



**EVALUATION AND PROMOTION
SYSTEM
2024-2025**

Index

INSTITUTIONAL EVALUATION AND PROMOTION SYSTEM	3
Article 1: Purposes of Institutional Evaluation	4
Article 2: Evaluation and Promotion Criteria	4
Article 3: Means of Communicating the Comprehensive Assessment	5
Article 4: Student Self-Assessment	5
Article 5: Absence in Evaluations	5
Article 6: Late Work Delivery/ Late Work	6
Article 7: Delivery of the Results of the Evaluations	6
Article 8: Complementary Reinforcement Activities	6
Article 10: Progress Reports and Report Cards	8
Article 11: Mandatory and Fundamental Areas	8
Article 12: Graduation Requirements	9
Article 13: Terminology of the Grades	11
Article 14: Institutional Valuation Scale and equivalence with the National Scale	12
Article 15: Manner of Reconsideration of a note	14
Article 16: Repetition of Evaluation / Retakes	14
Article 17: Academic Excellence	14
Article 18: Evaluation and Promotion Committee	17
Article 19: Actions to ensure that teachers comply with the processes stipulated in the SIEE:	19
Article 20: Mechanisms for the participation of the educational community in the construction of the system	20



INSTITUTIONAL EVALUATION AND PROMOTION SYSTEM

KCP's assessment of students' learning is the continuous, comprehensive, systematic, flexible, interpretative, participatory, formative, objective and coherent process that evaluates the performance of students at the Preschool, Elementary, Middle and High school levels.

Terminology associated with institutional evaluation

- **Power Standards:** A subset of the highest priority academic expectations that educators determine to be the most critical and essential for students to learn.
- **Assessment:** A variety of methods or techniques used to evaluate, measure and document the academic readiness, learning progress, skill acquisition or educational needs of students.
- **Diagnostic Assessment:** (or pre-assessment) Are used at the beginning of a new unit of study or before starting a new topic. Teachers pre-assess students to get a clear idea of their prior knowledge. This allows teachers to plan instruction and differentiation before beginning a unit, based on the needs of the students.
- **Formative Assessment:** Formative assessments reflect student growth and progress and are *not calculated with summative grades in the student information system*. This type of assessment provides feedback to the teacher over the course of a unit of study or a period to determine if more attention needs to be paid to a particular concept; if differentiation is needed; or if students are ready to move on. Formative assessment guides decisions about student grouping and provides timely and ongoing feedback to help set goals for students.
- **Summative Assessment:** Should reflect student performance or achievement in relation to the standards and benchmarks addressed during the unit of study. Students should have multiple opportunities to demonstrate their understanding throughout a unit of study. Summative assessment results *should be* included in the institutional grading system.
- **Authentic Assessment:** These are all performance projects that simulate real-world situations and include the "competency standards" faced by experts or professionals in their field. These allow students to demonstrate deep understanding, higher order thinking and strong complex problem solving skills.
- **Feedback:** Any response to a learner's performance or behavior. It can be verbal, written or gestural. The objective of feedback in the evaluation and learning process is to improve the student's performance, allowing them to determine areas of opportunity and strengths, for continuous improvement.
- **Standards-Based Assessment:** Standards-Based Assessment or SBA is the assessment and reporting system that describes student progress against essential standards or expectations in a linear, or time-bound, manner.



Article 1: Purposes of Institutional Evaluation

These are purposes of the KCP student assessment:

- a) To identify the personal characteristics, interests, developmental rhythms and learning styles of each student to assess their progress.
- b) To provide basic feedback to consolidate or reorient educational processes related to the students' integral development.
- c) To provide information that allows 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 2: Evaluation and Promotion Criteria

The evaluations in KCP will be:

- a) **Continuous:** They are carried out in a permanent way, following up the student, which allows observing the progress and the difficulties that arise in their training process. The evaluation will be done at the end of each subject, unit, (bimester), process, semester and/or at the end of the school year.

Good assessment follows an intentional and thoughtful process of curriculum design, implementation, evaluation and revision. The revised results are implemented and student learning is assessed, following a process that can lead to further curriculum revision and adjustment.

