to twelve (12); v) be sanctioned with any other disciplinary sanction provided for in this *Manual de Convivencia*, after the exhaustion of due process.

**CHAPTER TWELFTH:  
SANCTIONING PROCEDURE AND DUE PROCESS**

**ARTICLE 69: LINE OF AUTHORITY.** As indicated in Articles 67 and 68 above, disciplinary sanctions may be imposed by teachers, Associate Principals, Principals and the Director.

For purposes of appeals: i) decisions adopted by the teachers may be appealed to and shall be resolved by the section Principal; ii) decisions adopted by the Principal may be appealed to and shall be resolved by the Director; iii) decisions adopted by the Director may be appealed to and shall be resolved by the *Consejo Directivo*.

Teachers must follow the Disciplinary Procedure Manual, which is understood to be an integral part of the Manual de Convivencia (Annex 1).

**ARTICLE 70: DISCIPLINARY DUE PROCESS.** All disciplinary sanctioning proceedings shall comply with the following procedure:

- a) The following procedure will be followed in cases of minor misconduct:

Upon learning of a possible minor disciplinary offense committed by a student, the Principal, with the support of the Associate Principal and the Counseling Department, shall conduct interviews with the student and the persons affected or involved to learn their respective versions of the facts. In addition, other statements, documents or evidence should be sought and collected to demonstrate the commission of the misconduct. If it is determined that the student has committed a minor offense, a formative process will proceed through a conversation with the student, which should be seen as an opportunity to reflect and learn from the mistakes made. The sanctions or corrective measures established for minor offenses may also be applied, according to Article 67.

- b) Any disciplinary process for serious misconduct that may result in the imposition of sanctions such as temporary out-of-school suspension, conditional enrollment, and cancellation of enrollment must comply with the following procedure:

- i) **Preliminary investigation:** Preliminary Investigation: As soon as the alleged commission of a disciplinary offense becomes known, the Principal, with the support of the Associate Principal and the Counseling Department, will conduct the respective preliminary investigation to determine whether there is merit, evidence and/or compelling reasons to formally initiate a disciplinary sanctioning process. The Principal or the Associate Principal will immediately inform the student's parents or legal representatives of the situation presented and, if necessary, will summon them to accompany the student to give his or her version of the case. The student may also present his or her version in writing if he or she so wishes, accompanied by his or her parents or legal guardians.
- ii) **Formal opening of the disciplinary process:** In the event that the results of the preliminary investigation determine that there is merit, evidence and/or compelling reasons to formally initiate a disciplinary sanctioning process, parents will be called and/or sent a formal communication of the opening of the process.
- iii) **Free version:** After the opening of the process, the student involved and his/her parents or guardians will be summoned to a meeting by means of a written communication. At the meeting they will be informed of the alleged offenses, the existing evidence that can be shared, and their possibility of exercising their right of defense during the meeting. The students and/or their

parents or guardians may present their arguments and provide the evidence they deem necessary to prove their innocence and controvert the evidence against them. Minutes will be taken of the meeting and must be signed by those in attendance. If anyone refuses to sign or if the student involved and/or his/her parents or guardians do not attend, a record will be made.

After the meeting, the student and his/her parents or guardians will be given a term of three (3) working days to present their version, controvert the evidence transferred and submit the evidence they consider necessary to support their defense. This may be presented in writing or orally at a meeting in which the student and his/her parents or legal representatives must participate. Minutes of the meeting will be taken in Spanish and must be signed by all attendees. If anyone refuses to sign, a record will be made.

- iv) **Decision:** Within a maximum period of fifteen (15) working days from the free version meeting, or having received the written discharges, the competent authority will make a decision on the specific case, through a reasoned and congruent act. The decision will be notified personally and/or in writing to the student and the parents or guardians. Such communication must contain a precise determination of the conduct, the rules of the *Manual de Convivencia* that are violated, the analysis of the evidence and the student's defense arguments and the seriousness of the offense. If it is not possible to make this communication in person, it will be recorded in the written notification.

The disciplinary sanction must be proportional to the conduct committed; this means that the sanction must have a criterion of purpose, necessity and proportionality in the strict sense. In other words, the sanctions must pursue a constitutionally legitimate end, be adequate and necessary for its realization, and keep the due correspondence of means to end between the conduct and the sanction.

- v) **Appeals:** The student, their parents or guardians may appeal the decision and must submit their appeal in writing within three (3) working days following the date on which the decision was communicated to them. The appeals shall be filed before and resolved according to the line of authority indicated in article 70 above. The competent authority to resolve the appeal may request additional evidence if it deems it necessary or that which is requested in the appeal.

The appeal shall be resolved within ten (10) working days following the filing of the appeal. The sanction shall be effective only from the second instance decision.

**PARAGRAPH:** All meetings referred to in this article may be held virtually, by any means or technological platform that guarantees the identity of the participants and that may be recorded.

# TITLE V: NATIONAL SYSTEM OF SCHOOL COEXISTENCE AND TRAINING FOR HUMAN RIGHTS, SEXUALITY EDUCATION AND THE PREVENTION AND MITIGATION OF SCHOOL VIOLENCE

## CHAPTER THIRTEEN: DEFINITIONS, PRINCIPLES AND RESPONSIBILITIES

### ARTICLE 71: DEFINITIONS.

- a) **Citizenship competencies:** This is one of the basic competencies defined as the set of knowledge and cognitive, emotional and communicative skills that, when articulated together, make it possible for citizens to act constructively in a democratic society.
- b) **Education for the exercise of human, sexual and reproductive rights:** Oriented to form people capable of recognizing themselves as active subjects who are holders of human, sexual and reproductive rights with which they will develop competencies to relate with themselves and with others, with criteria of respect for themselves, for others and for the environment. The objective is to achieve a state of physical, mental and social well-being that enables them to make assertive, informed and autonomous decisions to exercise a free, satisfying, responsible and healthy sexuality during the construction of their life project and the transformation of social dynamics, towards the establishment of more just, democratic and responsible relationships.
- c) **School harassment or bullying:** Is the negative, intentional, methodical and systematic conduct of aggression, intimidation, humiliation, ridicule, defamation, coercion, deliberate isolation, threat or incitement to violence or any form of psychological, verbal, physical or electronic abuse against a child or adolescent, by a student or several of his or her peers with whom he or she maintains an asymmetrical power relationship, which occurs repeatedly or over a certain period of time.

It can also occur by teachers against students, or by students against teachers, with the indifference or complicity of their environment. Bullying has consequences on the health, emotional well-being and school performance of students and on the learning environment and school climate of the educational establishment.



- d) **Cyberbullying:** Form of bullying with deliberate use of information technologies (internet, virtual social networks, mobile telephony and online video games) to exercise psychological and continuous mistreatment.
- e) **Conflicts:** These are situations characterized because there is a real or perceived incompatibility between one or more people regarding their interests.
- f) **Inadequately managed conflicts:** These are situations in which conflicts are not resolved in a constructive manner and give rise to events that affect school coexistence, such as altercations, confrontations or fights between two or more members of the Educational Community of which at least one is a student and provided that there is no affectation to the body or health of any of those involved.
- g) **School aggression:** It is any action carried out by one or more members of the Educational Community that seeks to negatively affect other members of the Educational Community, at least one of whom is a student. School aggression can be physical, verbal, gestural, relational and electronic:
- **Physical aggression:** Any action intended to cause harm to the body or health of another person. It includes punching, kicking, pushing, slapping, biting, scratching, pinching, pulling hair, among others;
  - **Verbal aggression:** Any action that seeks with words to degrade, humiliate, frighten, disqualify others. It includes insults, offensive nicknames, mockery and threats;
  - **Gestural aggression:** Any action that seeks to degrade, humiliate, frighten or disqualify others through gestures;
  - **Relational aggression:** Any action that seeks to negatively affect the relationships that others have. It includes exclusion from groups, deliberate isolation and spreading rumors or secrets seeking to negatively affect the person's status or image in the eyes of others;
  - **Electronic aggression:** Any action that seeks to negatively affect others through electronic means. It includes the disclosure of intimate or humiliating photos or videos on the Internet, making insulting or offensive comments about others through social networks or any technological platform and sending emails, text messages or any other insulting or offensive communication, both anonymously and 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 exercised on a child or adolescent, using force or any form of physical, psychological or emotional coercion, taking advantage of the conditions of defenselessness, inequality and existing power relations between victim and aggressor*".

- i) **Violation of the rights of children and adolescents:** It is any situation of damage, injury or harm that prevents the full exercise of the rights of children and adolescents.
- j) **Restoration of the rights of children and adolescents:** It is the set of administrative and other actions that are developed for the restoration of their dignity and integrity as subjects of rights, and their ability to effectively enjoy the rights that have been violated.

**ARTICLE 72: PRINCIPLES.** The principles of the National System of School Coexistence and Training for Human Rights, Education for Sexuality and the Prevention and Mitigation of School Violence (the "System") are:

- a) **Participation:** By virtue of this principle, educational entities and establishments must guarantee their active participation for the coordination and harmonization of actions, in the exercise of their respective functions, that allow the fulfillment of the purposes of the System. According to Law 115 of 1994 and articles 31, 32, 43 and 44 of Law 1098 of 2006, educational establishments must guarantee the right to participation of children and adolescents in the development of strategies and actions carried out within the framework of the System. In harmony with articles 113 and 288 of the Political Constitution, the different state bodies must act within the framework of coordination, concurrence, complementarity and subsidiarity; responding to their missionary functions.
- b) **Co-responsibility:** The family, educational institutions, society and the State are jointly responsible for citizenship training, the promotion of school coexistence, education for the exercise of human, sexual and reproductive rights of children and adolescents from their respective fields of action, around the objectives of the System and in accordance with the provisions of Article 44 of the Constitution and the Code of Childhood and Adolescence.
- c) **Autonomy:** Individuals, territorial entities and educational institutions are autonomous in accordance with the Political Constitution and within the limits set by laws, norms and regulations.
- d) **Diversity:** The System is based on the recognition, respect and appreciation of one's own and others' dignity, without discrimination based on gender, sexual orientation or identity, ethnicity or physical, social or cultural condition. Children and adolescents have the right to receive an education and training based on an integral conception of the person and human dignity, in peaceful, democratic and inclusive environments.
- e) **Integrity:** The philosophy of the System will be integral and will be oriented towards the promotion of education for the self-regulation of the individual,

education for social sanction and education in the respect for the Constitution and the laws.

**ARTICLE 73: RESPONSIBILITIES OF KCP.** In addition to those established in the current regulations, KCP as an educational establishment shall have the following responsibilities:

- a) To guarantee its students', educators', teachers', school administrators' and other personnel, respect of their dignity and physical and moral integrity within the framework of school coexistence, human, sexual and reproductive rights.
- b) To develop the components of prevention, promotion and protection through this *Manual de Convivencia*, and the application of the *Ruta de Atención Integral para la Convivencia Escolar* (Comprehensive Care Route for School Coexistence) (the "Comprehensive Care Route"), in order to protect students against all forms of harassment, school violence and violation of human, sexual and reproductive rights, by other classmates, teachers or school administrators.
- c) Review and adjust the *PEI*, the *Manual de Convivencia*, and the institutional student evaluation system annually, in a participatory process that involves students and the Educational Community in general, in light of the rights, competencies and differential approaches, in accordance with the General Education Law, Law 1098 of 2006 and the regulations that develop them.
- d) Annually review KCP's school coexistence conditions and identify risk factors and protective factors that affect school coexistence, protection of human, sexual and reproductive rights, in the processes of institutional self-evaluation or quality certification, based on the implementation of the Comprehensive Care Route and the decisions adopted by the *Comité Escolar de Convivencia*.
- e) Undertake actions that involve the entire Educational Community in a process of pedagogical reflection on the factors associated with violence and bullying and the violation of sexual and reproductive rights and their impact, incorporating relevant knowledge about caring for one's own body and relationships with others, instilling tolerance and mutual respect.
- f) To develop strategies and instruments aimed at promoting school coexistence based on evaluations and monitoring of the most frequent forms of bullying and school violence.
- g) Adopt strategies to stimulate attitudes among members of the Educational Community that promote and strengthen school coexistence, mediation and reconciliation and the dissemination of these successful experiences.
- h) Generate pedagogical strategies to articulate training processes among the different areas of study.

