

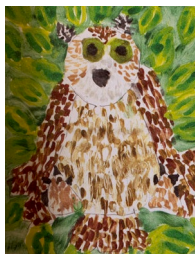
**School Handbook**  
La Calera, 2023

# The Owl's Guide

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Sacred animal,  
symbol of wisdom





# Owl

*Sacred animal, symbol of wisdom*

*The owl has been an emblematic animal at Colegio Hacienda los Alcaparros since its foundation in 1992.*

*As part of the students' training to do the right thing and settle any disagreements or conflicts that may arise, students from a young age recreate such situations with the role-play of being a shark, turtle and owl.*

*In this way they recognize those who have acted like the shark that with its strength overruns and assaults; those who, like the turtle that remains stunned without intervening; and those who are like the owl that with its wisdom, good judgment and enormous eyes helps to see in the dark, to guide the best path and to recognize, value and contribute to the desired harmony that we all build together.*



# The Owl Guide

## School Handbook

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*Proof of receipt and acceptance*

### **MINUTES No. 01 of the 2021-2022 school year OF THE HACIENDA LOS ALCAPARROS SCHOOL BOARD OF TRUSTEES**



At 8:30 a.m. on Tuesday, October 19, 2021, the Board of DIRECTORs met, in person, on the following day. School Board of Colegio Hacienda Los Alcaparros (hereinafter referred to as the "School"), after having been convened made by the Principality of the institution. The following members were present:

NAME	POSITION
1. Carlos Balén	Chairman
2. María Teresa Botero	Principal
3. Rosa Cecilia Caro R.	Educational Project DiPrincipal
4. Constanza Caro de Casas	Executive DiPrincipal
5. Fernando Casas Castañeda	Representative of the Los Alcaparros Educational Corporation
6. Luis Gabriel Caro Restrepo	Representative of the productive sectors
7. Felipe Serrano	Alumni
8. José María Armenta	Teachers' representative
9. Laura Jiménez Hakim	Teachers' representative
10. Jacobo Rojas	Student Representative and Student Council President
11. Jimena Jaramillo	Parent representative (Parent Council)
12. Nestor Molina	Parents' representative (Parents' Association)

All in accordance with the provisions of Decree 1075 of 2015. In addition, it was Mr. Sebastián Gómez, Administrative and Financial DiPrincipal of the School, was present.

The following agenda was presented for consideration:

1. Verification of Quorum
2. Election of the Chairman and the Secretary of the Meeting
3. Process of revision and updating of the School Handbook carried out by the School's Educational Project Management during the 2020-2021 school year.
4. Approval of the School Handbook that will govern during the 2021-2022 school year.
5. Proposals and miscellaneous.
6. Reading and approval of the minutes

Having reviewed the agenda, the members of the Board of Trustees of the School approved the agenda by unanimity and immediately proceeded to develop the points contained therein:

### **1. Quorum verification**

After reviewing the list of attendees, it is concluded that there is a quorum to deliberate and decide since all the members of the School's Board of Trustees were present.

### **2. Election of the chairperson and secretary of the meeting.**

Unanimously, the members of the Board of DIRECTORs elected as Chairman of the meeting Mr. Carlos Balén and as Secretary, Mr. Sebastián Gómez, who, being present, accepted the designation.



### **3. Process of revision and updating of the School Handbook carried out by the Board of DIRECTORs of the Educational Project during the school year 2020-2021**

At this point of the meeting, the DiPrincipal of the Educational Project, Mrs. Rosa Cecilia Caro, informs the Board of DIRECTORs that at the end of the 2020-2021 school year, made the decision to move forward with a process to review and update the School's School Handbook, in order to adjust it to the new to verify compliance with the regulations in force and to adopt its own policies. language in a way that would be easier to understand and to apply by the directives, the teachers, students and parents.

For this purpose, the advisory services of Ms. Mariluz Restrepo, Ph.D., professor emerita of the Universidad de Chile. Universidad Nacional de Colombia and Mr. Jose Fernando Arias, a lawyer specializing in education and advisor to important private schools in the country.

After this process was completed, the school's administration reviewed and approved the latest version of the of the School Handbook, which is submitted to the School Board of DIRECTORs for its approval.

### **4. Approval of the School Handbook that will govern during the 2021-2022 school year.**

Attached to these minutes is the School Handbook that will be in effect during the 2021- 2022 school year.

After reading the text of these regulations and analyzing each and every one of their provisions, the The Hacienda Los Alcaparros School Board of Trustees approved the latest version of the School Handbook.

Coexistence that will govern during the 2021-2022 school year. This approval was given by unanimously; that is, with the favorable vote of all the members of the School Board of Trustees. Finally, the members of the School Board of Trustees requested the Principal of the School to issue the Principala Resolution required for the adoption of the School Handbook.

### **5. Proposals and miscellaneous**

There were no additional matters to be discussed.

### **6. Reading and approval of the minutes**

The chairman of the meeting declared a recess for the secretary to prepare the minutes. Half an hour later, the text of the minutes was submitted to the Board of DIRECTORs for its consideration. approved unanimously and without reservations by all members of the Board of DIRECTORs.

There being eleven thirty in the morning (11:30 a.m.), and there being no other business to discuss, the The Chairman adjourned the meeting and closed the meeting of the Board of Trustees.

In witness whereof, the chairman and the secretary of the meeting sign these minutes.

**CARLOS BALÉN**  
President

**SEBASTIÁN GÓMEZ**  
Secretary



## **Resolution from the Principal No. 01 for the 2021-2022 school year**

by which the School Handbook is adopted.  
of Colegio Hacienda Los Alcaparros for the school year 2021-2022

The Hacienda Los Alcaparros School Principal's Office  
in use of its powers and

### **WHEREAS**

**T**hat Article 87 of the General Education Law (Law 115 of 1994) establishes that all educational establishments must have a coexistence manual or regulations that respond to the conditions, needs and requirements of the educational community of the institution;

**T**hat through Resolution No. 5421 of September 7, 2016, the Secretary of Education of Cundinamarca ratified the operating license of Colegio Hacienda Los Alcaparros, which accredits it as a private formal education establishment;

**T**hat the School Handbook of Colegio Hacienda Los Alcaparros is based on the following regulations:

- Constitution of Colombia
- General Education Law (Law 115 of 1994)
- Law 133 of 1994 on the right to freedom of religion and worship
- Law 1098 of 2006, which promulgates the Code for Children and Adolescents.
- Law 1146 of 2007 on sexual violence
- Law 1650 of 2013, which amends Articles 3 and 88 of Law 115 of 1994.
- Law 1620 of 2013, which establishes the National System of School Coexistence and Training for School Violence Prevention and Mitigation
- Law 1732 of 2014 that establishes the chair for peace.
- Decree 1286 of 2005 on the participation of parents in the improvement of educational processes.
- Regulatory Decree 1965 of 2013 which regulates Law 1620 of 2013.
- Decree 1075 of 2015 (Sole Regulatory Decree of the Education Sector).
- Resolution 777 of 2021 of the Ministry of Health that establishes the return to on-site classes and biosecurity protocols to mitigate the Covid-19 pandemic.
- Ministerial Directive No. 5 of June 17, 2021 of the MEN establishing the return to face-to-face education.