- b) **Integral:** All aspects or dimensions of the student's development such as cognitive, social, emotional, moral, ethical and physical will be taken into account, according to the areas or departments that apply.
- c) **Systematic:** They will be carried out taking into account the pedagogical principles related to the purposes of education and the expectations of each level of education; the Mission and Vision of the School; the standards of the different areas of knowledge and their indicators; the curricular guidelines or scientific structure of the areas; the contents, skills, methods and other factors associated with the process of integral formation of the students.
- d) **Flexible:** The developmental rhythms of the student will be taken into account in their different aspects of interest, abilities, learning rhythms, difficulties and limitations.
- e) **Interpretative/descriptive:** It will allow the student to understand the processes and the meaning of the results obtained and, together with the teacher, reflect on performance, mastery and areas of opportunity, in order to



- establish pedagogical corrective actions that will allow the student to advance in his/her development, according to the learning expectations.
- f) **Participatory:** Involve students, their parents or guardians and teachers.
 - g) **Formative:** They create ongoing opportunities for students to acquire attitudes and dispositions for learning and demonstrate the extent to which they are able to combine in a relevant and independent manner the various skills and concepts learned, based on a standard. They do not determine the isolated acquisition of content or skills, or whether students pass or fail.
 - h) **Objective and consistent:** They must be expressed with value judgments or with the numerical scale established by the School and shall show their equivalence with the national rating scale; they shall be made with actions of impartiality, dispassion, fairness and without any discrimination, prejudice or bias.

Article 3: Means of Communicating the Comprehensive Assessment

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. The standards are considered as the progress or achievements that are considered desirable, valuable and essential in the development processes of the students. Communicating progress to students and their parents can be a form of comprehensive evaluation and can be done in the following ways:

- a) Communication between teachers, parents or guardians and/or students through the student information system, e-mail, phone calls, among others.
- b) Permanent access to online grade consultation.
- c) Three progress reports (October, January and March) and a report card in June.
- d) Parent-teacher meetings in October and March.
- e) Individual meetings with parents or guardians, as needed.

Article 4: Student Self-Assessment

The objective of self-assessment is to form independent and autonomous students who have the ability to acquire and enhance new skills, knowledge and understanding, and who are capable of reflecting and identifying the next steps in their learning. At KCP, self-evaluation is a strategy that teachers can use to enrich their learning processes from the students' perspective and complement their integral formation.

Article 5: Absence in Evaluations

When a student does not present an evaluation and his/her absence is excused, in the terms of the Absence Policy established in the *Manual de Convivencia*, upon his/her



return, the teacher of the subject will set a new date for the evaluation. In these cases, the parents or guardian and the student will be responsible for keeping up to date on the topics covered in class and preparing for the presentation of the evaluation on the date established by the teacher. If the student's absence is unexcused, the evaluation will have a grade of zero (0) and cannot be made up.

Article 6: Late Work Delivery/ Late Work

If a student fails to turn in work on time, teachers must immediately grade the assignment with a zero in ALMA. It is the student's responsibility to check with the teacher to see when or if they can make up that work.

Article 7: Delivery of the Results of the Evaluations

The teacher must deliver the corrected evaluations to the student within a maximum period of two weeks and update the gradebook, except for preschool, which is updated at the end of the semester because it is an evolutionary process. The teacher must respond to requests for explanation of the results obtained and reconsideration of the assigned grades, if applicable. The teacher must be available to discuss the results with the students if requested, and be open to change the grades if necessary based on the evidence and the evaluation criteria (objective, rubric, among others).

Article 8: Complementary Reinforcement Activities

Throughout the school year, students can take advantage of counseling and reinforcement activities led by their teachers during class time, or before or after class, to help them review or reinforce concepts learned and overcome limitations that may be hindering their progress. The Counseling Department, along with the administration, plays an important role in supporting students and following up with them using various intervention strategies. Those students who are repeating a grade level or are on academic probation will have the support of their teachers, counselors and Principal.

Students in grades 1-12 who persist with difficulties may receive support from the ORC in accordance with program policies.

According to Decree 1421 of 2017 (or the rules that complement or modify it) and in accordance with other applicable rules on inclusive education, the School may ask parents or guardians to provide any corresponding medical, psychological, or other evaluations to be carried out by specialized external personnel for students if the School determines the student showcases any indications of learning, socio-emotional, psychological, physical or other difficulties. This, so that the School, together with the parents or guardian and the student, can determine what reasonable adjustments are



required in the specific case. Likewise, parent or guardian support is needed to continue these processes throughout the School's support.

Article 9: ORC

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 participation 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).