**ARTICLE 74: RESPONSIBILITIES OF THE DIRECTOR.** In addition to those established by current regulations, the Director of KCP shall have the following responsibilities:

- a) Lead the *Comité Escolar de Convivencia* (School Coexistence Committee) in accordance with the provisions of articles 11, 12 and 13 of Law 1620 of 2013.
- b) Incorporate in the institutional planning processes the development of prevention and promotion components, and the protocols or procedures established for the implementation of the Comprehensive Care Route.
- c) Lead the review and adjustment of the *PEI*, the *Manual de Convivencia* and the institutional evaluation system annually, in a participatory process that involves students and the Educational Community in general, within the framework of the institutional improvement plan.
- d) Report those cases of bullying and school violence and violation of sexual and reproductive rights of children and adolescents of KCP, as President of the *Comité Escolar de Convivencia*, in accordance with current regulations and protocols defined in the Comprehensive Care Route and follow up on such cases.

**ARTICLE 75: RESPONSIBILITIES OF TEACHERS.** In addition to those established in the regulations in force and which are proper to them, they shall have the following responsibilities:

- a) Identify, report and follow up on cases of bullying, school violence and violation of sexual and reproductive rights affecting KCP students, in accordance with articles 11 and 12 of Law 1146 of 2007 and other current regulations, with this *Manual de Convivencia* and with the protocols defined in the Comprehensive Care Route.
- b) If the situation of bullying of which they are aware is done through electronic media, they must also report it to the *Comité Escolar de Convivencia* in order to activate the respective protocol.
- c) Transform pedagogical practices to contribute to the construction of democratic and tolerant learning environments that promote participation, the collective construction of strategies for conflict resolution, respect for human dignity, life, and the physical and moral integrity of students.
- d) Participate in KCP's teacher update and training and school climate assessment processes.
- e) Contribute to the construction and application of this *Manual de Convivencia*.

**ARTICLE 76: PARTICIPATION OF THE FAMILY.** The family, as part of the Educational Community, within the framework of the System, in addition to the obligations enshrined in Article 67 of the Political Constitution, Law 115 of 1994, Law 1098 of 2006, Law 1453 of 2011 and other regulations in force, shall:

- a) Provide their children with spaces and environments at home that generate trust, tenderness, care and protection of themselves and their physical, social and environmental surroundings.

- b) Participate in the formulation, planning and development of strategies that promote school coexistence, human, sexual and reproductive rights, participation and democracy, and the promotion of healthy lifestyles.
- c) To permanently and actively accompany their children in the pedagogical process carried out by KCP for coexistence and sexuality.
- d) Participate in the revision and adjustment of this *Manual de Convivencia* through the participation instances defined in KCP's *PEI*.
- e) Assume responsibilities in activities for the use of their children's free time for the development of citizenship skills.
- f) Comply with the conditions and obligations established in this *Manual de Convivencia* and respond when their child does not comply with any of the rules defined therein.
- g) Know and follow the Comprehensive Care Route when a case of school violence, violation of sexual and reproductive rights or a situation that warrants it, according to the instructions given in this *Manual de Convivencia*.
- h) Use existing legal mechanisms and those established in the Comprehensive Care Route to restore the rights of their children when they are assaulted.

#### **ARTICLE 77: OTHER ASPECTS OF THE SYSTEM.**

- a) Most common situations that affect school coexistence and the exercise of human, sexual and reproductive rights in the specific context of KCP:
  - Social or peer pressure.
  - Physical changes, such as voice changes, among others, lead to problems on an emotional level and teasing from peers.
  - The use of video games that are not appropriate for the age of the students with little parental control.
  - Inappropriate use of social networks without proper parental guidance, which leads to exposure to age-inappropriate material.
  - Physical and verbal abuse during sports activities.
  - Cyberbullying by using technology to embarrass, intimidate or criticize another person.
  - Culture shock when a student from another city, culture or country enters the school.
- b) Guidelines and agreements to be followed by all members of the educational community to guarantee school coexistence and the exercise of human, sexual and reproductive rights:
  - Mediating in a pedagogical manner with all persons involved.
  - Establish forms of solution in an impartial, equitable and just manner and actions for the reparation of damages caused, the restoration of rights and reconciliation.
  - Establish commitments and follow up by teachers/professors, Associate Principals, Principal and *Comité Escolar de Convivencia*.

- Provide immediate physical and mental health care to those affected.
  - Immediately inform parents or guardians
  - Summon the *Comité Escolar de Convivencia* and make them aware of the case if required.
- c) Pedagogical measures and actions that contribute to the promotion of school coexistence, to the prevention of situations that affect it and to reconciliation, reparation of damages caused and the reestablishment of a climate of constructive relations at KCP when these situations occur:
- Periodic meetings with teachers at different levels to review academic and disciplinary cases that need to be worked on immediately.
  - Conferences for parents and students with professionals on topics related to adolescence, health and risky behaviors.
  - Referral to outside specialists and follow-up by the level counselor with the specialist and parents.
  - Individual and group counseling.
  - In Elementary, Affective Education classes are given according to the needs of the groups.
- d) Pedagogical strategies that allow and guarantee the dissemination and socialization of the contents of this *Manual de Convivencia* to the Educational Community, with emphasis on actions aimed at parents or guardians:
- Periodic bulletins sent by each area with relevant information and socialization of norms and activities.
  - Periodic talks with Counselors, Principals and the Director.
  - Publication of the *Manual de Convivencia* on the School's website.

**CHAPTER FOURTEEN:  
COMITÉ ESCOLAR DE CONVIVENCIA  
(SCHOOL COEXISTENCE COMMITTEE)**

**ARTICLE 78: CONFORMATION OF THE COMITÉ ESCOLAR DE CONVIVENCIA.** The *Comité Escolar de Convivencia* shall be formed by:

- The Director of the educational establishment, who chairs it;
- The Student *Personero*;
- A teacher with orientation function;
- A Coordinator (respective Principal);
- The President of the Parents' Council;
- The President of the Student Council;
- A teacher who leads school coexistence processes or strategies.

**PARAGRAPH:** The *Comité Escolar de Convivencia* may invite, with voice but without vote, members of the Educational Community with knowledge of the facts, with the purpose of expanding information.

**ARTICLE 79: FUNCTIONS OF THE COMITÉ ESCOLAR DE CONVIVENCIA.** The following are functions of the *Comité Escolar de Convivencia*:

- a) Identify, document, analyze and resolve conflicts that arise between teachers and students, administrators and students, between students and between teachers.
- b) Lead actions that promote coexistence, the construction of citizenship, the exercise of human, sexual and reproductive rights and the prevention and mitigation of school violence among members of the Educational Community.
- c) Promote KCP's involvement in strategies, programs and activities for coexistence and citizenship building that are carried out in the region and that respond to the needs of its Educational Community.
- d) Convene a conciliation space for the resolution of conflict situations that affect school coexistence, at the request of any of the members of the Educational Community or when deemed appropriate in order to avoid irreparable damage to the members of the Educational Community. The students involved will be accompanied by their parents or legal representatives.
- e) Activate the Comprehensive Care Route in specific situations of conflict, bullying, high-risk behaviors of school violence or violation of sexual and reproductive rights that cannot be resolved by this committee in accordance with the provisions of this *Manual de Convivencia*, because they transcend the school environment, and have the characteristics of the commission of a punishable conduct, which is why they must be addressed by other instances or authorities that are part of the structure of the System and the Comprehensive Care Route.
- f) Lead the development of strategies and instruments to promote and evaluate school coexistence and the exercise of human, sexual and reproductive rights.
- g) Follow up on compliance with the provisions established in this *Manual de Convivencia*, and submit reports to the competent body that is part of the structure of the System, of the cases or situations that have come to its attention.
- h) Propose, analyze and make viable pedagogical strategies that allow the flexibility of the pedagogical model and the articulation of different areas of study that read the educational context and its relevance in the community to determine more and better ways of relating in the construction of citizenship.

**PARAGRAPH:** The *Comité Escolar de Convivencia* must have its own regulations, which must cover the corresponding sessions, and other procedural aspects, such as those related to the election and permanence in the committee of the teacher who leads school coexistence processes or strategies.

## ARTICLE 80: FUNCTIONING OF THE COMITÉ ESCOLAR DE CONVIVENCIA.

- a) **Sessions:** The *Comité Escolar de Convivencia* will meet at least once every two (2) months. Extraordinary sessions will be called by the President of the *Comité Escolar de Convivencia*, when circumstances require it or by request of any of the members of the Committee.
- b) **Quorum:** The quorum for the *Comité Escolar de Convivencia* will be the one established in its regulations. In any case, this committee may not meet without the presence of the President.
- c) **Minutes:** Minutes shall be taken of all meetings held by the *Comité Escolar de Convivencia*, which shall contain at least the following requirements:
  - Place, date and time of the meeting.
  - Registration of members in attendance and verification of quorum.
  - Record of the members who presented a duly justified excuse for not attending the meeting.
  - Indication of the means used to communicate the summons to the members.
  - Summary of the topics discussed at the meeting, as well as the actions, measures, recommendations, concepts adopted and the sense of the votes.
  - Signature of the Chairman and the Secretary of the meeting, once approved by the attendees.
- d) **Actions or decisions:** The *Comité Escolar de Convivencia*, within the scope of its competencies, will develop actions for the promotion and strengthening of training for citizenship and the exercise of human, sexual and reproductive rights; for the prevention and mitigation of school violence and teenage pregnancy; and for the attention of situations that affect school coexistence and the exercise of human, sexual and reproductive rights.
- e) **Conflicts of interest and grounds for impediment and recusal:** The regulations of the *Comité Escolar de Convivencia* shall define conflicts of interest, grounds for impediment and recusal as well as the procedure for resolving them, in such a way as to guarantee the impartiality of its members.
- f) **Confidentiality:** The *Comité Escolar de Convivencia* shall guarantee the right to privacy and confidentiality of personal data that are processed in the framework of the actions it carries out, 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.

## CHAPTER FIFTEEN: INTEGRAL ATTENTION ROUTE FOR SCHOOL COEXISTENCE



**ARTICLE 81: COMPONENTS OF THE COMPREHENSIVE CARE ROUTE.** The Comprehensive Care Route shall have at least four (4) components: promotion, prevention, attention and follow-up:

- a) **Promotion:** The promotion 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 KCP spaces and the mechanisms and instances of participation of the same, for which alliances may be made with other actors and institutions according to their responsibilities.

KCP is committed to promoting the improvement of coexistence and school climate, in order to generate a favorable environment for the real and effective exercise of human, sexual and reproductive rights.

Throughout the school year, the processes and dissemination activities of the Integral Care Route will be socialized, in order to allow each member of the Educational Community to know and understand its importance, procedures and execution within our school.

- b) **Prevention:** The prevention component should be executed through a continuous process of training for the integral development of the child and adolescent, with the purpose of diminishing in their behavior the impact of the conditions of the economic, social, cultural and family context. It affects the causes that can potentially originate the problem of school violence, 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 at potential risk of being subject to violence or of being agents of violence in the School context.

The School's Director, Principals, Associate Principals, teachers and staff members are attentive and trained to intervene in a timely manner in the face of behaviors that could affect the care, defense and fulfillment of human, sexual and reproductive rights in the school context.

Likewise, the school will concentrate its efforts on preventing such behaviors, through the promotion of the ***Character Counts!*** values program, the development of citizenship skills and good practices of healthy coexistence that exalt good treatment and appreciation of others, as principles that facilitate good relations between members of the Educational Community.

- c) **Attention:** The attention component shall develop strategies to assist the child, adolescent, parent or guardian, or educator in an immediate, relevant, ethical and comprehensive manner, when a case of violence or bullying or

aggressive behavior that violates human, sexual and reproductive 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 members 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 of the minors involved exceed the mission function of KCP.

The School's Directors, Principals, Associate Principals, teachers and staff members are attentive and trained to provide timely assistance to members of the Educational Community in situations that affect school coexistence and the exercise of human, sexual and reproductive rights.

- d) **Follow-up:** The follow-up component will focus on the timely reporting of information to the *Sistema de Información Unificado de Convivencia Escolar* (Unified School Coexistence Information System) on the status of each of the cases reported.

In addition, KCP's administrators oversee, direct, delegate in a timely manner and accompany specific agents of the Comprehensive Care Route, such as Counselors, Dean of Students and Teachers, to ensure close monitoring and evaluation of the strategies and actions for promotion, prevention and attention to situations that affect school coexistence and the exercise of human, sexual and reproductive rights.