That this School Handbook is consistent with the mission, principles, values, philosophy and practice of the Company. The educational project of Colegio Hacienda Los Alcaparros is set out in its institutional educational project-PEI.

Article 201 of the General Education Law (Law 115 of 1994) provides that the Coexistence Manual is an integral part of the enrollment contract signed to formalize the student's enrollment in the school. Therefore, by signing the enrollment contract, parents (or guardians) and students fully accept the contents of the Colegio Hacienda Los Alcaparros Coexistence Manual;



That the jurisprudence of the Constitutional Court has recognized the importance of the coexistence manual of educational establishments as a binding and mandatory rule for all members of the educational community;

That the Coexistence Manual of Colegio Hacienda Los Alcaparros clearly defines the rights and duties of students and their families, as well as those of DIRECTORS, teachers and employees to ensure good coexistence and establishes the procedures to be followed in its application, aspects that also respond to the parameters of COGNIA, international accrediting entity of the School, on the assurance of child protection →International Child Protection Assurance.

That the Coexistence Manual of Colegio Hacienda Los Alcaparros defines the procedures to resolve individual or collective conflicts that arise between members of the educational community;

That, according to Article 144 of the General Education Law (Law 115 of 1994) and Decree 1075 of 2015, it corresponds to the Principality to adopt the Coexistence Manual of the institution, after the same is approved by the School Board of DIRECTORS;

In consequence of the above, the Principal's Office of Colegio Hacienda Los Alcaparros

### **RESOLVES**

**FIRST:** To adopt and publish the Coexistence Manual of Colegio Hacienda Los Alcaparros as a normative framework for the relations between the members of the educational community, which stipulates the foundations, principles, rights, duties, criteria and procedures that govern the actions and the course of the educational community of the school, whether in person or at a distance.

**SECOND:** The adopted Coexistence Manual is contained in the attached document, which is an integral part of this resolution and of the institutional educational project of the school. This will be made known to all members of the educational community of Colegio Hacienda Los Alcaparros, will be explained in parents' meetings, will be studied with students, teachers and administrative staff and will be available on the school's website.

**THIRD:** This version of the Coexistence Manual repeals all previous versions. In addition, it may be revised, updated and reformed when circumstances so warrant through the procedure provided for in Decree 1860 of 1994, compiled by Decree 1075 of 2015.

**FOURTH:** This Coexistence Manual is effective as of its publication.

### **PUBLISH AND COMPLY**

Issued at the Colegio Hacienda Los Alcaparros, in the municipality of La Calera, on the 19th day of the month of October 2021

**MARIA TERESA BOTERO**

Principala

Colegio Hacienda Los Alcaparros





## **Presentation**

The School Handbook is an integral part of the institutional educational project-PEI in which the philosophy, organization, pedagogical approach and academic and administrative practices of Colegio Hacienda Los Alcaparros are set out.

This document is the result of the revision and updating of the existing manual with the participation of the different members of the academic community of the school. It responds to the laws, decrees and resolutions that support it, to the permanent transformations of the country and the world that make demands on education, and is consistent with the holistic vision of training, characteristic of Colegio Hacienda Los Alcaparros.

This School Handbook explains all the aspects that support, guide and regulate school coexistence among all members of the community: students, parents and/or guardians, DIRECTORS, teachers and employees of the school. It is organized in three parts and has a glossary of terms and a thematic index to facilitate the consultation of specific topics.

The **first part** establishes the foundations that inspire, guide and govern all interrelations at Colegio Hacienda Los Alcaparros, such as the Colombian legal framework, the structure and organization of the school government, the mission and principles of the school, the profile and the rights and duties of the members that constitute its community, and the criteria for the formation of students for coexistence.

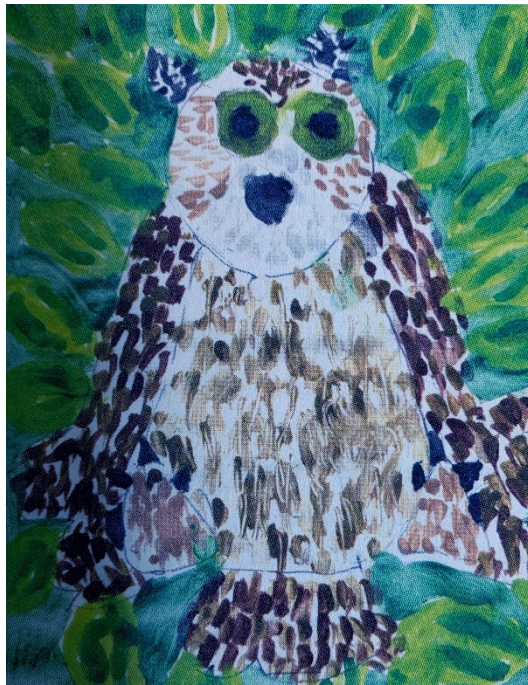
The **second part** sets out the guidelines that give meaning to the ways of proceeding to regulate the behaviors of the members of the school community whether they occur in person or at a distance. As for the students, it specifies the meaning and the recognitions that the School grants; it describes the desired behaviors in daily life and those that no one likes; it sets forth the criteria for the management, analysis and assessment of behaviors, as well as those that support the application of consequences and sanctions; It defines minor and serious misconduct and the type of consequences and sanctions they may generate; it explains the due process in case of non-compliance with the expected behaviors and sets out the specific rules and procedures in case of minor and serious misconduct, and the School Attention Route. As for parents, the aspects of co-responsibility are specified and, as for teachers and employees of the school, their commitments to the welfare of students are specified and reference is made to Colombian laws and internal work regulations.

The **third part** contains the specific rules and procedures that govern school life in terms of special activities such as mandatory social service, participation in various national and international programs, activities and trips, the proper management of the school's resources and services, the student promotion process, the enrollment contract and the fee system.