Evaluation and promotion criteria for students with inclusion process

Students receiving ORC support or in the process of inclusion must meet the minimum academic requirements, as stipulated in the relevant format according to their circumstances (IEP, IAP, PIAR, IP or any other defined by the School) otherwise they will not be promoted to the following grade level. In this sense, the same evaluation and promotion criteria set forth in the present system will be taken into account. However, the following criteria will be applied:

- A. Curricular flexibility will be applied, in order to identify, develop and apply evaluations that take into account the particular conditions required of all students, in order to guarantee conditions of equity in the assessment of learning progress.
- B. It will seek to offer in different ways the same opportunities to all learners, through objectives, methods, materials, supports and evaluations formulated based on their abilities and realities.
- C. Diagnostic evaluations or evaluations of previous knowledge will be applied in order to make the curriculum more flexible in the individual case that requires it.
- D. An Individual Plan of Reasonable Accommodation (PIAR) will be designed, in coordination with parents and an interdisciplinary team, to guarantee learning, participation, evaluation, permanence and promotion.
- E. Regular meetings will be held between classroom teachers and ORC specialists to monitor the progress of students receiving ORC support. ORC will share progress reports with parents approximately 3 times a year. An end of year progress report will be issued by classroom teachers to facilitate the transition



from one level to another and to provide continuity and improvement in the learning process.

- F. All parties involved in the education of a learner with a disability shall fully comply with the commitments signed in the PIAR agreement.
- G. The promotion process for a student who receives support from the ORC includes a meeting between the previous grade levels teachers, the ORC specialists and the grade level's teachers to share and explain the accommodations, supports, expectations, etc. that must be taken into account to further the education of the student with a disability or special educational needs.

Article 10: Progress Reports and Report Cards

Parents should make use of the online monitoring system, through the *Alma* platform, to keep informed of their children's academic progress. At the end of each bimester an email is sent to parents with the Progress Report for that period, as well as meetings between parents and teachers being scheduled in the middle of each semester. The dates of these meetings will be communicated in advance and attendance is mandatory.

Report Cards and Progress Reports will have the following structure:

- Identification of the student with their respective grade level.
- Reporting period
- The evaluation scale
- Attendance and late arrivals
- The subjects with their respective power standards and the evaluation for each of them.
- Evaluation of Academic Responsibility and Behavior (which do not affect the academic evaluation).
- A space for comments from teachers.
- A space for the signature of the Principal and parents.

Article 11: Compulsory and Fundamental Areas

In order to achieve the objectives of basic education, compulsory and fundamental areas of knowledge and training are established. The groups of compulsory and fundamental areas that will 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 and human values education. - V.E.R. Values, Ethics and Religion in KCP.
- e) 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 shall be provided in accordance with the provisions of the statutory law that develops the right to freedom of religion and worship. V.E.R. Values, Ethics and Religion at KCP.
- f) Physical education, recreation and sports.
- g) Humanities, Spanish language and foreign languages.
- h) Mathematics.
- i) Technology and information technology.

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

Article 12: Graduation Requirements

9 Grade	Credits	10 Grade	Credits
English / Español	1	English / Español	1
AP Spanish Lang.	1	Spanish	1
Math 9 / Honors Math 9	1	Math 10 / Honors Math 10	1
Biology /Biology	1	Chemistry	1
Physical Education/Health and Fitness	1	World History / AP World History	1
Social /Religion	1	Physical Education/Health and Fitness	1
Technology and Information Technology	1	Social Sciences/Religion	1
<i>Arts Elective Computing-Humanities</i>	1	<i>Arts Elective - Computer Science - Humanities</i>	1
TOTAL CREDITS	8	TOTAL CREDITS	8

11 Grade	Credits	12 Grade	Credits
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English / AP English Lang.	1	English / AP English Lit.	1
AP Spanish Lit.	1	Spanish	1
Precalculus /Precalculus / Honors Pre-Calculus	1	Calculation /Calculus /AP Calculus	1
Physics	1	Social Sciences	1
US History/ AP World History	1	Science 12 - Integrated Science 12	1
Philosophy	1	<i>Finance 12</i>	1
<i>Arts Elective - Technology and Computer Science -Humanities - Economics #1</i>	1	<i>Senior Project</i>	1
<i>Arts Elective - Technology and Informatics - Humanities - Economics #2</i>	1	<i>Arts Elective - Technology and Informatics -Humanities - Economics</i>	1
TOTAL CREDITS	8	TOTAL CREDITS	8

Students must also:

- Complete their Senior Project.
- Complete a minimum of 80 hours of community service in a School program.
- Conduct/fulfill/Complete/Present the SABER 11 Test (required by the ICFES) as a degree requirement to obtain the Colombian High School Diploma. The Principal may authorize exceptions to this requirement in exceptional cases.
- All 11th (Junior) and 12th (Senior) grade students must take SABER Test preparation, including those offered or approved by the school, and attend all related events.
- All 11th and 12th grade students must take all scheduled mock SABER 11 tests.
- All 11th grade students must take the Pre-SABER 11 test or the university admission test proposed by the Colombian Ministry of Education.
- All students must attend all intervention sessions, including after school and on Saturdays as needed. Students and parents will be notified of this.
- All 10th grade students must take the PSAT10 test as scheduled by the school (no make-up).
- All 11th grade students must participate in Career Week organized by the School and submit the required reports.

In order to participate in the graduation ceremony, students must have completed all the required credits and be in good standing with the school in all respects, with no exceptions.



A student who completes the 12th grade with an insufficient number of credits to graduate has a two (2) year grace period from the date of the end of the school year to accumulate and complete the missing credits. The qualifying periods defined by the School must be used to fulfill the pending credits through the presentation of exams. A maximum of two (2) credits may be accepted once official grades are received from an institution duly accredited and previously approved by the school (Academic Leadership Committee). If the two (2) year period expires, the student loses the possibility of receiving the graduation diploma. No concessions will be made.

Article 13: Terminology of the Grades

DENOMINATION IN KCP		DENOMINATION COLOMBIAN LAW	
Preschool	Stem (3 years old)	Initial education	<i>Maternal</i>
	Pre Kindergarten (4 years old)	Preescolar	<i>Prejardín</i>
	Kindergarten (5 years old)		<i>Jardín</i>
1st (6 years old)	<i>Transición</i>		
Primary	2nd (7 years old)	Básica primaria	1°
	3rd grade (8 years old)		2°
	4th grade (9 years old)		3°
	5th grade (10 years old)		4°
	6th grade (11 years old)		5°
Middle School	7th grade (12 years old)	Secondary school	6°
	8th grade (13 years old)		7°
	9th (14 years old)		8°
High School	10th (15 years)	Media	9°
	11th (16 years old)		10°



	12th (17 - 18 years old)		11 ^o
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Article 14: Institutional Evaluation Scale and equivalence with the National Scale

The School adopts the following grading scale, which indicates its equivalence to the national grading scale:

SchoolScale 4-grade standards	Level or grade definitions	National Rating Scale
4	Mastery: The student fully meets the intended learning objectives.	Superior Performance
3	Approaching mastery: the student meets the intended learning objectives with minimal errors.	High Performance
2	Developing: the student partially meets the intended learning objectives with gaps in understanding.	Average Performance
1	Does not meet expectations: The student does not meet the intended learning objectives due to significant gaps in understanding.	Low Performance
0	No evidence. The student does not provide evidence for the evaluation.	No Evidence

Activities or grades do not lead to grade level retention at the Preschool level and First grade, except when in agreement with parents or guardians. Students will advance in their educational process according to their capabilities and personal aptitudes. Preschool evaluation is implemented and reported according to the institutional scale. However, the major focus on student performance is based on the result of the qualitative evaluation, which will be expressed in descriptive reports that allow teachers and parents to appreciate the progress in the integral formation of the student, the



opportunities to overcome obstacles in the development of processes and the necessary actions to overcome them.

Elementary and Secondary students will fail a subject when they obtain a *low performance* evaluation (according to the national evaluation scale), or less than 2.0, for not meeting the learning expectations, at the end of the school year for that subject. Students will be evaluated for academic responsibility and behavior, without affecting their academic performance evaluation. This data will be used for disciplinary and/or behavioral follow-up and to determine eligibility to represent the school or to belong and remain in school organizations such as Honor Society, STUCO, among others.

In accordance with the above, the student may lose the right to belong to an organization or to represent the school, inside and outside of campus, when he/she has an evaluation of 1.0 - 2.0 according to the Behavior and Academic Responsibility matrices:

Academic responsibility matrix				
Criteria	4	3	2	1
	Almost always consistently	Constant	Inconsistently	Rarely / Never
Class participation level	<ul style="list-style-type: none"> -I contribute proactively and positively to classroom learning. -I use class time effectively to learn. -I incorporate or build on the ideas of others. 			
Personal responsibility: own your choices	<ul style="list-style-type: none"> -I demonstrate honesty and academic integrity. -I am prepared for class with assignments and required class materials. -I complete and submit assignments on time. -I read and follow instructions for class work and assignments. 			
The determination to persevere regardless of the circumstances that arise	<ul style="list-style-type: none"> -I am recovering from setbacks. -I accept academic challenges. -I aspire towards academic excellence. 			