## **ARTICLE 82: ACTIONS OF THE PROMOTION COMPONENT BY THE COMITÉ DE CONVIVENCIA ESCOLAR.**

- a) Lead the adjustment of the *Manual de Convivencia* in matters related to the System or the Comprehensive Care Route.
- b) Propose institutional policies that favor individual and collective well-being, which may be developed within the framework of the *PEI*, in accordance with the provisions of Article 73 of Law 115 of 1994.
- c) Lead the development of training initiatives for the Educational Community on topics such as human, sexual and reproductive rights, sexuality, citizenship skills, child and adolescent development, coexistence, and mediation and conciliation, in order to strengthen the system.
- d) Strengthen the implementation and evaluation of pedagogical projects for sexuality education and citizenship building from preschool onwards, which correspond to the sociocultural particularities of the context in which KCP is located. These projects must guarantee the right of children and adolescents to receive information based on scientific evidence so that they can progressively develop the competencies that facilitate autonomous decision making regarding the exercise of sexuality and the realization of life projects.
- e) Articulate the design, implementation, follow-up and evaluation of projects for the development of citizenship competencies aimed at strengthening a

positive school and classroom climate that address at least topics related to the clarification of rules, the definition of strategies for decision making, the agreement and negotiation of interests and objectives, the exercise of communication, emotional and cognitive skills in favor of school coexistence, among others.

- f) Generate mechanisms and tools so that the development of citizenship competencies and training for the exercise of human, sexual and reproductive rights is carried out in an all-encompassing manner in all mandatory and fundamental areas of knowledge and training established in the *PEI*.

**PARAGRAPH:** KCP shall implement the pedagogical projects in accordance with the parameters set forth 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 83: ACTIONS OF THE PREVENTION COMPONENT BY THE COMITÉ DE CONVIVENCIA ESCOLAR.** Preventive actions are considered those that seek to intervene in a timely manner in behaviors that could affect the effective realization of human, sexual and reproductive rights in order to prevent them from becoming patterns of interaction that alter the coexistence of the members of the educational community. These are part of the prevention actions:

- a) The identification of the risks of occurrence of the most common situations that affect school coexistence and the exercise of human, sexual and reproductive rights, based on the particularities of the school climate and the analysis of external family, social, political, economic and cultural characteristics that affect the interpersonal relationships of the Educational Community.
- b) Strengthening actions that contribute to the mitigation of situations that affect school coexistence and the exercise of human, sexual and reproductive rights.
- c) The design of protocols for timely and comprehensive attention to the most common situations that affect school coexistence and the exercise of human, sexual and reproductive rights.

**ARTICLE 84: ACTIONS OF THE ATTENTION COMPONENT BY THE COMITÉ DE CONVIVENCIA ESCOLAR.** Attention actions are considered those that allow assisting the members of the Educational Community in situations that affect school coexistence and the exercise of human, sexual and reproductive rights, through the implementation and application of the protocols indicated below.

**ARTICLE 85: PROTOCOLS OF THE COMPREHENSIVE CARE ROUTE.** The Integral Attention Route begins with the identification of situations that affect coexistence due to bullying or school violence, which will have to be referred to the *Comité Escolar de Convivencia*, for documentation, analysis and attention based on the application of this *Manual de Convivencia*.

The attention component of the Comprehensive Care Route will be activated by *Comité Escolar de Convivencia*, by the notification of the victim, students, teachers, teachers' directors, parents or guardians, ex officio by the *Comité Escolar de Convivencia* or by any person who knows of situations that affect school coexistence.

The protocols and procedures of the Comprehensive Care Route indicated below consider the following postulates as a minimum:

- a) The disclosure of the facts by the administrators, teachers and students involved.
- b) The knowledge of the facts to the parents or guardians of the victims and of the generators of the violent acts.
- c) Alternative solutions will be sought in the face of the facts presented, trying to find spaces for conciliation, when appropriate, guaranteeing due process, the promotion of participatory, inclusive and solidary relations, co-responsibility and respect for human rights.
- d) Comprehensive care and appropriate follow-up is guaranteed for each case.
- e) Once this instance has been exhausted, situations of high risk of school violence or violation of sexual and reproductive rights of children and adolescents, which cannot be resolved by the means established in this *Manual de Convivencia* and require the intervention of other entities or instances, will be transferred by the KCP Director, in accordance with the decisions of the *Comité Escolar de Convivencia*, to the Colombian Institute of Family Welfare (*ICBF*), to family police stations, to the municipal or district attorney or to the Childhood and Adolescence Police, as appropriate.

**ARTICLE 86: PURPOSE, CONTENT AND APPLICATION OF THE PROTOCOLS OF THE COMPREHENSIVE CARE ROUTE.** The protocols of the Comprehensive Care Route shall be oriented to establish the necessary procedures to timely assist the educational community in situations that affect school coexistence and the exercise of human, sexual and reproductive rights. These protocols shall define at least the following aspects:

- a) The manner of initiation, reception and filing of complaints or information on situations that affect school coexistence and the exercise of human, sexual and reproductive rights.
- b) The mechanisms to guarantee the right to privacy and confidentiality of the documents in physical or electronic media, as well as the information provided by the people who intervene in the proceedings and all the information generated within the same, in the terms established in the Political Constitution, international treaties, in Law 1098 of 2006, in Statutory Law number 1581 of 2012, in Decree number 1377 of 2013 and other rules applicable to the matter.
- c) Mechanisms through which those who report situations that affect school coexistence and the exercise of human, sexual and reproductive rights are protected from possible actions against them.

- d) The strategies and alternative solutions, including among them the pedagogical mechanisms to take these situations as opportunities for learning and the practice of citizenship competencies of the Educational Community.
- e) The applicable consequences, which must obey the principle of proportionality between the situation and the measures adopted, and must be in accordance with the Constitution, international treaties, the law and the *Manual de Convivencia*.
- f) The manner of follow-up of the cases and the measures adopted, in order to verify whether the solution was effective.
- g) A directory containing updated telephone numbers of the following entities and persons: National Police, of the person responsible for security at the Municipality, District or Departmental Government Secretariat, Office of the Attorney General of the Nation Childhood and Adolescence Unit, Childhood and Adolescence Police, Family Defender's Office, Family Police Station, Police Inspector, Colombian Institute of Family Welfare (*ICBF*), of the nearest health post or hospital, Fire Department, Red Cross, Civil Defense, Legal Medicine, of the entities that make up the National System of School Coexistence, of the parents or guardians of the children and adolescents enrolled in KCP.

**PARAGRAPH:** The application of the protocols will take place in situations that arise from students towards other members of the Educational Community, or from other members of the Educational Community towards students.

**ARTICLE 87: GUARANTEE OF RIGHTS AND APPLICATION OF PRINCIPLES.** In all actions carried out within the framework of the various components of the Comprehensive Care Route, the application of the principles of comprehensive protection must be guaranteed, including the right not to be victimized again; the best interests of children and adolescents; the prevalence of rights; co-responsibility; the enforceability of rights; the gender perspective and the rights of children and adolescents of ethnic groups, as defined in articles 7° to 13 of Law 1098 of 2006. Likewise, the principle of proportionality must be guaranteed in the measures adopted in situations that affect coexistence, and the data protection contained in the Constitution, international treaties and Law 1581 of 2012.

**ARTICLE 88: CLASSIFICATION OF SITUATIONS THAT AFFECT 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 includes inadequately managed conflicts and those sporadic situations that negatively affect the school climate, and in no case generate damage to the body or health.
- b) **Type II Situations:** Situations of school aggression, bullying and cyberbullying, which do not have the characteristics of a crime and which comply with any of the following characteristics:

- That they occur repeatedly or systematically;
  - That causes damage to the body or health without generating any incapacitation for any of the parties involved.
- c) **Type III Situations:** Situations of school aggression that constitute alleged crimes against freedom, integrity and sexual education, referred to in Title IV of Book II of Law 599 of 2000, or when they constitute any other crime established in the current Colombian criminal law, correspond to this type.

**ARTICLE 89: PROTOCOL FOR ATTENDING TO TYPE I SITUATIONS.**

- a) Immediately bring together the parties involved in the conflict and mediate in a pedagogical manner so that they may present their points of view and seek reparation of the damage caused, restoration of rights and reconciliation within a climate of constructive relations.
- b) Establish the form of solution in an impartial, equitable and fair manner, aimed at seeking reparation for the damages caused, the reestablishment of rights and reconciliation within a climate of constructive relations. This action shall be officially noted.
- c) Follow up on the case and the commitments in order to verify whether the solution was effective or whether it is necessary to resort to the protocols set forth in the following articles.

**PARAGRAPH:** Students who have been trained as school mediators or conciliators may participate in the handling of these cases under the terms set forth in this *Manual de Convivencia*.

**ARTICLE 90: PROTOCOL FOR ATTENDING TO 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 officially noted.
- 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 officially noted.
- c) Adopt measures to protect those involved in the situation from possible actions against them, which shall be officially noted.
- d) Immediately inform the parents or guardians of all students involved, which action shall be officially noted.
- e) Generate spaces in which the parties involved and the parents or guardians 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 determine

- the consequences applicable to those who have promoted, contributed or participated in the reported situation.
- g) The President of the *Comité Escolar de Convivencia* will inform the other members of this committee about the situation that occurred and the measures adopted. The committee will analyze and follow up, in order to verify if the solution was effective or if it is necessary to resort to the protocol set forth in the following article.
  - h) The *Comité Escolar de Convivencia* will leave a record in minutes of everything that happened and the decisions adopted, which will be signed by all the members and participants.
  - i) The President of the *Comité Escolar de Convivencia* will report the information of the case to the application that has been implemented for this purpose in the *Sistema de Información Unificado de Convivencia Escolar* (Unified Information System of School Coexistence).

#### **ARTICLE 91: PROTOCOL FOR ATTENDING TO 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 officially noted.
- b) Immediately inform the parents or guardians of all students involved, which action shall be officially noted.
- c) The President of the *Comité Escolar de Convivencia* will immediately and by the most expeditious means, bring the situation to the attention of the competent authorities, whose action will be officially noted.
- d) Notwithstanding the provisions of the previous numeral, the members of the *Comité Escolar de Convivencia* will be summoned according to the terms established in this *Manual de Convivencia*. A record of the summons will be made.
- e) The President of the *Comité Escolar de Convivencia* 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 *Comité Escolar de Convivencia* will immediately adopt KCP's own measures aimed at protecting 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 officially noted.
- g) The President of the *Comité Escolar de Convivencia* will report the information of the case to the application that has been implemented for this purpose in the *Sistema de Información Unificado de Convivencia Escolar*.
- h) Cases submitted to this protocol will be monitored by the *Comité Escolar de Convivencia*.

## **TITLE VI: INSTITUTIONAL EVALUATION AND PROMOTION SYSTEM**

**ARTICLE 92: DEFINITION.** KCP's assessment of student learning is the continuous, comprehensive, systematic, flexible, interpretive, participatory, formative, and objective process for assessing the level of performance of students at the Elementary and High School levels.

**ARTICLE 93: PURPOSES OF INSTITUTIONAL EVALUATION.** The following are purposes of the evaluation of KCP students:

- a) To identify the student's personal characteristics, interests, developmental rhythms and learning styles in order to assess their progress.
- b) To provide feedback to consolidate or reorient the educational processes related to the student's integral development.
- c) provide information that allows for the implementation of pedagogical strategies to support students who show weaknesses and/or superior performance in their formative process.
- d) To determine the promotion of students.
- e) To provide information for the adjustment and implementation of the institutional improvement plan.

**ARTICLE 94: EVALUATION AND PROMOTION CRITERIA.** The evaluations in KCP shall be:

- a) **CONTINUOUS:** They will be carried out in a permanent way, following up with the student, which allows observing the progress and the difficulties that arise in their educational process. The evaluation will be done at the end of each topic, unit, period, class, process, semester and at the end of the school year.
- b) **COMPREHENSIVE:** All aspects or dimensions of the student's development such as cognitive, social, emotional, moral, ethical and physical will be taken into account.
- c) **SYSTEMATIC:** They will be carried out taking into account pedagogical principles related to the aims of education, the objectives of each level of education, the mission and vision of the school, the standards of competencies of the different areas of knowledge, the standards , achievement indicators, curricular guidelines or scientific structure of the areas, the content, methods and other factors associated with the process of integral formation of the students.
- d) **FLEXIBLE:** It will take into account the developmental rhythms of the student in their different aspects of interest, abilities, learning rates, difficulties and limitations.



- e) **INTERPRETATIVE:** It will allow the student to understand the meaning of the processes and the results obtained, and together with the teacher to reflect on the scope and failures, in order to establish pedagogical corrective measures that will allow him/her to advance in the students' development in a normal way.
- f) **PARTICIPATIVE:** Involve students, their parents or guardians and teachers.
- g) **FORMATIVE:** They should influence the acquisition of knowledge, behavior and attitudes of students in the classroom, outside of school, at home and in the community in which they live.
- h) **OBJECTIVE:** They must be expressed with value judgments or with the numerical scale established by the Institution and must express their equivalence with the national evaluation scale and shall be carried out with impartiality, fairness and without any type of discrimination.