We invite all members of our community -students, parents, teachers and employees of the school- to read it, support it and commit themselves wholeheartedly to contribute to make Colegio Hacienda Los Alcaparros a safe place where peaceful coexistence, dialogue and care for themselves, others and the environment are the standards of behavior in all interrelationships.



## Part I



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## **FUNDAMENTALS of SCHOOL COEXISTENCE**



## A. COLOMBIAN LEGAL FRAMEWORK AND INTERNATIONAL PARAMETERS

Colegio Hacienda Los Alcaparros fully complies with the legal regulations in force in Colombia and, in particular, with the fundamental principles established in the Political Constitution of Colombia, with the Colombian Civil Code and with the laws, decrees and resolutions of the Ministry of National Education and the Ministry of Health, referring to the different topics and processes of school coexistence. It also responds to the parameters of COGNIA, the school's international accrediting entity, on child protection assurance ↪International Child Protection Assurance.

Annex 2 of this School Handbook lists the main legal documents that support all of the School's actions and, in each one, the main pertinent articles are indicated, without detriment to other applicable Colombian laws, whose guidelines are all included in this School Handbook.

## B. INSTITUTIONAL FRAMEWORK

### 1. Constitution and community of *Colegio Hacienda Los Alcaparros*

Colegio Hacienda Los Alcaparros is a formal education establishment, private in nature, with an operating license granted by Resolution No. 5421 of September 7, 2016, issued by the Secretary of Education of Cundinamarca.

The School has been qualified in the Regulated Freedom Regime by the Ministry of Education, is internationally accredited by COGNIATM, a non-governmental non-profit entity that since 2006 accredits primary and secondary schools and today represents more than 36,000 entities in 80 countries.

It is a coeducational, bilingual, B-calendar, single-day school and is officially recognized for the provision of formal education services at the preschool, elementary, elementary, junior high and high school levels.

The school is owned by Corporación Educativa Los Alcaparros, a non-profit organization, constituted and existing in accordance with the laws of the Republic of Colombia, with legal status recognized by Resolution No. 316 of June 8, 1992, issued by the General Secretariat of the Mayor's Office of Bogotá D.C., domiciled in the Municipality of La Calera (Cundinamarca) and identified with the NIT 800.167.916-0.

*The community of Colegio Hacienda Los Alcaparros is composed as follows:*

*Students who are duly enrolled in the corresponding year.*

*Parents or guardians responsible for the education of enrolled students.*

*Adults linked to the school such as DIRECTORS, teachers, school administrators and other employees who perform direct functions in the provision of educational services.*



*Alumni, organized in legally constituted associations and duly accredited before the school.*

## 2. Structure, organization and school government for coexistence

The school government of Colegio Hacienda Los Alcaparros is based on the democratic participation of those who are part of the educational community, as dictated by law. (See, Arts. 6 and 142 to 145 of Law 115 of 1994, Arts. 2.3.3.3.1.5.1 to 2.3.3.3.1.5.8 of Decree 1075 of 2015 and Decree 1286 of 2005). The main bodies of the School Government, their composition and functions are presented below. In addition, the way in which the different levels of the educational community (DIRECTORS, teachers, students, parents and alumni) participate is indicated.

SCHOOL GOVERNING BODIES OF THE SCHOOL	
ORGANS - Composition	FUNCTIONS
<p><b>BOARD OF DIRECTORS</b> <i>Highest organ of School Governance</i></p> <p>Members:</p> <ul style="list-style-type: none"> <li>- President</li> <li>-- DIRECTOR of the Educational Project</li> <li>- Executive DIRECTOR</li> <li>- 2 Teachers' Reps.</li> <li>- 2 Parent Parent Reps.</li> <li>- 1 Student rep.</li> <li>- 1 Alumni Rep.</li> <li>- 1 Rep. productive sector</li> <li>- 1 Rep. Corporation</li> </ul>	<ul style="list-style-type: none"> <li>a) Make decisions that affect the operation of the institution and that are not within the competence of another authority.</li> <li>b) Serve as the last instance to resolve conflicts that arise between teachers and administrators with students of the school.</li> <li>c) To adopt the School Handbook.</li> <li>d) To establish the criteria for the admission of new students.</li> <li>e) To assume the defense and guarantee of the rights of the entire educational community.</li> <li>f) Approve the annual plan for the academic updating of the teaching staff presented by the Principal.</li> <li>g) Participate in the planning and evaluation of the Institutional Educational Project, the curriculum and the study plan and submit them to the consideration of the Secretary of Education.</li> <li>h) Stimulate and control the proper functioning of the educational institution.</li> <li>i) To establish incentives and sanctions for the good academic and social performance of the student.</li> <li>j) Participate in the evaluation of teachers, school administrators and administrative personnel.</li> <li>k) Recommend criteria for participation in community, cultural, sports, recreational and social activities.</li> <li>l) Establish the procedure for the use of the facilities in educational, cultural, recreational, sports and social activities.</li> <li>m) Promote academic, sports and cultural relations with other educational institutions.</li> <li>n) Encourage the formation of parents' and students' associations.</li> <li>o) To regulate the electoral processes.</li> <li>p) Approve the budget of income and expenses of its own resources and those coming from legally authorized payments made by the parents and those responsible for the education of the students.</li> <li>q) To adopt its own by-laws.</li> </ul> <p>See Annex 2 of this document</p>
<p><b>ACADEMIC COUNCIL</b> <i>Maximum authority in pedagogical issues</i></p> <p>Members:</p> <ul style="list-style-type: none"> <li>- President</li> <li>- Educational Project DIRECTOR</li> <li>- Teaching managers</li> <li>- 1 Teacher from each area or grade</li> </ul>	<ul style="list-style-type: none"> <li>a) Supervise the comprehensive evaluation process.</li> <li>b) Receive and decide on student complaints regarding educational evaluation.</li> <li>c) To serve as an advisory body to the Board of DIRECTORS in the revision of the proposal of the Institutional Educational Project.</li> <li>d) To study the curriculum and promote its continuous improvement, introducing modifications and adjustments.</li> <li>e) Organize the curriculum and guide its execution.</li> <li>f) To participate in the annual institutional evaluation.</li> <li>g) To integrate the teachers' councils for the periodic evaluation of the students.</li> </ul>