Behavioral matrix				
Criteria	4	3	2	1
	Almost always consistently	Constant	Inconsistently	Rarely / Never
Listening skills	<ul style="list-style-type: none"> - I listen attentively when others speak, both in class and in groups. 			
Respect for oneself, others and the institution.	<ul style="list-style-type: none"> -I value the learning of others. -I care about my own and others' equipment and property. -I follow classroom and school expectations. 			



	-I follow security protocols even when no one is watching me.
Empathy	-I make others feel included. -I offer others positive comments. -I listen to the ideas of others. -I am patient with others.

Article 15: Manner of Reconsideration of a Grade

Within three (3) school days following the submission of an evaluation or grade, the student and/or parent may submit written complaints regarding the evaluation to the following instances, in order:

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

Each instance has three (3) school business days to resolve the claims and must do so in writing. It should be noted that in order to access this benefit, the student must have completed the assignments or formative activities for the subject in question.

The Academic Council will decide as a last resort.

Article 16: Repetition of Evaluation / Retakes

Definitions:

- **Retakes:** A second opportunity to take a summative assessment, available to students who score below proficient (3.0), formally request the retake from their teacher in accordance with school policy, and complete the required extra practice assigned by the teacher.
- **Last Chance Assessment:** The last opportunity to take a missed summative assessment due to justified absence.

Considerations for Retakes:

- Students may be considered for retakes of summative assessments if they achieve a score below 3.0.
- To be eligible for a retake, students must have completed all related formative assessments to the best of their ability prior to the summative assessment.
- Students will have the opportunity to retake up to two summative assessments per class per semester.



- Semester exams, projects, and assignments that span multiple class sessions and involve drafts and revisions are not eligible for retakes.
- The maximum grade for retakes will be 3.0.
- If a student chooses to take a retake, the grade from the retake will be the one entered in Alma, replacing the grade from the original summative assessment.
- All retakes will be administered on Fridays from 3:00 to 4:00 p.m.
- Grades obtained on a retake are final and are not subject to be retaken once again.

Procedure for Retakes:

- Students must email the teacher within three school days of receiving their summative assessment grade to be considered for a retake.
- Students must either attend Office Hours or complete a review activity assigned by the teacher before taking the retake.
- Retakes will be held on Fridays from 3:00 to 4:00 PM and will be proctored by administrative staff.
- Teachers are asked to inform the office by Thursday of the students' retaking tests via the designated Google Sheets format.
- Once a teacher assigns a retake, it cannot be scheduled or postponed. If a student misses the retake, they lose the opportunity unless their absence is justified.

Considerations for Last Chance Assessments:

If absent for a summative assessment:

- **Justified Absence:** The student must present a justified reason for the absence within three school days of the date the summative, which must be validated by the Secondary Office. If the absence is validated, the missed assessment will be coordinated by the teacher during Office Hours in the same cycle.
- **Unjustified Absence:** If an absence is unexcused, any summative assessment conducted during that time will receive a grade of zero. In this case, students will have the opportunity to retake the summative on a designated Saturday within the grading term (bimester), with a maximum possible grade of 3.0. These grades are final and are not eligible for further retakes.
- The teacher will report students who qualify for the Assessment Saturday to the Secondary Office no later than the Thursday before the scheduled Saturday.
- When a student qualifies, the Secondary Office will send a letter to the family informing them of the opportunity for Assessment Saturday.
- If a student misses a retake due to health-related reasons, it will be rescheduled for the Assessment Saturday at the end of the grading period (bimester).



- The date for Assessment Saturday will be established by the Secondary section and communicated in advance.

In elementary school, assessments may be retaken at the discretion of the teachers if they believe they could have an academic or learning impact. In Primary, the highest score between the original assessment and the retake will be used.

Article 17: Academic Excellence

KCP supports its students' pursuit of excellence with the programs and honors described below:

- 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 the students, resulting in significant savings in both money and time for families, in addition to being an important recognition for the student. Students who take AP courses will receive a 0.2 increase in their final grade if they achieve a passing grade at the end of the school year.