**ARTICLE 95: MEANS OF COMMUNICATING THE COMPREHENSIVE EVALUATION.**

All types of tests, projects and other activities that make it possible to verify the level of comprehension and analysis, the capacity for discussion, argumentation and, in general, the appropriation of concepts and their application, constitute forms of evaluation. Achievements are considered as the progress or advancements that are considered desirable, valuable, necessary in the development processes of the students. The communication of students' progress to parents and students themselves can be a form of comprehensive evaluation and can be done in the following ways:

- a) Communication between teachers, parents or legal guardians and/or students information systems, tt, e-mail, phone calls, among others.
- b) Permanent access consultation of online grades .
- c) Formal bimonthly report card conferences.
- d) Individual meetings with parents or guardians, as needed.
- e) Established meetings with all students and/or parents or guardians.

**ARTICLE 96: STUDENT SELF-EVALUATION.** The objective of self-evaluation is to form independent and autonomous students who have the ability to seek and acquire new skills, knowledge and understanding, capable of reflecting and identifying the next steps in their learning. One strategy for conducting self-evaluations is self-evaluations based on rubrics and/or assessment criteria.

**ARTICLE 97: ABSENCE DURING EVALUATIONS.** When a student does not present an evaluation and his absence is excused, in the terms of article 35 above, upon his return, the teacher of the subject will set a new date for the evaluation. In these cases, the parents or guardians and the student will be responsible for keeping up to date on the subjects covered in class and to prepare for the presentation of the evaluation on the date established by the teacher. An evaluation during an unexcused absence will result in a grade of 0 and may not be recuperated.

**ARTICLE 98: DELIVERY OF THE RESULTS OF THE EVALUATIONS.** The teacher must deliver the graded evaluations to the student within a reasonable period of time.

The teacher should make themselves available to discuss results with students if asked to do so, and be open to changing grades if applicable.

**ARTICLE 99: COMPLEMENTARY REINFORCEMENT ACTIVITIES.** Throughout the school year, students may take advantage of the counseling and reinforcement activities they require, led by their teachers during class time, or before or after class, in order to help them review or reinforce concepts learned and overcome the limitations that may be hindering their progress. The Counseling Department plays an important role in supporting students and following up with them. Those students who are repeating the year or are on academic conditional enrollment will have the support of their teachers, counselors and Principal. Students in grades 1st to 8th who persist with difficulties can be part of the ORC program.

The Optimal Resource Center (ORC) at Karl C. Parrish School offers psycho-educational support to our students with special/differentiated educational needs. Services cover all grade levels (Stem-12). The ORC offers different types of support depending on the specific need of each student. The referral process for a student to receive ORC services includes the involvement of the teacher, counselor, ORC specialists, parents and, if the circumstance warrants, outside professionals. The work plan for each student receiving ORC support is documented in individualized formats such as the Individualized Education Plan (IEP), Individualized Adjustments and Accommodations Plan (IAP), Individualized Plan of Reasonable Accommodation (PIAR) or Intervention Plan (IP).

According to Decree 1421 of 2017 (or the rules that complement or modify it) and other applicable rules on inclusive education, the School may ask parents or guardians to provide any corresponding medical, psychological, or other evaluations of students if the School determines students showcase any indications of learning, socio-emotional, psychological, physical or other difficulties.

**ARTICLE 100: PROGRESS REPORTS AND REPORT CARDS.** Parents or guardians should make use of the online monitoring system, Alma, to stay informed of the academic progress of their children. At the end of the semester an email is sent to parents with the report card for that period, and parent teacher conferences will be scheduled after progress reports. The dates of these meetings will be communicated in advance and attendance is mandatory. The report cards will have a clear, understandable structure and should provide comprehensive information about the student's progress.

**ARTICLE 101: COMPULSORY AND FUNDAMENTAL AREAS.** For the achievement of the objectives of basic education, compulsory and fundamental areas of knowledge and training are established. The groups of compulsory and fundamental areas that shall comprise a minimum of eighty percent (80%) of the curriculum, are the following:

- a) Natural sciences and environmental education.

- b) Social sciences, history, geography, political constitution and democracy. Education in Colombian history as a discipline integrated into the curricular guidelines of the social sciences should not affect the curriculum and hourly intensity in the areas of mathematics, science and language arts.
- c) Artistic and cultural education.
- d) Ethical education and human values.
- e) Physical education, recreation and sports.
- f) Religious education, which is established without prejudice to the constitutional guarantees of freedom of conscience, freedom of worship and the right of parents to choose the type of education for their minor children. In any case, religious education will be provided in accordance with the provisions of the statutory law that develops the right to freedom of religion and worship.
- g) Humanities, Spanish language and foreign languages.
- h) Mathematics.
- i) Technology and information technology.

In order to achieve the objectives of the academic Secondary education, the same areas of basic education mentioned above will be mandatory and fundamental, but at a more advanced level, in addition to economic and political sciences and philosophy.

#### **ARTICLE 102: GRADUATION REQUIREMENTS.**

<b>9th Grade</b>	<b>Credits</b>	<b>10th Grade</b>	<b>Credits</b>
English	1	English	1
Spanish	1	Spanish	1
Geometry	1	Algebra II	1
Biology	1	Chemistry	1
Physical Education/Health and Fitness	1	World History	1
Sociales/ Religion	1	Physical Education/Health and Fitness	1
Information Technologies	1	Social Sciences/Religion	1
<i>Art Elective</i>	1	<i>Art Elective - Information Technologies - Humanities</i>	1
<b>TOTAL CREDITS</b>	<b>8</b>	<b>TOTAL CREDITS</b>	<b>8</b>

11th Grade	Credits	12th Grade	Credits
English	1	English	1
Spanish	1	Spanish	1
Precalculus	1	Calculus	1
Physics	1	Social Sciences	1
US History	1	Science 12	1
Social Sciences/Philosophy	1	Philosophy/Ethics	1
Economic Sciences	1	<i>Art Elective-Deportes- Information Technologies -Humanities- Economy- Finances</i>	1
<i>Art Elective - Sports- Information Technologies -Humanities.</i>	1	<i>Senior Seminar</i>	1
<b>TOTAL CREDITS</b>	<b>8</b>	<b>TOTAL CREDITS</b>	<b>8</b>

As well, students must:

- Complete their Senior Project.
- Complete a minimum of 80 hours of community service in a program established by the School.
- Complete the *ICFES* (only for the Bachillerato diploma). The Principal might authorize concession of this requirement in exceptional cases.

A student who completes 12th grade with an insufficient number of credits to graduate has a grace period of two(2) years from the date of graduation to accumulate the missing credits. A maximum of two (2) credits may be accepted upon receipt of official transcripts from a duly accredited institution. If the two (2) year period expires, the ability to receive the graduation diploma is lost. No concessions will be made.

To participate in the graduation ceremony, students must be in good standing in all manners with the School.

#### **ARTICLE 103: TERMINOLOGY OF THE GRADES.**

DENOMINATION IN KCP	DENOMINATION IN COLOMBIAN LAW
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<b>Preschool</b>	Stem	<b>Educación Inicial</b>	<i>Maternal</i>
	Pre-Kinder	<b>Preescolar</b>	<i>Prejardín</i>
	Kinder		<i>Jardín</i>
1°	<i>Transición</i>		
<b>Elementary</b>	2°	<b>Primaria</b>	1°
	3°		2°
	4°		3°
	5°		4°
	6°		5°
<b>Middle School</b>	7°	<b>Secundaria</b>	6°
	8°		7°
	9°		8°
<b>High School</b>	10°	<b>Media</b>	9°
	11°		10°
	12°		11°

**ARTICLE 104: INSTITUTIONAL EVALUATION SCALE AND EQUIVALENCE WITH THE NATIONAL SCALE.** The School adopts the following evaluation scale, in which its equivalence with the national evaluation scale is indicated:

<b>Standards-based 4 point scale</b>	<b>4 Point Scale definitions</b>	<b>National Rating Scale</b>
<b>4</b>	Mastery: The student fully meets the expected learning objectives.	Superior Performance
<b>3</b>	Approaching Mastery: The student meets the expected learning objectives with minor misconceptions.	High Performance
<b>2</b>	Developing: The student partially meets the expected learning	Average Performance

	objectives with gaps in understanding.	
1	Not Meeting Expectations: The student does not meet the expected learning objectives due to significant gaps in understanding.	Low Performance
0	No Evidence: The student does not provide evidence for assessment.	No Evidence

**FIRST PARAGRAPH:** Activities or grades do not lead to grade level retention at the Preschool level, except when in agreement with parents or guardians. . Students will advance in their educational process according to their capabilities and personal aptitudes. The results of qualitative evaluations will be presented in descriptive reports that allow teachers and parents or guardians to measure the advancements in the integral formation of the student, the circumstances that are unfavorable for the development of processes and the actions that are necessary to overcome them.

**SECOND PARAGRAPH:** Student behavior and academic responsibility will be evaluated without it affecting their academic evaluation. This will be used to monitor and determine eligibility to be able to represent the School or be part of or continue to be in organizations of the Institution such as, but not limited to, Honor Society, STUCO, extracurricular teams among others. In accordance with this, the student may lose the right to belong to an organization or to represent the School, in or off campus, when they have a grade between of 1.0 - 2.0 in Behavioral and Academic Responsibility Matrices:

Academic Responsibility Matrix				
Characteristics of Success	4	3	2	1
	Almost Always	Consistently	Inconsistently	Rarely / Never
<b>Level of engagement in class</b>	I contribute proactively and positively to the learning in class. I use class time effectively to learn. I incorporate or build off of ideas of others.			
<b>Personal Responsibility- Own our choices</b>	I demonstrate academic honesty and integrity. I am prepared for class with assignments and the required class materials. I complete and submit assignments on time. I read and follow instructions for classwork and homework assignments.			
<b>Determination- Persevere despite the circumstances</b>	I recover from setbacks. I accept academic challenges. I aspire to academic excellence.			

Behavior Matrix				
Characteristics of Success	4	3	2	1
	Almost Always	Consistently	Inconsistently	Rarely / Never
<b>Listening Skills</b>	I listen attentively when others talk, both in class or in groups.			
<b>Respect for oneself, towards others and the institution</b>	I value the learning of others. I care about equipment and property. I follow class and school expectations. I follow safety procedures and protocols even when no one is looking.			
<b>Empathy</b>	I make others feel included. I offer others positive feedback. I listen to the ideas of others. I am patient with others.			

**ARTICLE 105: MANNER OF RECONSIDERING A GRADE.** Within three (3) school business days following the return of an evaluation or grade, the student and/or parent may submit written complaints related to said evaluation to the following instances, in their order:

- a) Teacher;
- b) Principal;
- c) Director.

Each instance has three (3) school business days to resolve complaints and must do so in writing.

**ARTICLE 106: ACADEMIC EXCELLENCE.** KCP supports the pursuit of excellence of its students with the programs and honors described below:

- a) Advanced Placement ("AP") (Grades 9-12): This demanding international academic program sponsored by the College Board (USA) prepares students in grades 9-12 in a specific subject so that, when entering national or international universities affiliated with AP, these subjects do not have to be taken by students, resulting in significant savings in both money and time for families, in addition to being an important recognition for the student.

AP students must:

- Have a good attendance record. An AP course is the equivalent of a first-year college course and progresses quickly. Missing class will often make it difficult to keep up.
- Have the approval of a teacher. This teacher must be in the same academic area as the AP course. For example, if you wish to apply for an AP math course, you will need a recommendation from your current math teacher.
- Have a strong academic record. (GPA- see below)
- Attend the practice tests as necessary.

All students should plan their course selection. If a student wishes to apply for an AP course, he or she must complete the AP application form by the April deadline of the previous school year. Students may apply to three (3) AP classes with one form.

To withdraw from a course, students must complete the following steps:

- Notify the AP coordinator of your decision.
- The withdrawal request should be sent to the following e-mail address: [collegecounselor@kcparrish.edu.co](mailto:collegecounselor@kcparrish.edu.co)
- The application can only be approved by the AP Coordinator and the Secondary Principal.
- The student's parents must notify by email their approval of the withdrawal from the class by email.
- This notification must be completed by the end of August of the current school year.
- Within the first month of school students may request to withdraw from an AP course. Withdrawal must be approved by the Principal.