<p align="center"><b>THE PRINCIPAL AND THE DIRECTOR OF THE EDUCATIONAL PROJECT</b></p> <p><i>Guide the execution of the Project Institutional Educational Plan (PEI) and apply the decisions of the School Government bodies.</i></p>	<ul style="list-style-type: none"> <li>a) Stimulate and control the proper functioning of the educational establishment and establish incentives and sanctions for the academic and social performance of the students.</li> <li>b) Oversee the fulfillment of teaching functions and participate in the evaluation of teachers and administrative personnel.</li> <li>c) Apply the provisions of the State for the provision of public educational service and exercise the disciplinary functions attributed to it by law, regulations and this School Handbook.</li> <li>d) Lead the School Coexistence Committee.</li> <li>e) Incorporate in the institutional planning processes the development of prevention and promotion components, and the protocols established for the implementation of the Integral Attention Route for School Coexistence.</li> <li>f) Report cases of bullying and school violence and violation of sexual and reproductive rights of children and adolescents of the educational establishment as provided for in current regulations and protocols of the Comprehensive Care Route, and follow up on such cases.</li> <li>g) Guide the implementation of the Institutional Educational Project and apply the decisions of the school government;</li> <li>h) Promote the continuous process of improving the quality of education in the school;</li> <li>i) Maintain active relations with the educational authorities, with the sponsors of the institution and with the educational community, in order to achieve the academic progress of the institution and the improvement of community life.</li> <li>j) Establish communication processes among the different members of the educational community.</li> <li>k) Guide the educational process with the assistance of the Academic Council.</li> <li>l) Promote activities of social benefit that link the school with the local community.</li> <li>m) To apply the dispositions determined by the State, related to the provision of the public educational service.</li> <li>n) To give itself its own regulations.</li> </ul> <p>See Annex 2 of this document</p>
<p align="center"><b>EXECUTIVE DIRECTOR</b></p> <p>Legal Representative of the Los Alcaparros Educational Corporation and the person in charge of preparing annually the proposed tariffs</p>	<ul style="list-style-type: none"> <li>a) Make decisions regarding the administration of financial, patrimonial and labor resources, according to the PEI of the school and the statutes of the Corporación Educativa Los Alcaparros.</li> <li>b) Submit to the Secretary of Education of Cundinamarca the annual proposal of tuition fees, pensions, periodic charges (cafeteria and school transportation) and other charges for each school year.</li> </ul>
<p align="center"><b>TEACHING MANAGERS</b></p> <p>They are those who perform management, coordination, supervision and inspection, programming and advisory functions.</p>	<p>Among them are the Academic Coordinators of the Preschool, Elementary, Secondary and Middle School sections, who are in charge of:</p> <ul style="list-style-type: none"> <li>a) Attending to students in academic aspects of evaluation and promotion.</li> <li>b) Guiding the performance of teachers according to the curriculum.</li> <li>c) Promote the integration and participation of the educational community in order to achieve its welfare.</li> <li>d) Coordinate and supervise teachers.</li> <li>e) To follow up on the Institutional System of Evaluation and Promotion of Students.</li> <li>f) Design a curriculum that contributes to coexistence.</li> <li>g) Facilitate the sense of community and promote cordial environments.</li> </ul>
<p align="center"><b>TEACHERS</b></p> <p><i>These are the members of the team teachers at the school.</i></p>	<ul style="list-style-type: none"> <li>a) Develop pedagogical practices that 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.</li> <li>b) Participate in the processes of updating and teacher training and evaluation of the school climate.</li> <li>c) Identify, follow up and report to the School Coexistence Committee the cases of bullying, violence and violation of sexual and reproductive rights affecting students.</li> </ul>



## OF STUDENTS

### STUDENT COUNCIL

*Collegiate body that ensures and guarantees the continuous exercise of student participation.*

- One (1) representative of the 3rd grade who will represent preschool, 1st, 2nd and 3rd grade students.
- One (1) representative from each of the 4th through 11th grades

During the first 4 weeks of the school year, the Board of DIRECTORs shall convene integrated assemblies by the undergraduate students to elect a student spokesperson by secret ballot.

The preschool and 1st, 2nd and 3rd grade students will be called to a joint assembly to elect an unique spokesperson among the 3rd grade students.

- Propose, listen, analyze and interpret proposals in favor of the students.
- To elect the student representative who participates in the Board of DIRECTORs. He/she must be an 11th grade student.
- Invite to its deliberations those students who present initiatives related to the development of student life.
- Participate in the construction and revision of the Institutional Evaluation and Promotion System adopted by the School for the students' academic processes.
- Propose, to whom it may concern, student plans for development and continuous improvement of academic life, welfare or any other kind.
- Lead, at the student level, the working groups that periodically review and adjust the School Handbook, and participate in the development and subsequent revisions of the Institutional Educational Project.
- To give itself its own internal organization regulations.  
See Annex 2 of this document

### SPOKESPERSON

It shall be an 11th grade student elected by direct vote of the students..

In addition, in order to achieve adequate representation of students, the school has two (2) representatives in the following areas  
The school's representative, one from the 8th grade and one from the 5th grade.  
These are also elected by direct vote of the students.

- Promote compliance with the rights and duties of students.
- To be the spokesperson of the students before the higher instances of the School, in cases in which they present generalized concerns, or when there are different processes whose implications affect the students.
- Receive and evaluate requests, complaints, claims from students about injuries to their rights and complaints about non-compliance of obligations by students and present them to the Principal and/or the DIRECTOR of the Educational Project.
- Receive, analyze and propose negotiated solutions to the different problems, conflicts and claims presented to him/her, related to the students.
- If the case warrants it, to appeal the decisions of the DIRECTORs before the Principal or the DIRECTOR of the Educational Project and, when justified, to appeal the decisions of the Principal or the DIRECTOR of the Educational Project before the Board of DIRECTORs.
- Organize activities such as conferences, courses and lectures on civic education, civility and democracy, among others, to contribute to a better formation of the students.
- Inform about their activities through the school's media.

The students' representatives will be elected within thirty (30) calendar days following the beginning of the school year. For this purpose, the Principal will summon all the students in order to elect him/her by a simple majority system and by secret ballot.

The office of 11th grade student representative is incompatible with that of student representative to the Board of DIRECTORs.



## OF THE PARENTS

### GENERAL ASSEMBLY OF PARENTS

It is made up of all the parents of the school.

- a) To learn about processes, programs and specific activities of each school year.
- b) To elect the members of the Parents' Council.

It must meet at least two (2) times a year at the request of the Principal or the DIRECTOR of the Educational Project.