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 solid academic record (GPA - see below).
- Attend the AP session simulation.
- Attend the required practice evaluations.

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

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

- Notify the AP coordinator of their decision.
- The withdrawal request should be sent to the following e-mail address: 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 student's withdrawal from the class.
- This notification must be completed by the end of August of the current school year.
- During the first month of school, students may request to withdraw from an AP course. The withdrawal must be approved by the Secondary 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 membership in *Mu Alpha Theta* students must have studied four (4) Math courses equivalent to Math 8, Math 9, Math 10 and Pre-Calculus (Math 11), whose average of the four (4) courses must be above 3.5. In addition, the student must be enrolled in AP Calculus during the 12th grade. Additional requirements and standards 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 grade levels have been studied and passed at KCP. The Salutatorian distinction is awarded to the Senior student with the second highest GPA in those grades. There will only be one Valedictorian and one Salutatorian per grade level, so for these distinctions, the calculation of the total average will be determined mathematically to the thousandths, to ensure that there will only be one winner for each distinction. Additionally, in the event of ties, the following criteria will be considered:

1. The number of AP classes taken and passed from 9th through 12th.
2. Have a satisfactory disciplinary record, which will be verified and approved by the Secondary School Principal.
3. Not have had any reports of academic dishonesty in grades 9 - 12.

Students who have completed grades in other schools may compete, and in the event of a tie in averages to the 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 an internationally established organization that brings together outstanding students who demonstrate academic excellence, leadership, service, and character. If the student does not maintain the required level of excellence in



all the dimensions contemplated by the NHS, he/she may be permanently withdrawn from the NHS. This organization will be governed by its internal bylaws.

- e) Honor Roll Policy: KCP recognizes students' high academic achievement at the end of the term or school year. At the end of each school year a grade point average (GPA) will be calculated for all Middle School and High School students.

Honor Roll

To be eligible for the Honor Roll, the student must meet the following requirements:

1. A cumulative GPA of 3.7 - 3.8 at the end of the school year.
2. No major incidents and no more than two (2) minor incidents.
3. No more than 5 unexcused absences.

High Honor Roll

To be eligible for the High Honor Roll, the student must meet the following requirements:

1. A cumulative GPA of 3.81 - 4.0 at the end of the school year.
2. No major incidents and no more than two (2) minor incidents.
3. No more than 5 unexcused absences.

Article 18: Evaluation and Promotion Committee

The purpose of the Evaluation and Promotion Committee is to analyze persistent cases of overachievement or insufficiency in the attainment of the standards 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.

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 recovery activities. These recommendations are recorded in minutes that serve as evidence for future decisions on the promotion of a student.

Composition of the Committee. The Evaluation and Promotion Committee is formed by the section Principal or Vice Rector, who presides as the delegate of the Director, the teacher responsible for the subject, the teachers involved and a representative of the parents designated by the Principal.



Conditions for Promotion. At the end of the school year, the Evaluation and Promotion Committee will determine the situation of each student and, in particular, those who may not be promoted.

Students who must repeat the year. A student may not be promoted to the next grade level when they:

- a) Obtain a low performance evaluation (1.9 or less) in three (3) or more subjects.
- b) Fail two subjects (1.9 or below) and do 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).
- c) Students who are on academic conditional enrollment and fail two (2) subjects (1.9 or less).
- 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 Principal of each section. In these cases students must catch up and complete all work and evaluations agreed upon.

Academic Conditional Enrollment

Students from second (2) to eighth (8) grade who fail a year or who fail two (2) subjects will be placed under academic conditional enrollment during the following school year. If the student, again, fails two subjects at the end of the school year, he or she will fail the year in which they are under academic conditional enrollment.

Remediation.

Remedial exams are an opportunity granted by the School in August to High School students who have an academic grade lower than 2.0 in any subject, as long as they do not have such grade in three (3) or more subjects. Secondary 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 remedial exams fail the year. The final grade for a student who passes remediation will be a 2.0. If he/she loses the remediation, the final grade will be the original final grade they earned throughout the school year. Students who fail three (3) subjects or who are on academic conditional enrollment will not be able to qualify for remediation. No subject with a grade lower than 1.0 may be eligible.