#### Removal of AP courses

Students who do not comply with the following policies will be considered for removal from an AP course:

- Students who do not meet minimum expectations.
- Academic dishonesty.
- Late arrivals, unexcused absences, or truancy.

b) *Mu Alpha Theta*: To be eligible for *Mu Alpha Theta* students must have studied four (4) mathematics courses equivalent to Algebra I, Geometry, Algebra II and Pre-Calculus, whose average of the four (4) courses must be above 3.5 In addition, the student must enroll in the AP Calculus course in 11th grade and take the AP exam, for which the student must pay the fees. Additional requirements and policies are available in the High School office.

c) Valedictorian and Salutatorian: The Valedictorian distinction will be awarded to the Senior student with the highest GPA in grades 9-12, provided those grades have been taken and passed at KCP. The Salutatorian distinction is awarded to the Senior student with the second highest GPA in those grades.



There will be only one Valedictorian and one Salutatorian per class, so for these awards, the overall GPA calculation will be determined mathematically to the nearest thousandths.

Students who have completed grades in other schools may compete, and in the event of a tie in averages to the nearest thousandths, priority will be given to the student who has completed more grades at KCP.

- d) National Honor Society: The National Honor Society ("NHS") is a leading internationally established organization that brings together outstanding students who demonstrate academic excellence, leadership, service, and character. If a student does not maintain the required level of excellence in all dimensions of the NHS, he or she may be permanently withdrawn from the NHS. This organization will follow its internal bylaws.
- e) Honor Roll Policy: KCP recognizes high academic achievement of students at the end of each school semester. At the end of each semester, the grade point average (GPA) will be calculated for all Middle School and High School students.

#### Honor Roll

Students who maintain an overall class average of 3.5 - 3.7 in a semester will be placed on the Honor Roll. Additionally, students must maintain a clean record of disciplinary infractions and no more than two unexcused tardies or absences.

#### High Honor Roll

Students with an average of 3.71 or higher will be distinguished on the High Honor Roll. Additionally, students must maintain a completely clean record of disciplinary infractions and no more than 2 unexcused tardies or absences.

**ARTICLE 107: COMITÉ DE EVALUACIÓN Y PROMOCIÓN.** This is the body that meets to analyze the cases of students with low performance results at the end of each school term. Recommendations are made and commitments are agreed upon in terms of reinforcement and improvement activities. These recommendations are recorded in minutes that serve as evidence for future decisions on the promotion of a student.

**ARTICLE 108: CONFORMATION OF THE COMMITTEE.** The *Comité de Evaluación y Promoción* is formed by the section Principal, who presides as delegate of the Director, the students grade level teachers and a parent representative designated by the Principal.

**ARTICLE 109: CONDITIONS FOR PROMOTION.** At the end of the school year, the *Comité de Evaluación y Promoción* shall determine the situation of each student and, in particular, the situation of those who may not be promoted.

**ARTICLE 110: STUDENTS WHO MUST REPEAT THE YEAR.** A student may not be promoted to the next grade when:

- a) Obtains a low performance evaluation in three (3) or more subjects.
- b) Obtains a low performance evaluation in mathematics and language arts for two (2) or more consecutive grades.
- c) Fails two subjects and does not pass either of the two proficiency assessments the week prior to the start of class. This applies only to Secondary students (6th through 12th).
- d) When a student does not attend 15% of the classes (27 absences) he/she may not be considered for promotion, this will be determined by the Evaluation and Promotion Committee, except in the case of permission to represent the country (Decree 2845 of 1984), pedagogical, cultural, sports and/or academic outings that have been approved by the Vice Rector of each section. In these cases students must level up and complete all work and evaluations agreed upon.

**FIRST PARAGRAPH Remediation.** The remedial exams are given in August for Secondary students. This opportunity is offered to students who have an academic grade lower than 2.0 in any subject. Students who fail one or two subjects will be required to clear the subject(s) in the week prior to the start of classes. Students who fail two clearances fail the year. The final grade for a student who passes the remedial exam will be 2.0. If he or she fails the remedial exam, the final grade will be the original final grade they earned. No subject with a grade lower than 1.0 will be eligible. The cases of students considered for retention are presented to the *Comité de Evaluación y Promoción* who make the decision whether the student is promoted or not. A student may be promoted despite losing a subject, so it is up to the teacher to design a plan for the student to achieve a basic level of knowledge. The effective fulfillment of this plan, demonstrated by passing a proficiency exam, is necessary to pass the subject.

**SECOND PARAGRAPH:** In Elementary, the student who fails two (2) subjects, or who fails one (1) and has two (2) or more subjects below 2.0, will be placed under academic conditional enrollment during the following year. In case the student fails two (2) subjects again, without taking into account the failed subject, the student may be retained at the end of the year in which they are under academic conditional enrollment.

**ARTICLE 111: HIGH SCHOOL SUPPORT PROGRAMS (grades 6-12).** The following supports exist and may be used by any student, and are mandatory for those who are under academic conditional enrollment. These supports are not in sequential order:

- a) Remedial support outside of class hours, according to the office hours established by each teacher.
- b) The student will meet at least once a week with the teacher of each subject in which he or she is underperforming.
- c) Students should keep track of their work, projects and assignments.

- d) Students should meet regularly with their grade level counselor to verify progress and address other academic issues as identified by the student or counselor.
- e) A parent/student/teacher meeting will be held at the end of each evaluation period to determine progress and next steps.
- f) As well as their parents, students should regularly check their grades online to keep track of their progress.
- g) Students may receive extra help from their peers in low-performing subjects.

**PARAGRAPH: ACCESS TO ONLINE REMEDIAL COURSES.** In some limited cases and on an exceptional basis, and upon approval of the Principal, some Secondary students may access this type of class to meet the academic requirements of the School. Students should be guided only by the KCP recommended program and at their own cost. Students may take up to 2.0 credits in online courses. If remediation beyond the 2.0 credits is needed, the student must retake the courses provided at KCP.

Students may only take one course online at any given time. Lab science, AP courses, and other special courses cannot be made up online.

**ARTICLE 112: SUPPORT PROGRAMS FOR PRIMARY (grades 1-5).**

- a) Individual support in class.
- b) Additional support in small groups.
- c) Remedial support outside of school hours, at 7:00 a.m. or 2:30 p.m.
- d) Students with mild problems in class will be referred to the ORC for diagnosis and if found necessary, will be placed in the ORC at parent's expense.
- e) When, in the opinion of the school, the student's learning difficulties warrant it, parents will be recommended to seek an external professional.
- f) Parents will be regularly notified about their child's progress by phone, in person or online meetings.

**ARTICLE 113: FAILING GRADES.** When the School determines that a student cannot be promoted to the next grade level, for the first time, it must guarantee a place for the student to repeat said grade and thus continue with their formative process. However, if the student again fails the grade he or she is repeating (i.e., fails for the second time), the enrollment contract will be terminated, as indicated in Article 18 above. Students who are not promoted will be followed up on and given the necessary support in order to overcome the difficulties during the school year they are repeating.

**ARTICLE 114: EARLY PROMOTION.** During the first period of the school year, the Academic Council, with the prior consent of the parents, shall recommend to the *Consejo Directivo* the early promotion to the next grade for students who demonstrate superior performance in cognitive, personal and social development within the framework of the basic competencies of the grade level they are attending. The decision will be recorded in the minutes of the *Consejo Directivo* and, if positive, in the School record.

**ARTICLE 115: INFORMATION ON DECISIONS OF THE COMITÉ DE EVALUACIÓN Y PROMOCIÓN.** The decisions of the *Comité de Evaluación y Promoción* will be communicated timely in writing to the parents so that they may exercise their right of reply before the School administration.

**ARTICLE 116: PROMOTION WITH MISSED SUBJECTS.** When a student fails one or more subjects, but is promoted by the *Comité de Evaluación y Promoción*, their parents or guardians must abide by the recommendations of said committee regarding the help to be given during the vacation period as well as during the following year (extra classes, therapies, etc.) in order to facilitate his or her academic progress in the next School year.

**ARTICLE 117: ACADEMIC CONDITIONAL ENROLLMENT.** The student who fails one (1) or more subjects and who has been promoted by the *Comité de Evaluación y Promoción*, will enter the following grade level under academic conditional enrollment for at least one (1) semester. The aforementioned committee will review their progress each semester to determine whether or not they will remain at KCP or if their situation requires finding another school more in line with their needs.

## **TITLE VII: SCHOOL GOVERNMENT**

### **BODIES, FUNCTIONS AND FORM OF INTEGRATION OF THE SCHOOL GOVERNMENT**

**ARTICLE 118:** The school government of the Institution is made up of: a) *Consejo Directivo*, b) Parent Council, c) Student Council, d) *Comité Escolar de Convivencia*, e) Academic Council, f) Administrative Committee, g) *Comité de Evaluación y Promoción*, h) Director, i) *Personero*.

**ARTICLE 119: CONSEJO DIRECTIVO.** It is the maximum directive instance of the school government, in charge of resolving conflicts, adopting and approving the institutional regulations, and approving the annual plan. Its orientation is academic and administrative. As a minimum, it must be integrated by:

- Director, who chairs it.
- Two teacher representatives.
- A representative of the students.
- Two representatives of the parents.
- An Alumni representative.
- A representative of the Productive Sector.

It meets once per term or when the situation warrants.

**ARTICLE 120: PARENTS' COUNCIL.** The Parents' Council is an organ of parental participation designed to channel information about the services, programs and policies provided by the school, express parental concerns and ensure the continuous participation of parents in the educational process, in order to improve the quality of the service.

The Parent Council will be made up of one representative from each grade offered by the School, appointed by the parents within thirty working days following the beginning of the school year.

**ARTICLE 121: THE STUDENT COUNCIL.** The Student Council (STUCO) is the body that ensures and guarantees the continuous exercise of participation by the students. It is composed of a spokesperson from each of the grades offered by the School. Candidates for this Council must be role models for other students in disciplinary and academic aspects, and their candidacy must be approved by the respective Principal.

**ARTICLE 122: COMITÉ ESCOLAR DE CONVIVENCIA.** The composition, functions and operation of this committee are regulated in Title V of this *Manual de Convivencia*.

**ARTICLE 123: ADMINISTRATIVE COMMITTEE.** This is an advisory group to the Director's Office for academic-administrative decision-making. It is formed by the Director who presides over it and may include: the Principals, Business Manager, Heads of areas, Counselors, Teachers and/or any other person determined by the Director.

**ARTICLE 124: COMITÉ DE EVALUACIÓN Y PROMOCIÓN.** The *Comité de Evaluación y Promoción* meets in order to analyze persistent cases of overachievement or insufficiency in the attainment of achievements and to define the promotion of students. The evaluation of students is continuous, comprehensive and qualitative and is expressed in descriptive reports that respond to these characteristics.

**ARTICLE 125: STUDENT PERSONERO.** The student *Personero* is a student in the last grade level, elected by the students of Secondary and Middle School, by secret ballot, within thirty calendar days following the day classes begin. The *Personero* is in charge of promoting the exercise of the students' duties and rights enshrined in the Political Constitution, laws, regulations and the *Manual de Convivencia*.

The *Personero* must maintain good academic performance and high standards of behavior. In the event that the elected *Personero* does not meet these requirements, the student who placed second in the voting will replace him or her, provided they meet the requirements.

**ARTICLE 126: DIRECTOR.** He or she is the highest administrative, academic and disciplinary authority of the School and may delegate the latter two functions to their Principals. Their ultimate purpose is to enforce the Mission and Vision of the School guided by the Institutional Educational Project (*PEI*).

## **TITLE VIII: KCP ATHLETICS HANDBOOK**

### **CHAPTER SIXTEEN: GENERAL**

**ARTICLE 127: INTRODUCTION.** The Physical Education Department of the School has conceived the Athletics Handbook (KCP Athletics Handbook) in order to increase and stimulate the psychosocial skills of its students and to enhance the development of socialization factors as they engage in various sports disciplines. In this way, students will have the opportunity to discover and experience new possibilities for social interaction, both on and off the playing field, while representing the Institution - and the ideals it embodies - with pride and altruism. At the same time, it should be noted that the Athletics Handbook also seeks to encourage students' academic responsibility in the context of their athletic performance. In other words, every student must make a priority effort to manage his or her academic performance in the classroom so that it does not interfere with his or her sports practices, competitions or games and vice versa. Consequently, it is essential that each KCP athlete recognizes the sense of responsibility inherent in his or her status. That is to say, belonging to a team that represents the school in any discipline and sporting event is a privilege that is not granted by chance, but by the grace of their effort and virtue.

This Athletics Handbook is designed to support student athletes by providing guidelines, procedures and expectations that will lead to an enjoyable and successful experience in academics, athletics and life in general.