### PARENTS' COUNCIL

*Body that ensures the continuous participation of parents in the educational process.*

#### *Members:*

*Between one (1) and three (3) parents for each of the school grades.*

*During the course of the first month of the school year, the Principal or the DIRECTOR of the Educational Project will summon the parents to elect the representatives of the Parents' Council.*

*The election of the parents' representatives for the school year will be carried out in grade level meetings, by simple majority.*

*The composition of the Parent Council is mandatory.*

*All its functions are exercised in coordination with the Principal or the DIRECTOR of the Educational Project, who will be in charge of providing all the necessary information for such purposes.*

*The Parent Council is a body that does not require registration before any authority and membership does not require the payment of membership fees.*

*It meets three (3) times a year at the call of the Principal or by right. The sessions of the Parents' Council will be presided over by a parent, elected by the parents themselves.*

- a) Promote training activities for parents aimed at developing strategies to accompany students in order to facilitate the consolidation of learning, encourage the practice of study habits, improve self-esteem and the atmosphere of coexistence and, especially, those aimed at promoting the rights of students.
- b) To foster a climate of trust, understanding, integration, solidarity and agreement among all members of the educational community.
- c) To present proposals for improvement of the School Handbook.
- d) Collaborate in activities aimed at promoting the physical and mental health of the students, the solution of learning difficulties, the detection of school integration problems and the improvement of the environment.
- e) When necessary, participate in the revision of the Institutional System of Evaluation and Promotion of students.
- f) Contribute to the analysis, dissemination and use of the results of the periodic competency evaluations and state tests (Saber 11, Saber 9 and Saber 5).
- g) Demand that all students of the School participate in the competency tests conducted by the Colombian Institute for the Evaluation of Education - ICFES;
- h) To elect the two (2) representatives of the parents in the Board of DIRECTORS, in a meeting called by the Principal or by the DIRECTOR of the Educational Project, within the first thirty (30) days of the school year. Parent representatives may only be reelected for one additional term and must always be parents of students of the school.  
The teachers, DIRECTORS or administrators of the school may not be representatives of the parents in the Board of DIRECTORS of the school in which they work.  
When the number of members of the Parents' Association reaches half plus one (50% +1) of the families of the School, the Association will be in charge of electing one (1) of the two (2) parents' representatives to the Board of DIRECTORS.
- i) Organize the work committees that are in line with the Institutional Educational Project and the School Improvement Plan, in accordance with the work plans agreed upon with the Principal or the DIRECTOR of the Educational Project. The committees may include the participation of a DIRECTOR or teacher designated by the Principal.
- j) Support artistic, scientific, technical and sports activities organized by the school, aimed at improving students' skills in different areas, including citizenship and the creation of a culture of legality.
- k) Participate in the elaboration of improvement plans and in the achievement of the objectives set.
- l) To promote a climate of trust, understanding, integration, solidarity and agreement among all members of the educational community.
- m) To elect the parent who will participate in the Evaluation and Promotion Committee.
- n) To present the proposals for modification of the Institutional Educational Project that arise from the parents.
- o) To establish its own rules of procedure. See Annex 2 of this document



## EXTERNAL ASSOCIATIONS WITH LEGAL STATUS

### PARENTS ASSOCIATION

*It is a non-profit entity, with independent legal status, constituted in accordance with the laws of the Republic of Colombia, formed by the fathers, mothers and guardians of the students of the school who are affiliated to the Association.*

*It has its own bylaws, is registered with the Chamber of Commerce of Bogota and its assets and management are separate from those of the school.*

- a) Support the implementation of the Institutional Educational Project and the Improvement Plan of the educational establishment.
- b) Promote the construction of a climate of trust, tolerance and respect among all members of the educational community.
- c) Promote the processes of formation and updating of parents.
- d) Support families and students in the development of the necessary actions to improve their learning results.

- a) Promote a culture of coexistence, peaceful conflict resolution and commitment to legality.
- b) Collaborate with the school administration, students, parents, educators and employees in the programs and purposes of the institution.
- c) If the number of parents affiliated to the Association exceeds fifty percent (50%) of the total number of families of the School, this entity will be the one to appoint one (1) of the parents' representatives in the Board of DIRECTORS.
- e) The assets of the Parents' Association and its management are separate from those of the School. These resources are administered by the Board of DIRECTORS of the Association according to its bylaws.
- f) The assets of the Association may be placed at the service of the School, under the terms of the agreement to be established between both organizations.
- g) Extraordinary dues shall be for a specific purpose and may only be required if approved by three fourths (3/4) of those attending the General Assembly.

The Association is prohibited:

- d) To request from the associates and with destination to the college, bonds, contributions, donations, donations, quotas or any form of contribution in money or in kind, or impose the obligation to purchase food products.
- e) Impose on the associates the obligation to participate in social activities, acquire uniforms, school supplies or implements in businesses belonging to the association or its members.
- f) Assume the competencies and functions of the authorities and other collective bodies of the school, or those of the inspection and surveillance entities of the educational sector;
- g) Organize, promote or sponsor events in which liquor is consumed or games of chance are played.
- h) The members of the Board of DIRECTORS of the Association may not enter into contracts with the Association. Neither may their parents, spouses or permanent partners or relatives.

On the other hand, the School and its administrative officers are forbidden:

- a) Demanding from parents or students proof of affiliation or peace of mind with the Association.
- b) Impose on parents the obligation to become members of the Association as a prerequisite to carry out any procedure before the School.
- c) Collect monies or species destined for the Association or whose collection corresponds to the Association.
- d) Impose on parents or students the obligation to participate in the Association's own activities.
- e) Impede the exercise of the parents' right of association.
- f) Impose costs different from those legally established by the respective educational authorities.
- g) Request financial contributions from the Association for the School or to defray travel expenses of DIRECTORS, teachers or administrators.

### ALUMNI ASSOCIATION

*Non-profit entity, with independent legal status, constituted under the laws of the Republic of Colombia, formed by those alumni of the school who join as members..*

Its purpose is to look after the welfare of its members and to offer, autonomously or in conjunction with the College, modalities that serve to share common interests and facilitate the creation or consolidation of friendship groups among graduates.





### 3. Mission and principles guiding the school community

The **mission** of Colegio Hacienda Los Alcaparros Contribute to the development of the potential of each of our students in their intrinsic commitment to others-in-community and in harmony with the natural world in its various forms.

The **principles** established by Colegio Hacienda Los Alcaparros are the basis of its educational project and also include those indicated by the National System of School Coexistence and Training for the Prevention and Mitigation of School Violence (See Law 1620 of 2013 and its regulatory decree 1965 of 2013).

Each member of the community of Colegio Hacienda Los Alcaparros is considered a constituent part of its educational project and, as such, must respect, accept and be guided by the principles that underlie the philosophy of the school.