Secondary Support Programs (Grades 6-12). The following supports exist and may be used by any student, and are mandatory for those who are on academic probation. These supports are not in sequential order:



- a) Remedial support outside of class hours (office hours), according to the hours established by each teacher.
- b) The student will meet at least once a week with the teacher of each subject in which he/she is underperforming.
- c) Students should meet regularly with their guidance counselor and address other academic issues as identified by the student or counselor.
- d) A parent/student/teacher meeting will be held at the end of each evaluation period to determine progress and next steps.
- e) It is the responsibility of students and parents to regularly check their grades in the student information system to keep track of their progress.
- f) Students may receive extra help or tutoring from their peers in low-performing subjects.

Access to Online Remedial Courses. In some limited cases and on an exceptional basis, with the prior approval of the Principal and the Curriculum Coordinator, some Secondary students may access this type of class to meet the academic passing requirements established by the School. Students must be guided only by a program accepted by KCP and assume its full cost. Students may remediate up to 2 courses through the online course.

Students may only take a course online as determined by the School. Lab classes, AP courses, and other special courses (at the discretion of the School) cannot be made up online.

Support Programs for Elementary School (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 persistent mild academic difficulties will be referred to ORC for diagnosis and if found necessary, will be placed in ORC, at which full expense is assumed by the parents.
- e) When, in the School's opinion the student's learning difficulties warrant it, parents will be recommended to seek external professional support.
- f) Parents will be regularly notified about their child's progress using the weekly agenda, institutional mail, at formal meetings, as well as by telephone, etc.

Failure of a school year or grade level. When the School determines that a student should not be promoted to the next grade level for the first time, it must guarantee a place for the student to repeat said grade level and thus continue with his/her educational process. However, if the student again fails the same grade level he/she is repeating (i.e. fails consecutively for the second time), the enrollment contract will be terminated, as indicated in the *Manual de Convivencia*. Students who are not promoted will be followed up with and given the necessary support in order to overcome the difficulties during the school year they are repeat.



Early Promotion. After the first Bimester Progress Report of the school year, the Academic Council, with the consent or by request of the parents, will recommend to the Board of Directors the early promotion to the next grade level of students who demonstrate superior performance in cognitive, personal and psycho-social development, within the framework of the basic competencies of the grade level they are in. The Board of Directors will analyze the recommendation, and its decision will be recorded in the minutes of the Board of Directors' meeting and, if positive, in the School record.

Information on the decisions of the Evaluation and Promotion Committee. The decisions of the Evaluation and Promotion Committee will be communicated in writing in a timely manner to parents so that they may exercise their right of appeal before the School's Academic Council.

Promotion With Missed Subjects. When a student loses one or two subjects, but is promoted by the Evaluation and Promotion Committee, his/her parents must abide by the recommendations of said committee regarding the work to be done by the student and the help he/she should receive, both during the vacation period and during the following school year (extra classes, therapies, etc.) in order to guarantee his/her academic progress in the next school year.

Article 19: Actions to ensure that teachers comply with the processes stipulated in the SIEE:

To guarantee compliance with the system, Principals and Associate Principals, with support from Department Heads, will periodically review teachers' evaluations in their teacher evaluations and in grade level and departmental meetings. The following actions are also foreseen:

1. Publication: The SIEE will be published on the School's Institutional website, therefore members of the community will be able to consult the document to resolve any doubts about the evaluation and promotion criteria and process.
2. At meetings during the beginning of the school year, the Principals will socialize the Evaluation System with teachers, students and parents.

Article 20: Mechanisms for the participation of the educational community in the construction of the system

The establishment/fabrication/creation of the Evaluation and Promotion System is done with the participation of all members of the School Government. This allows teachers, students and parents to participate in its construction and help identify areas for improvement. Likewise, the School can organize meetings, surveys, questionnaires,



among others, to gather opinions and perceptions about the Evaluation System. These activities seek to encourage the participation of the educational community for continuous improvement.

Procedure for modifying the Evaluation System: Modification of the System is key to ensure that it adapts to the changing needs of students and the educational environment This is why the following steps for modification have been defined:

1. Define the Institutional Student Evaluation System.
2. Socialize the Institutional Evaluation System with the educational community.
3. Approve the Institutional Evaluation System at a meeting of the Board of Directors and record it in the minutes.
4. Incorporate the Institutional Evaluation System in the Institutional Educational Project, articulating the needs of the students, the study plan and the curriculum.
5. Disseminate the Institutional Student Evaluation System to the educational community.
6. Disseminate the procedures and complaint mechanisms of the Institutional Evaluation System.