**ARTICLE 128: MIDDLE SCHOOL SPORTS ACTIVITIES.** These activities are divided into three (3) stages:

- a) Pre-season stage: It runs from August to early November. During this period, all interested students may participate without exception. The only requirement is that they meet four fundamental requirements known by its acronym "4P": Practice, Play, Pay, Passing, i.e.: participation in training sessions, attendance at games, compliance with payments, academic performance and disciplinary performance. In the case of local tournaments, all students can participate. As for tournaments organized outside the city, if the number of students participating in the teams is large, the coach of each discipline, as established in this Athletics Handbook, will be the one who chooses and defines the participants.

General aspects of the preseason stage:

- Practices are held immediately after the end of the class schedule. There are three (3) sessions per week.

- Athletes must fully comply with the 4Ps as a requirement to be selected and remain on the team.
  - Students on academic or disciplinary conditional enrollment are not eligible to participate in games or tournaments, although they may participate in practices.
  - All rules of the Athletics Handbook apply during all stages of the process without exceptions.
- b) Seasonal stage: It begins between the months of November and March. In this phase only those students who have been chosen in the selection tests by the Coaches in the month of November participate. The chosen students must maintain the condition of complying with the 4Ps in order to remain on the team.

General aspects of the seasonal stage:

- The trial tests for the selection of Middle School athletes take place during the month of November of the School year.
  - An athlete must attend the selection trials in order to be chosen to participate during the tournament season.
  - Athletes may not be on academic or disciplinary conditional enrollment in order to participate in games or tournaments (although they may participate in practices).
  - Those students who are interested in being part of the teams in more than one sport discipline must attend the required selection tests. If they are considered for more than one specialty, such students must explicitly state a preference in writing. The above is in order to confirm whether or not they are available to participate in competitions in both sports in case there are simultaneous games. If so, the student will be notified.
  - Athletes selected for a team who are injured or whose physical condition prevents them from trying out on the established days, must meet with the Coach and Athletic Director to discuss their situation. As a requirement, the student must present the corresponding medical certificate.
  - Practices are held immediately after regular class hours.
  - In total, there will be four (4) practices per week.
  - Once an athlete is selected, they must meet the 4Ps to remain on the team.
  - All rules of the Athletics Handbook apply during the season.
- c) Post-season stage: It runs from the end of March through the month of May. All students may participate without restriction. In case of local tournaments all students may join. As for out-of-town tournaments: if the number of students participating in the teams is large, the coach, in accordance with the provisions of the Athletics Handbook, will choose the students to participate. In any case, all students must comply with the 4Ps.

General aspects of the postseason stage:

- Practices take place immediately after the end of the school day.
- There will be three (3) practices per week.
- Athletes must follow the 4Ps to remain on the team.
- Athletes may not be on academic or disciplinary conditional enrollment to participate in games or tournaments, although they may practice.
- All rules of the Athletics Handbook apply during all stages of the process.

**ARTICLE 129: PROTOCOL FOR SELECTING ATHLETES FOR PARTICIPATION IN TOURNAMENTS DURING THE PRESEASON AND POSTSEASON OUT-OF-TOWN STAGES.** When Secondary sports teams are invited to attend out-of-town tournaments during the preseason and postseason stages, the following process will be implemented to determine which students participate:

- a) Students in grades 7 and 8 who comply with the 4P's and all other rules set forth in the Athletics Handbook may participate.
- b) If the number of 7th and 8th grade students does not complete the required number of students as stipulated by the organization, 6th grade students will be chosen who meet the 4P's and the totality of regulations provided in the Athletics Handbook, as well as the criteria and expectations of the Coach in charge.
- c) The Coach responsible for each team will be in charge of the selection of 6th grade students who fulfill the 4Ps, replacing a 7th or 8th grade student. Taking into account, in first instance, the non-fulfillment of the 4Ps by the 7th or 8th grade student and in second instance the athletic aspect. This is due to the large number of athletes participating in the preseason and postseason, and for organizational purposes, not all athletes can travel.
- d) Students who present a medical excuse and/or who do not participate in physical education class will not be allowed to participate in any practices or games held that same day.

**ARTICLE 130: HIGH SCHOOL SPORTS ACTIVITIES.** The process for High School sports activities is divided into two (2) stages:

- a) Seasonal stage: Starts in August and ends in November after the Binational Games. The calls for applications begin in August for all interested students. The Coach selects those students who will be part of the teams. Only students who are chosen by the Coach in the selection tests participate in this phase. Students must comply with the 4Ps.

Trial process:

- All tryouts for the selection of High School athletes take place during the month of August.
- An athlete must attend the selection trials in order to be selected to participate during the seasonal period.
- Students who are on academic or disciplinary conditional enrollment will be ineligible to participate in the selection process.



- Athletes may try out for more than one sport, but must choose which will be the primary sport. If it is feasible for an athlete to perform in both during a competition, they will be notified well in advance.
- Athletes who are affected by an injury that prevents them from participating in the selection trials on the established days, must meet with the Coach and Athletic Director to discuss their situation. As a requirement for such a meeting, the student must present the medical excuse.

General:

- Practices take place at 4:15 p.m.
  - There will be four (4) practices per week.
  - Once an athlete is selected as a member of a team, he or she must meet the 4Ps to remain on the team during the seasonal phase.
  - All rules of the Athletics Handbook shall apply during the season phase.
- b) Post-season stage: From January to May. This stage is open to all students who wish to participate. Students must comply with the 4Ps. The students who overcome the condition of academic and/or disciplinary conditional enrollment, may participate in the postseason phase, both in training, tournaments and games. Students who continue with academic or disciplinary conditional enrollment may participate in practices but not in tournaments or games.

General:

- All students are eligible to participate (no tryouts), however, priority for tournaments and games will be given to those who were selected during the seasonal stage and who continue to meet the 4Ps.
- Students who were not selected but continued to practice may be considered for selection to the team as long as there are available spots on the team. This is at the Coach's discretion.
- A Coach may promote 8th grade Middle School student-athletes to High School teams at this stage of the process, as long as these Middle School students have been participating with their respective team in the in-season stage.
- Practice takes place at 4:15 p.m.
- Three (3) practices per week will be carried out.
- Athletes must follow the 4Ps to remain on the team during the postseason.
- Athletes may not be on academic or disciplinary conditional enrollment to play in the postseason, but will be allowed to practice.
- All rules of the Athletics Handbook shall apply during the postseason.

**ARTICLE 131: STUDENT ATHLETE BEHAVIOR AND EXPECTATIONS.** The most important tool in developing or maintaining competitive teams, with a winning spirit and a successful sports program, is the ability and willingness to commit. It is impossible for a sports team to be successful without commitment from all stakeholders: Coaches, athletes, parents, super fans and referees. For an athlete to be part of a team and fulfill

his or her commitment, all stakeholders must meet the 4Ps. Coaches use this system of criteria to determine who plays, and who participates in tournaments during the school year.

**ARTICLE 132: 4P POLICY.** As stated above, the 4P policy comprises the following aspects:

a) **Passing** (grades and behavior):

- First and foremost, athletes must be students and then athletes. Therefore, they must have good grades and demonstrate good behavior. Academic performance will be verified in the following manner: i) Each athlete must fill out the grade report by the middle of each quarter; ii) At the end of the first quarter, students who have one or more failed subjects will not be allowed to participate in games or tournaments during the following quarter; iii) At the end of the second quarter, students who have one or more failed subjects from the second quarter and/or one or more failed subjects from the first semester, will not be allowed to participate in games or tournaments during the following quarter; iv) At the end of the third quarter, students who have one or more failed subjects will not be allowed to participate in games or tournaments during the following quarter.
- If a student fails one or more subjects according to the above criteria, they will not be allowed to participate in any event that takes place during the following quarter. However, this athlete may still practice (if they make the team) and is expected to do so if he or she plans to participate after correcting this situation. These students who have failed one or more subjects, who are interested in playing after overcoming this situation, must complete a grade report every two weeks during this process. Teachers have the authority to request students not attending practice to go to office hours as well.
- Regarding behavior, students are expected to be well behaved at school and during extracurricular activities. Behavior will be reviewed weekly and decisions will be made if necessary. Those students who have been disciplinarily sanctioned for a minor disciplinary offense will have a meeting with the Coach, Athletic Director and the person in charge of the discipline area to discuss the situation. A second disciplinary sanction will have the immediate effect that the student will not be able to participate in games or tournaments for the remainder of the quarter, although he or she will be able to participate in practices. It will be the Athletic Director's decision whether or not the restriction will continue for the following quarter. This process is renewed every trimester.

b) **Payments:** All students who are part of a team must pay the corresponding fees for the tournaments that require it. Payments must be made before the

start of the event. If the student is prevented from playing for one of the reasons stated in the Athletics Handbook, and has already paid the registration fee, there will be no refund if there is no alternate player on the team to replace them.

- c) **Practices (Attendance):** All athletes must attend all scheduled practices. Failure to attend practices may result in poor playing time in a game, failure to attend Binational Games and other tournaments, or exclusion from the team. Excused non-attendance at practice will result in the student being subject to loss of a starting position and being demoted from the team's starting line-up to an alternate. Students must attend School in order to participate in practices. If a student does not attend School, they cannot participate in practices.
- d) **Playing (Attendance):** Athletes must play in every scheduled tournament or game, unless the student has an excuse such as: attending a School function or medical excuse. Failure to attend games may result in an athlete not participating in the next games, a student being moved from primary to alternate on the team, and consequently, not attending the Binational Games or other tournaments. When there are games on Saturday, the student must attend School the day before (Friday) in order to participate in this game. A full day attendance is defined as a minimum of three (3) classes attended. An athlete must commit to participate in a tournament completely in order to be eligible to participate in the tournament, as in no case is it allowed to attend only a part or fraction of the tournament.

**ARTICLE 133: BINATIONAL GAMES IN MIDDLE SCHOOL.** The most valuable sporting event of the year is the Binational Games. There are Binational Games for High School in November and Binational Games for Middle School in March. The Binational Games are always held during the seasonal stage. The following information pertains to the process and expectations of athletes and parents for the Binational Games:

- a) **Date:** March of each year.  
**Location:** One city is chosen each year.  
**Process:** Trial tests, meetings with parents, meetings with students, signing of contracts, payments made by parents (installment payments with an amount depending on the total cost of the trip), strict adherence to and compliance with the 4Ps and all rules of the Athletics Handbook.
- b) **Athletes.** To be eligible for the Middle School Binational Games, an athlete must:
  - Have passed all the subjects of the second trimester.
  - Have passed all first semester courses.
- c) A student who has failed a subject in the first quarter may participate in the Binational Games under the following conditions:

- If a student fails one (1) or more subjects during the first quarter, he or she may participate in practices and tryouts during the second quarter, but may not play in games or tournaments in the second quarter.
  - This student must work hard to make up his or her grades and pass all first semester subjects in order to be eligible for the Binational Games.
- d) **Behavior.** As mentioned above, students must exhibit good behavior at school, as well as in extracurricular activities. Students' behavior will be reviewed weekly and decisions will be made if necessary. Those students who have been disciplinarily sanctioned for a minor disciplinary offense will have a meeting with the Coach, Athletic Director and the person in charge of the discipline area to discuss the situation. A second disciplinary sanction will result in an automatic suspension from the team. This suspension means no play for the remainder of the quarter and the Athletic Director will decide whether or not the suspension will continue for the next quarter, although the athlete will be able to participate in practice. As a result, there is a possibility that an athlete will not participate in the Binational Games.
- e) Alternates:
- A number of substitutes are chosen for each team.
  - The substitutes go through the same process as the rest of the starting team.
  - Alternates must meet the 4Ps as well as those athletes selected for the team. If one of them does not follow any of the expectations cited in the Athletics Handbook, an alternate will assume his or her position and the first will move to the list of alternates.
  - From the time the team is announced until the issuance of the final roster for the Binational Games, Coaches will be updating alternates and notifying athletes and parents of changes made at the end of each School week.
  - Alternates may be changed until the final date, which is typically published a few weeks before the Binational Games begin.
  - Those students who are on the list of substitutes on the dates established for the final list for the Binational Games will be reimbursed.

**ARTICLE 134: BINATIONAL GAMES IN HIGH SCHOOL.** The most valuable sporting event of the year is the Binational Games. There are Binational Games in High School in November. The Binational Games are always held during the in-season. The following information pertains to the process and expectations for athletes and parents for this tournament.

- a) Date: November of each year.  
Location: One city is chosen each year

Process: Trial tests, meetings with parents, meetings with students, signing of contracts, payments made by parents (installment payments with an amount that depends on the total cost of the trip), compliance with the 4Ps and all the rules of the Athletics Handbook.