1. **Human excellence** is the **foundation** and **goal** of the educational community. To be the best that everyone can be through a holistic process of education that leads to the continuous growth and enrichment of the ethical, aesthetic and logical dimensions of the human ideal that tends to goodness, beauty and truth.
2. The **community** is the **privileged environment** for personal and social development. We are beings in relationship with one another: we learn, we understand and we project ourselves in our interactions with others.
3. **Care** is the **axis of formation** at Colegio Hacienda Los Alcaparros. An ethic of care is summarized in the understanding of the importance of bonds and sensitive, kind and harmonious ways of relating with people close to us and with those of other cultures, with ideas and knowledge, and with the natural and built human environment.
4. **Freedom**, origin of autonomy, self-management and responsibility, is a pillar of school life. The conception and free and self-regulated expression of opinions, judgments based on self-respect, respect for others and for the environment, and autonomous and responsible decisions are a fundamental framework of coexistence (See Art. 5 of Law 1620 of 2013 on School Coexistence).
5. **Personalization** is the **reference for the School's interrelationships**. Because everyone is a unique and unrepeatable being, recognizes, values, respects and is receptive to the different ways of feeling, knowing, acting and relating to others.
6. **Participation** is the **way of acting** par excellence in the school. Being part of something entails a sense of belonging, commitment, thoughtful decision making and responsible and reliable actions, aware that by participating one intervenes, affects and transforms the system to which one belongs (See Art. 5 of Law 1620 of 2013 on School Coexistence).
7. **Diversity inspires** respect, flexibility and creativity. Diversity is testimony to the variety and multiplicity of species and natural forms and countless human variations in terms of races, ethnicities, genders, ages, physical abilities, sexual orientations, religious, spiritual and political beliefs, socio-economic situations, socio-cultural contexts and ways of grouping, interrelation and production and creation of human beings, which opens to different and novel points of view, understandings and horizons that enrich initiative, decisions and problem solving.
8. **Co-responsibility** is the root of our actions in the school.



The formation and education of children and young people is a joint process of responsible cooperation between students, families, teachers and employees of the school, each with different tasks, each of which enriches each other (See Art. 5 of Law 1620 of 2013 on school coexistence).

9. **Justice shapes** dignified, equitable and supportive treatment.

Giving prevalence to the common good over individual interests is the citizenship pact to do the right thing, promoting harmonious interrelationships with others and with the environment to generate physical, psychological and social well-being for all.

10. **Integrity** is the **holistic criterion** for the development of all the activities of the school.

Reality is not made of isolated fragments; on the contrary, what is manifested is the complex interconnection between all human dimensions and the environment (See Art. 5 of Law 1620 of 2013 on School Coexistence).

11. **Social commitment** gives **ethical meaning** to our existence in the world.

We recognize ourselves in the gaze of the other and the valuation of life always occurs in the encounter with the other with compassion, mutual support and sharing the dignity that makes us human, shapers of communities, countries and possible worlds.

12. **Spirituality** is the **human dimension** that transcends the immediacy of the world.

To transcend is to go beyond the limits of sensitive experience in order to discover, unravel and feel the force that animates our existence as living beings.

## 4. Profile of the members of the school community

### *The student*

1. Is permanently willing to learn, to transform to adapt to different circumstances and to take significant risks, with an open and curious mentality.
2. Recognizes and values others in their differences, such as beliefs, races, genders, sexual orientations, ages, and social, economic, political and cultural conditions.
3. Acts freely and responsibly in the construction of harmonious relationships with the world and with others.
4. Seeks to resolve conflicts in order to harmonize the tensions inherent in human relationships and achieve peaceful coexistence in the community in which he/she lives.
5. Is aware that his body is his mode of existence and takes care of it so that his expressions are physically and emotionally healthy.
6. Nurtures their aesthetic sensibility by living, constructing and expressing forms of the world in a deeply human and vital way.
7. Communicates their ideas and emotions in an honest, assertive and considerate manner, appreciating and respecting the knowledge and expressions of others.
8. Is rigorous in his/her study, enjoys it and is interested in its permanent academic development.
9. Knows that he/she is educated in a country that demands initiatives that generate possibilities to transform and renew society with equity, social justice and human solidarity.
10. Recognizes his/her responsibility as a citizen of the global community to contribute to the promotion of human rights, to the protection and conservation of the environment and to the solution of the cross-cutting problems of humanity.



### ***From the parents or guardians***

1. They are strong families characterized by their life project with routines, ceremonies and enriching encounters; by the mutual support and trust among its members; by the recognition and appreciation of their children in their specificities and differences; and by their capacity for resilience in the face of diversities.
2. They witness and instill in their children the values of human dignity such as respect, autonomy, justice, fairness, honesty, responsibility and loyalty, among others.
3. Value education and are committed to the development of their children, knowing that they are jointly responsible for their education.
4. Know, appreciate and support the School's educational project and abide by its School Handbook.
5. They trust the DIRECTORS, teachers and employees who in different ways contribute to the development of the educational and formative project of the school.
6. They are trustworthy, truthful, responsible and comply with all their commitments to the school.
7. They are respectful and considerate in their dealings with others, both near and far.
8. They are always well informed about, participate in, support, and promote the activities and programs of the College.
9. They care for their own and their children's lives and display care for others and for the surrounding natural and built environment.
10. Exercise their rights and duties in relation to the educational process of students from cooperation, interest in the common good and the development of the educational community.

### ***Teachers and employees of the school***

1. They are knowledgeable about their work, always open to continue learning, to deepen their specialties and interests and to transform and innovate their pedagogical practices or their specific tasks.
2. They know, value and support the school's educational project, are committed to what they do and say, and are accountable for their actions.
3. They give testimony of human excellence knowing that they are an example and model for students and colleagues.
4. They give with mental generosity their knowledge without reservation to students and colleagues and welcome the contributions of others.
5. They display imagination, initiative, and enthusiasm in all their work with rigor, honesty, and discretion.
6. They are serene in dealing with difficulties, understanding of children and young people's mentality and fair in their assessment without extremes of rigidity or softness.
7. They are always ready to answer questions and concerns of students, families and colleagues.
8. They demonstrate self-care, care for others and for the natural and built environment.
9. They foster a positive environment and respect for differences with colleagues, students, and parents.
10. They are responsible, knowing that they are co-responsible, in different ways, for the formation of students, for the creation of safe environments for learning and coexistence, and for the protection of children and youth.