- b) **Athletes:** To be eligible for the High School Binational Games, each athlete must pass all subjects in the first quarter. If an athlete fails at least one of these, they cannot participate in the Binational Games.
- c) **Behavior:** As mentioned above, students are expected to be well behaved at school and during extracurricular activities. Behavior will be reviewed weekly and decisions will be made if necessary. Those students who have been disciplinarily sanctioned for a minor disciplinary offense will have a meeting with the Coach, Athletic Director and the person in charge of the discipline area to discuss the situation. A second disciplinary sanction will result in an automatic suspension from the team. This suspension means no play for the remainder of the period and the Athletic Director will decide whether or not to continue the suspension for the next quarter, although the athlete will be able to participate in practice. As a result, there is a possibility that an athlete will not participate in the Binational Games.
- d) Alternates:
  - A number of substitutes are chosen for each team.
  - The substitutes go through the same process as the rest of the starting team.
  - Alternates must meet the 4Ps as well as those athletes selected for the team. If an athlete who is on the team does not follow one of the 4Ps and/or Binational Games expectations outlined in the Athletics Handbook, an alternate will move to their position on the team and the other student will become an alternate.
  - From the time the team is announced until the final roster for the Binational Games, Coaches will be updating alternates at the end of each school week and notifying both athletes and parents of changes made.
  - Alternates may be subject to change until the final date (i.e., usually a few weeks before the start of the Binational Games).
  - Those students who are on the list of substitutes by the final date of submission of the final list to the Binational Games will be reimbursed.

**ARTICLE 135: STRIVE FOR VICTORY WITH HONOR.** To strive for victory with honor is the fundamental component of an athlete's sporting activities and experience. Its importance surpasses that of winning. KCP follows and promotes the values of Victory with Honor and the six ethical pillars of ***Character Counts!*** Athletes who demonstrate poor sportsmanship and character and engage in conduct that constitutes disciplinary misconduct in accordance with the Student Handbook may be subject to the disciplinary

authority of the school. In addition, athletes who demonstrate altruistic sportsmanship will be recognized and honored for their efforts.

- a) By virtue of the above, KCP athletes, prior to practices or games shall:
- Shake hands with opposing athletes.
  - Refrain from using inappropriate language.
  - Arrive at the practice or game time agreed upon by the Coach.
  - Sleep at the time agreed upon by the Coach or Athletic Director in hotels when participating out of town.
  - Communicate positively and work together with teammates.
  - Refrain from discussions and criticism.
  - Listen to the directions of the Coach and Referees before, during and after practice or the game.
  - Keep the area where they are located clean, neat and tidy.
- b) Likewise, KCP athletes, during practices or games shall:
- Refrain from using inappropriate language.
  - Respect the Coach, Referee, teammates, and opposing players.
  - Show solidarity with people in need of help.
  - Teamwork.
  - Refrain from arguing and criticizing others.
- c) KCP athletes, after practices or games shall:
- Shake hands and show respect for opposing athletes.
  - Refrain from using vulgar and inappropriate language.
  - Maintain positive comments about the game.
  - Refrain from arguing, offending and/or criticizing others.
  - Listen to the Coach's cues in the post-game talk.
  - Keep the living quarters and dressing rooms clean after practice or after the game.
  - Sleep at the time agreed upon by the Coach or Athletic Director in hotels when participating out of town.
- d) KCP athletes, between games or watching games shall:
- Respect all people involved in the event.
  - Keep the environment neat and tidy after practice or play.
  - Refrain from using inappropriate language.
  - Comply with the rules at all times, on the bus, at the hotel and at school.
  - KCP will not tolerate harassment, intimidation or aggression towards other athletes, Coaches, or assistants involved in a sporting event.

## **CHAPTER SEVENTEEN:**

## **NUTRITION**

**ARTICLE 136: NUTRITION.** For an athlete to be successful in sports, he or she needs proper nutrition, not just on game days or practice days, but every day. Listed below are a list of suggestions for athletes to have a balanced nutrition.

- a) Game Day Nutrition. Athletes are recommended and expected to do the following:
  - Eat a healthy and satisfying breakfast.
  - Eat a full lunch while at School.
  - Maintain good hydration throughout the day to stay fit for sports activities.
  - Eat a healthy snack before the game.
  - Have a healthy dinner after the game.
  
- b) Nutrition on non-game days. Students are urged to follow the following recommendations:
  - Eat a healthy and satisfying breakfast.
  - Take a full lunch during the time at the School.
  - Maintain hydration throughout the day to stay in optimal condition for training.
  - Eat a healthy snack before practice.
  - Eat a healthy dinner after each practice.
  
- c) Students should not eat fast food or junk food or unhealthy foods with no nutritional value before a practice or game. They are also not allowed to drink unhealthy beverages such as soda. Failure to adhere to the recommendations may result in the student's playing time being reduced or even omitted from a game.

## **CHAPTER EIGHTEEN: SUPERFANS**

**ARTICLE 137: SUPERFANS.** During the school year, students will have the opportunity to support their fellow students during sporting events. The sense of belonging and sportsmanship can be expressed by students and parents who wish to encourage and positively support players and Coaches, because when athletes are supported their performance on the field improves and they feel more motivated. Students are invited to attend competitions that occur after school. There will be some competitions during school hours, and students can go to support their teams.

- a) In order for students to be eligible to be a Superfan, they must follow the following guidelines:
  - Be in the games area, cheering on the teams.

- If they are missing one or more subjects, they must attend classes on game days if requested by one or more teachers.
  - Refrain from selling your Superfan T-shirt to others.
  - All Superfans must attend the first period in their classroom, where they will take attendance and receive instructions. Superfans must arrive at school on time. Students who arrive late are not allowed to be Superfans.
  - Superfans with a negative attitude, or who are not in the right place in sports arenas, may be sent back to class for the rest of the day.
  - Superfans: (i) do not bother or interact with the teams that are playing; (ii) do not make negative comments or yell at the referees; (iii) do not stand in the technical area of the teams; (iv) collaborate with the cleanliness, pick up if there is trash and put it in the trash can; v) show pride in keeping the spaces clean; vi) accept the philosophy of supporting their team; vii) do not attack or offend the opposing team and accept all the decisions of the game referees; viii) show solidarity for an injured player regardless of which team he or she is from; ix) support Coaches in teaching sportsmanship and thank Coaches for their time and help; x) recognize that attending games, as a Superfan is a privilege; xi) refrain from verbally harassing players, Coaches, referees, and the opposing team; xii) refrain from entering the court without authorization; xiii) respect teams, Coaches, and referees after the game regardless of the outcome.
- b) KCP prides itself on running programs with integrity. This includes players, Coaches, parents, fans, administration, and all supporters of KCP Athletics. Failure to follow the above guidelines will result in the following consequences:
- Loss of attendance privileges for one or more games.
  - Not being permitted to attend games or contests when KCP teams are playing.

## **CHAPTER NINETEEN: PARENTS**

**ARTICLE 138: PARENTS.** Parents play an important role at KCP in achieving a successful athletic program. Parents are encouraged to positively support their athletes as much as possible, to attend games and tournaments; to talk about practices and games, and to discuss important topics such as teamwork and sport specific information. The following information describes the value and critical role parents play in each athlete and in the success of the team.

- a) Communication with trainers:
- All Coaching staff is encouraged to maintain open lines of communication with athletes and their families. The School will do its best to provide all



essential information required to successfully manage the time and commitment to the Athletic Program.

- Many times, parents will have questions and feel the need to meet with their child's Coach.
- Coaches are professionals, making decisions based on what is best for the entire team, taking each member into consideration. Coaches work hard, coach because they love working with children and realize the positive benefit of participation in the sport. Parents are expected to respect the Coach at all times.

b) Parents are invited to discuss:

- The progress of their children and provide them with the tools to improve.
- Concerns regarding their child's behavior.
- The trainer's philosophy.
- Coaches' expectations and their child's role on the team.
- Team rules and policies.
- Disciplinary offenses committed by their child.
- Ways in which they can help the team (*booster parents*).

c) Parents should not encourage discussions about:

- The child's playing time in a game.
- The training strategies used by the trainer.
- The systems employed by the Coach in a game.
- Decisions made by the Coach in a practice or a game.
- Matters, both athletic and personal, involving a student other than their child.

d) Communication procedure:

- The student contacts the Coach or the Coach contacts the student to discuss a situation of nonconformity that has arisen.
- If no agreement is reached, the athlete or Coach should contact the Athletic Director.
- In the event that non-conformance persists, the parent should contact the corresponding section School Office and request an official meeting with the Coach and Athletic Director.
- If the disagreement continues, the Athletic Director should contact the corresponding section Principal and request a meeting with the parent.
- If the situation persists, a meeting will be arranged between the parent, the Coach, the Athletic Director, the section Principal and the School Director.

e) 24-hour rule:

- Communication with Coaches is more productive when an appointment can be arranged to discuss a specific issue. Parents who have any disagreement about a sports-related issue should request an appointment taking into account the above protocol in order to solve or clarify any situation. It should be noted that any problem is not solved before or after the game, as this is the most emotional time for all parties involved and it is not the time for a meeting about specific problems with an athlete. It is recommended and expected that all parents follow the 24-hour rule. That is, wait 24 hours after a game before inquiring about any decision that is deemed pertinent. It is recommended that the emotional factor be respected and taken into account when there is a need to discuss any issue with any Coach.
- f) The ideal sports parent:
- Attends sporting events and positively supports their athletes.
  - Attends parent meetings of the sports program.
  - Understands the rules of the games and practices.
  - Counsels and supports their child after losing a game.
  - Sees beyond winning and losing, and values their child's performance and experience.
  - Believes in their child but is also realistic about where they are and how far they might go in the future.
  - Gives their child ownership and responsibility within their sport by allowing them to be heard and considers their child's opinion and thoughts.
  - Takes into account the big picture and understands why they are investing in their child's sport and all the benefits their child can gain from it.
- g) For more information, or to contact KCP Athletics, visit [kcparrish.edu.co](http://kcparrish.edu.co) and under the athletics section you will find the following information:
- Athletic Director and Coaches contact information.
  - Calendar of events.
  - Practice schedules or cancellation of practices.
  - Social media.

## **CHAPTER TWENTY: BEING A KCP ATHLETE**

**ARTICLE 139: KCP ATHLETE.** Being an athlete at KCP is something our students should be proud of. To be representing the KCP community at all times, playing for the Educational Community is something that should be taken very seriously. The excitement, energy and passion for what they do every day is something athletes should find within themselves. Not only should they support and cheer their own teammates, but also those on other KCP teams.

**ARTICLE 140: CAPTAINS.** The Coach shall be the person in charge of deciding the process of choosing team captains. The number of captains for each team shall be determined by the Coach. Team captains must be positive leaders on their team and their behavior must be exemplary: be on time for practices and games, work hard, respect all people, and motivate others to improve and commit to the intended purposes and goals. If the chosen captain does not meet the established expectations, the Coach may change him or her. The captain should meet periodically with the Athletic Director.

**ARTICLE 141: TEAMMATES.** KCP athletes, in front of their teammates, shall:

- a) Support each individual regardless of age, ability and personality.
- b) Work hard to improve not only their capabilities, but also to push others on their team to improve theirs.
- c) Encourage respect and responsibility of their teammates, questioning their absences and inviting reflection on the consequences of their absences or lack of commitment to improve.
- d) Promote a warm and familiar atmosphere among team participants, socializing and respecting each other on and off the playing field.
- e) Recognize the performance of teammates when they do something positive or when they are successful.
- f) Offer assistance, support and advice to colleagues in order to prevent them from making incorrect and negative decisions.
- g) Establish a strong work-study relationship, so that this is represented in academic achievements and that these extend to the courts.

## **TITLE IX: CHILD PROTECTION MANUAL**

### **CHAPTER TWENTY-FIRST: CHILD PROTECTION POLICY**

**ARTICLE 142.** The School understands its responsibility to safeguard the welfare of children and adolescents ("NNA") in its care. Abuse and neglect of children and adolescents are violations of their human rights and affect their physical, emotional and mental development. As an international school community, students can be particularly vulnerable to abuse because their nature often requires secrecy, isolation and limited access to supportive resources. KCP has a duty to intervene forcefully and proactively when this situation arises.

The School is fully committed to the safety and security of the *NNA* in its care. For this reason, immediate action will be taken when a *NNA* is a victim or at risk of becoming a victim. As educators, teachers and administrators are present in the lives of *NNA* and

are in an advantageous position to identify *NNA* who may be in need of help and protection. This creates a professional and ethical obligation to support those in need and drives us to follow a path that will ensure that *NNA* and their families have the services necessary to prevent or correct situations of abuse and neglect.

**ARTICLE 143.** All School personnel have the obligation to report suspicions of child abuse or neglect. When this happens, the actions foreseen in the present Title of the *Manual de Convivencia* will be set in motion.