## 5. Rights and duties of the members of the school community

### *From the students*

RIGHTS	OBLIGATIONS
<ol style="list-style-type: none"> <li>1. To receive the education offered by the school according to its institutional educational project-PEI.</li> <li>2. To be treated with respect in order to guarantee their fundamental rights.</li> <li>3. To the free expression of their personality and to be recognized and respected in their manifestations.</li> <li>4. To inhabit the school as a house of education for their learning.</li> <li>5. To live in psychologically and physically safe environments for their care and development.</li> <li>6. To live in peaceful environments in which dialogue, reflection and reparation prevail.</li> <li>7. To be part of the school government.</li> <li>8. To be valued in an integral way in the academic, personal and social areas.</li> <li>9. To be attended to and listened to at all times.</li> <li>10. To due process, whether in the case of minor offenses and/or serious offenses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Desire to learn and support processes, activities, and projects so that others learn.</li> <li>2. To always act from the ethics of care in all interrelationships.</li> <li>3. To listen respectfully and constructively to others in their differences,</li> <li>4. To participate enthusiastically in the various activities of the school.</li> <li>5. To take care of their health, presentation and uniform; to take care of the immediate and distant others; to take care of the knowledge of others; to take care of the natural world and of what has been created by human beings.</li> <li>6. Contribute to resolving their own conflicts or those of other members of the community, fostering an atmosphere of harmony and tranquility.</li> <li>7. Comply with the agreements of the school and those specific to each group and level.</li> <li>8. Be punctual and attentive in all classes and other activities scheduled by the school each day and on special occasions.</li> </ol>

### *From parents or guardians (See Decree 1286 of 2005 on parental participation).*

RIGHTS	OBLIGATIONS
<ol style="list-style-type: none"> <li>1. To subscribe voluntarily and freely to the enrollment contract.</li> <li>2. To always be attended kindly and in a timely manner by DIRECTORS, teachers and administrative personnel according to the schedules established for this purpose.</li> <li>3. To be informed in a timely manner of the school's institutional educational project-PEI with all of its components, as well as the school's quality evaluations.</li> <li>4. To receive from the School an optimal quality of education according to what is offered in its institutional educational project-PEI.</li> <li>5. To know in a timely manner the School Handbook, the philosophy that inspires it, its norms and procedures, and the consequences that derive from it.</li> <li>6. To know the system of evaluation and promotion of students such as criteria, scales and procedures and to receive periodic reports on the school performance and behavior of their children.</li> <li>7. To request certificates, certificates and results bulletins, when they are in good standing in the payment of pensions and services, according to the current regulations of the Ministry of National Education</li> </ol>	<ol style="list-style-type: none"> <li>1. Strictly comply with the academic and civil obligations agreed upon in the enrollment contract, including the timely payment of educational costs.</li> <li>2. Respect and treat everyone in the school well and contribute to the construction of a climate of respect, tolerance and mutual responsibility that favors the education of their children and the best relationship among the members of the educational community.</li> <li>3. Value, support and commit themselves to the educational project of the School-PEI and be attentive to the information that the School sends periodically.</li> <li>4. To be co-responsible for the education of their children, knowing that the School is a support and not the total generator of such education.</li> <li>5. Comply with the provisions of the School Handbook, support it and support their children's compliance with it.</li> <li>6. Analyze the periodic evaluation reports, abide by the decisions that are agreed upon, guide and take corrective measures when required to overcome the academic and/or human development difficulties of their children.</li> <li>7. Request information and/or make complaints in a respectful and kind manner regarding the educational process of their children, abiding by the rules and</li> </ol>



<p>and the deadlines established by the School.</p> <p>8. To express, in a respectful manner and through regular channels, their opinions, concerns and requests about the process of their children at the School, to receive timely responses and to challenge decisions that have been made.</p> <p>9. To be invited and participate in the different activities directed to families.</p> <p>10. To run for the representative positions provided for by the laws and regulations of the school.</p>	<p>schedules established for this purpose.</p> <p>8. Assume clear and ethical positions against any form of intimidation, harassment or violence of which their child may be a protagonist, such as moral or physical laxity and/or consumption of liquor or psychoactive substances that harm their personal integrity.</p> <p>9. Comply with the obligation to attend activities scheduled by the School, the Parents' Council or the Parents' Association.</p> <p>10. Participate in the educational process through the activities and positions of the governing bodies relevant to families.</p>
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### ***Teachers and employees of the school***

<b>RIGHTS</b>	<b>OBLIGATIONS</b>
<p>1. To be informed in a timely manner of the school's philosophy and educational project.</p> <p>2. To be informed in a timely manner of the School Handbook, the work regulations and other rules of conduct established by the School.</p> <p>3. To carry out their duties in a peaceful educational environment where their personal integrity and dignity are respected.</p> <p>4. To be respected and valued by all members of the school's educational community and to receive appropriate treatment in the performance of their duties.</p> <p>5. To express their moral and ideological convictions, always respecting the philosophy of the school.</p> <p>6. To continue their education and to participate in the updating programs offered and promoted by the School.</p> <p>7. To be listened to by bosses, colleagues, students, parents and other members of the school community.</p> <p>8. To know the evaluation processes of their performance and receive feedback on it.</p> <p>9. To exercise their autonomy and make decisions within the framework of their duties and the principles of the school.</p> <p>10. Any other rights established by Colombian law, particularly the Labor Code, as well as the school's internal work regulations.</p>	<p>1. Abide by, respect and bear witness to the principles of the school, always favoring its good name.</p> <p>2. Contribute, promote and comply with the school's rules of coexistence, both inside and outside the school.</p> <p>3. Act in accordance with what is stipulated in their profile, in their position according to the handbook of functions and in the clauses of the contract.</p> <p>4. To care for, protect and treat students well and respect their bosses and colleagues both personally and in their work.</p> <p>5. Not to be involved in activities and/or groups that go against the principles and values promoted by the school.</p> <p>6. Attend responsibly and commit themselves to the training processes of the school.</p> <p>7. Always act with prudence and discretion and keep strict confidentiality of information that comes to their knowledge and may affect others.</p> <p>8. Participate in and/or develop a performance improvement plan.</p> <p>9. To be loyal and act with honesty, truthfulness and responsibility in coherence with the school's philosophy.</p> <p>10. Any others established by Colombian law, particularly the Labor Code, as well as the internal work regulations of the school.</p>

## **6. Formation of students for coexistence**

At *Colegio Hacienda Los Alcaparros*, education is a process oriented to contribute to the development of the student at every moment in which he/she finds him/herself by recognizing his/her differences and needs and, at the same time, reinforcing his/her strengths to refine his/her sensitivity, increase the rigor with which he/she performs and promote his/her emotional, intellectual and social enrichment as a person and his/her commitment to his/her life in the community.