The School complies with both national and international regulations regarding the protection of the rights of children and adolescents. KCP students should feel safe and protected by the Institution if abuse or neglect of any kind appears in their lives. The School will continually review this Child Protection Handbook, teach students appropriate skills and knowledge related to abuse and neglect, train staff annually on their responsibilities and course of action for cases of abuse and neglect, be alert to situations where abuse and/or neglect appear or there is a threat of them, and apply strict hiring practices as much as possible to ensure the safety of *NNA*. If any staff member has been reported as an alleged abuser, the School will conduct a full investigation following a carefully determined course of due process.

**ARTICLE 144.** Parents of KCP students are expected to work closely with the School and follow the policies adopted by the School. It is of utmost importance to have a close relationship between the School and parents to ensure the highest level of safety and protection for the students.

**ARTICLE 145.** To fulfill its promise to protect *NNA* from abuse, exploitation and neglect, KCP has adopted child protection policies and procedures that include:

- a) This *Manual de Convivencia* that applies to all members of the KCP community and includes all the regulations of the "National System of school coexistence and training for human rights, education for sexuality and the prevention and mitigation of school violence".
- b) Professional Boundary and Social Network Use Policies that outline explicit expectations for healthy interactions between adults and children.
- c) Shared definitions and understandings related to abuse, exploitation and neglect.
- d) Consistently applicable procedures for reporting and responding to suspicions or allegations.
- e) Training and education related to child protection for all students, families and staff.
- f) Diligent screening and selection of all new and existing staff, teachers and volunteers.

**ARTICLE 146.** Child protection is a complex issue that involves the dynamics of children and adolescents, family systems and the community as a whole. The present policy seeks to respond at three levels: the children, the family and the community.

- a) *NNA*: *NNA* at risk include those with difficult character, oppositional or defiant behavior; those with health problems, academic or social difficulties; those with disabilities; and those who are unaware of their rights to protection.
- b) Family: At-risk families include parents who are under stress; families who are perceived as having less support and access to resources, who are socially isolated, who have a parental history of inappropriate discipline as children, or who have unusually high expectations for children to meet. At KCP, we work with parents to promote appropriate discipline, to expand networks of community and health services, and to teach parents child protection practices.
- c) Community: At-risk communities include those with unusually high job stress on parents; those with widespread acceptance of inappropriate behaviors toward children (excessive corporal punishment, for example); those with unusually high expectations placed on children's achievements; and those with limited enforcement of applicable regulations.

The School will strictly implement its Child Protection Policy, train teachers and staff to recognize abuse, train counselors to support children and families, train and support parents in protective behaviors, liaise with community and health services for comprehensive referrals, and liaise with local authorities.

**ARTICLE 147: DEFINITIONS.**

- a) **Neglect.** The failure to adequately care for someone. This includes failing to provide adequate food, shelter, supervision and hygiene, medical care or psychological treatment for a *NNA*.

Neglect can be physical (e.g., failure to provide necessary food or shelter, or lack of adequate supervision; failure to provide adequate adult guardianship, such as leaving *NNA* unsupervised in the home for an extended period), medical (e.g., failure to provide necessary medical or mental health treatment), or psychological (e.g., a pattern of actions such as inattention to a *NNA*'s emotional needs, failure to provide psychological care, or allowing *NNA* to use alcohol or other drugs; also includes verbal humiliation, refusal to acknowledge the *NNA*'s presence, invasion of privacy for no specific reason, violent threats, etc.)

When a parent leaves a *NNA* for an extended period of time, a guardian must be appointed and the Director and section Counselor must be notified in advance.

### **Possible indicators of negligence:**

- The *NNA* has not bathed or is hungry.
- Low academic performance.
- Parents do not respond to communications from the School.
- The *NNA* does not want to go home.
- Symptoms or signs of depression.
- Both parents or legal guardians are absent from the city for any period of 24 hours or more, without adequate arrangements having been made for the care of the *NNA*, and a temporary guardian has been appointed.
- Parents cannot be reached in case of emergency.

- b) **Physical abuse.** Physical abuse is the infliction of physical injury to a *NNA* by other than accidental means or creating a substantial risk of physical harm to the *NNA*'s bodily functioning. It also includes the commission of cruel or inhumane acts regardless of observable injury. Such acts may include, but are not limited to, instances of extreme discipline demonstrating an indifference to the *NNA*'s pain and/or mental suffering. Physical abuse is also criminally assaulting or mistreating a *NNA*, engaging in actions or omissions that result in injury or create a substantial risk to a *NNA*'s physical or mental health or development. Failure to take reasonable measures to prevent the occurrence of any of the above would also fall into the category of physical abuse.

### **Possible indicators of physical abuse:**

- Unexplained bruises and welts anywhere on the body.
- Bruises of different evolution times.
- Injuries reflecting the shape of the item used (electrical cord, belt, buckle, ping pong paddle, hand).
- Injuries that appear regularly after an absence or vacation.
- Unexplained burns, especially on the soles of the feet, palms, back or buttocks.
- Burns with an electric burner, iron or cigarette pattern.
- Rope burns on arms, legs, neck or torso.
- Injuries inconsistent with the information provided by the *NNA*.
- Immersion burns with a distinct and/or different boundary line.
- Unexplained lacerations, abrasions or fractures.

- c) **Sexual abuse and sexual violence.** Unwanted sexual behavior from one person to another. This includes both forms of contact and non-contact. In this context, Colombian law defines sexual violence as any act or behavior of sexual content, exercised on a *NNA*, using force or any other type of physical, psychological or emotional coercion, taking advantage of the

conditions of defenselessness, inequality and power relations between the victim and the aggressor.

Touching involves intentionally touching (either directly or through clothing) a *NNA's* genitals, anus, or breasts for purposes other than hygiene or care, or forcing the *NNA* to touch the adult in this manner. Non-contact sexual abuse includes making the *NNA* listen to or participate in inappropriate sexual conversations or view sexually explicit materials.

#### **Possible indicators of sexual abuse**

- Knowledge, behavior or use of age-inappropriate sexual language.
- Unusual patterns of interpersonal relationships.
- Venereal diseases in a *NNA* of any age.
- Evidence of physical trauma or bleeding in the oral, genital or anal areas.
- Difficulty walking or sitting.
- Refusal to wear physical education clothing.
- Fear of going to the bathroom.
- *NNA* who runs away from home and does not give any specific complaint.
- Not wanting to be alone with an individual.
- Pregnancy.
- Extremely protective upbringing.

- d) **Sexual abuse and grooming.** Sexual abuse has some characteristics different from child abuse that deserve special attention. While physical abuse is often the result of immediate stress and is generally unplanned, sexual abuse requires planning with results that are more insidious. Planning, referred to as "grooming," often results in victims accepting guilt, responsibility, blame and shame for the offender's sexual behavior. Sexual abuse requires much more secrecy than other forms of child abuse, making it more difficult to report.

Many victims, through the grooming process, are taught that sex is a form of love, so they tend to love their offender and often present as happy, well-adjusted children with no negative symptoms due to their perception of being loved. School counselors cannot work with the sex offender.

- e) **Emotional abuse.** Any pattern of behavior that harms a *NNA's* emotional development, sense of self-worth or self-esteem, such as constant criticism, threats, verbal rejection, name-calling or teasing on a regular basis. Nonverbal patterns of behavior may include isolation, ignoring or rejection on a regular basis.

#### **Possible indicators of emotional abuse:**

- Speech disorders.

- Substance abuse.
- Sucking, rocking, biting or head banging.
- Antisocial or destructive behaviors.
- Sleep disorders.
- Passive or aggressive behaviors.

**ARTICLE 148: PROCEDURES FOR REPORTING SUSPECTED CASES OF ABUSE.**

When there is cause to suspect that a *NNA* has been abused or neglected, it is the responsibility of staff or any member of the Educational Community to report their suspicions to their section counselor and/or the section Principal. In all cases, the division level counselor and Principal will be notified, or if there is no clear evidence, the case may be closed at any time. It is the Principal's responsibility to report suspected *NNA* abuse or neglect to the Director.

In cases of abuse or sexual violence, the school must activate the care protocols and the care route referred to in Title V of this *Manual de Convivencia*.

- a) Step 1: Receiving a report and gathering initial information. The counselor will take initial steps to gather information about the reported incident. In all cases, follow-up activities will be conducted in a manner that ensures that information is documented in an objective manner and that strict confidentiality is maintained. The following procedure shall be used:
  - i. Dialogue between the *NNA* and the counselor to obtain more information.
  - ii. The counselor reports the status of the case to the Division Level Principal.
  - iii. Observations of the *NNA* as needed by teacher, KCP physician, counselor and/or administrator.
  - iv. Interview staff members as needed and document information regarding the case.
  - v. Consult with School staff to review the *NNA*'s history as needed.
  - vi. The Principal reports the status of the case to the Director.
  - vii. Determine the course of follow-up actions which may include:
    - Close the case.
    - Additional internal research.
    - Initiate an external investigation (consultants, legal counsel, law enforcement, etc.).

If the alleged abuse or neglect involves a School staff member, the administration will follow policies and procedures to ensure the *NNA*'s safety and professional ethical behavior. Actions taken may include:

- Immediate administrative leave.
- Complete internal or external research.
- Participation of the competent authorities.



- Labor disciplinary proceedings that may result in the termination with just cause of the labor contract.
- b) Step 2: After the initial investigation. Based on the information acquired, an action plan will be developed to assist the *NNA* and family. Actions that can be carried out are:
- i. Dialogue between the *NNA* and the counselor to obtain more information.
  - ii. Depending on the age of the *NNA*, these discussions may include drawing pictures and playing with dolls to obtain more information about what may have happened.
  - iii. Other classroom observations of the *NNA* by the teacher, counselor or administrator.
  - iv. Meetings with the family to present the school's concerns.
  - v. Consultation with other division counselors or expert School staff.
  - vi. Referral of the student and family to outside medical or professional counseling services.
  - vii. Consultation with the School's attorney or another attorney.
  - viii. Informal consultation with local authorities.
  - ix. Referral to the *Comité Escolar de Convivencia* of the School.

Likewise, the status of the case must be communicated to the Principal, inform the Director of the status of the case and determine the course of follow-up actions that may include:

- Close the case.
  - Additional internal research.
  - Initiate external investigation (consultants, legal advisors, law enforcement, etc.)
- c) Step 3: Follow-up. Subsequent to a reported or informed and/or substantiated case of *NNA* abuse or neglect, the section Principal and counselor will collaborate to create a follow-up plan that may include:
- i. Maintain contact with the *NNA* and family to provide support and guidance as appropriate.
  - ii. Provide ongoing support to the *NNA*'s teachers and Principal.
  - iii. Provide resources and strategies for teachers to use.
  - iv. Maintain contact with outside therapists to update the *NNA*'s progress at the School.

Likewise, the Director must be informed of the status of the case and determine the course of follow-up actions that may include:

- Close the case.
- Ensure adequate follow-up.

All documentation of the investigation will be maintained in the counselor's confidential records file. Records sent to other schools in the event of a transfer may include a notice that a confidential file on the *NNA* exists. The School will make every effort to share information solely for the purpose of protecting the *NNA*.

Most cases of suspected abuse or neglect will be handled by school counselors, such as those involving:

- Student relationships with peers.
- Parenting skills for disciplining *NNA* at home.
- Relationships between students and parents.
- Mental health problems such as depression, low self-esteem, bereavement, etc.

Some cases will be referred to outside resources, for example: mental health problems such as severe anxiety, depression, psychosis, dissociation, suicidal ideation and others.

Cases reported for investigation and external resources:

- Severe and continuous physical abuse or neglect.
- Sexual abuse and incest.

In extreme cases when families do not stop the abuse or concerns about the *NNA*'s safety persist, reports can be made to:

- Competent agencies and authorities, such as, for example, the Colombian Institute for Family Welfare ("*ICBF*"), the Childhood and Adolescence Police or the Attorney General's Office.
- For cases involving foreign nationals, the Consulate or Embassy may be contacted.

**ARTICLE 149: CONFIDENTIALITY.** Adults should never guarantee confidentiality to anyone making a report, nor should they commit to secrecy, as this may endanger the health or safety of themselves or another person. Individuals informing or reporting suspected abuse or neglect, as well as the School personnel involved, should not discuss the case beyond the steps outlined in this policy (administrators or counselors).

People involved will be informed of relevant child protection information on a strict "need to know" basis only. Any information shared in this manner must be held in strict confidence.

All School personnel have an obligation to report any suspected abuse and neglect. All reports of abuse and neglect should be made to the section counselor as soon as possible to obtain an immediate response.

Students, parents or visitors with suspicions of abuse or neglect are expected to report it to a counselor or administrator as soon as possible.