The beauty of form and attention to detail; collaboration and co-creation with others; and the search for truth always sustained are constants that run through each of the school's projects,



subjects and activities. Everything that is undertaken in the school, in one way or another, tends to promote and strengthen dialogue and assertive communication, mediation processes and the management of differences, thoughtful decision-making, care in the ways of proceeding and care for oneself, for others and for the surrounding environment as forms of coexistence that are the pillars of a peace that is always under construction.

Over the years, the students and their teachers, in periodic meetings of review and reflection on their daily life, have reached the following **agreements on those attitudes that make them worthy of being Alcaparrinos**:

1. Attend the School with the best intentions in the heart to give the best of each one.
2. To accept that each one has the same right as the others to communication, participation and collaboration.
3. To *respect, appreciate and admire* teachers by accepting and understanding the value and dignity of their profession.
4. Observe, accept and value our physical and cultural *differences* as enablers of new and better perspectives to perceive and transform the world.
5. To understand that the *work of others*, whatever it may be, is necessary, important and valuable for the life of the school and the country.
6. To recognize that what constitutes us as global citizens is the common humanity we share and that shapes us, places us in equity and drives us to seek the best for all.
7. Know that we are interdependent with the natural world, plants and animals, and also with the works of human creation.
8. To contribute to the preservation of the school campus with its classrooms, halls and libraries, recognizing that they are places for the use of the entire community.
9. To assume that green areas and sports spaces are appropriate for recreation, movement, play and meeting with others.
10. Share meal times as valuable situations of encounter that require table manners.
11. Use restrooms as spaces of cleanliness and privacy.
12. To take advantage of the buses that are an extension of the school where all the rules of the School Handbook are followed.
13. Appreciate the ideas, points of view and work of others, recognizing the value of multiple perspectives.
14. To develop the desire, pleasure and satisfaction in learning.

In this perspective and rooted in the principles that found the philosophy and practices of the School, discipline is a correlate of coexistence understood as "**doing the right thing**", that is, **acting as one should, where and when one should**, which can only be achieved by conviction and not by imposition. The idea, then, is that each student can assume, accept and follow the rules of coexistence because he/she understands their meaning and relevance in relation to the constitutive values of 'should-be' and 'should-do'. This implies that the student is able to recognize his intention when acting and, most especially, that he is attentive and examines the impact that his actions may produce. Thus, the student will know how to assume the consequences of his words and actions and will be able to accept and commit himself to the processes of construction and correction that the school and his family indicate in order to contribute to his personal growth and to the development of the good of the community.

Consequently, the environment and the various activities of the School always encourage the autonomous and responsible formation of its members and, in this sense, the disciplinary action is constant and consistent both in concessions and in prohibitions, consequences and sanctions. If

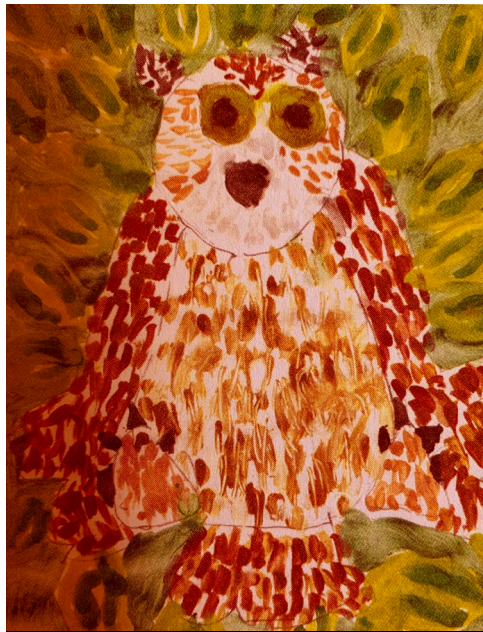


freedom is not used responsibly or duties are breached in such a way that coexistence within all areas of the School is disturbed or its good name is affected by unacceptable behavior outside the School, the student will be evaluated taking into account the principles, profiles, rights and duties outlined above and according to the specific criteria, rules, procedures and regulations detailed in Parts II and III of this School Handbook.

As stated from the beginning, this School Handbook is based on current legislation (*See Annex 4: Legal documents that support this School Handbook*) and, therefore, it also includes the different definitions of concepts relevant to school coexistence stipulated by the different laws, decrees and resolutions of the educational sector, which, in addition, are included in Annex 3: Glossary of this document.



## Part II



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## **GUIDELINES** for SCHOOL COEXISTENCE





## OF STUDENTS

### A. About *acknowledgments*

#### 7. Criteria and type of surveys

Personal satisfaction for the duty accomplished, for self-improvement, for an authentic assimilation of learning experiences and for recognizing ourselves in our contributions is a human feeling that drives us through life. At the same time, as the social beings that we are, we also recognize ourselves in the eyes of others, and it is constitutive of our human condition the desire for fair valuation and appreciation by others.

Colegio Hacienda Los Alcaparros encourages its students to continually review and reflect on their tasks and feelings in the various learning experiences as a basis that drives their self-esteem and their decisions regarding their actions and ways of behaving. And it also knows that its educational task implies supporting, encouraging and promoting the strengths of each of its students to contribute to the continuous development of their potential and to enliven their community bonds. The commitment that students display in their commitment as learners, as well as the care they show in all their actions, deserve to be recognized in the encounter with their teachers who, in most cases, become their mentors whom they admire and wish to follow.

With these premises, the school gives its students symbolic recognition for a job well done and for doing the right thing. These manifestations of teachers with their disciples, in the presence of their peers, are like a touch of encouragement that gives them greater strength and encourages them to continue exercising their interests, skills and abilities in their development processes.

The following are the *Colegio Hacienda Los Alcaparros* awards to its students:

##### ***Buttons in preschool***

Taking into account the level of emotional development of the students, at the end of the school year all students receive buttons as a reminder of the level completed and as a stimulus to undertake a new stage in their school process.

##### ***Valuable values' in preschool and elementary school***

Each student in each level receives a diploma at the end of the year that highlights a certain value that the student possesses and that the school is interested in promoting.

##### ***Thematic pins or medals or banners in all sections***

Each year, these are awarded to those students who participate consistently and with commitment in additional activities other than the obligatory academic ones, such as music, theater, sports, library use, participation in national and international events, among others.

##### ***Honor Roll in elementary, junior high and high school.***

Distinction that rewards and promotes excellent academic performance. It is awarded annually to those students who have excelled academically by obtaining one of the top three places in their class according to the academic average that corresponds to the sum of all areas evaluated. The objective is to reward and promote excellent academic performance.



***Diplomas of excellence by area in elementary, junior high and high school.***

These are awarded annually to reward and promote excellent academic performance in the different areas and, at the same time, to recognize and value the fact that, even if a student is not the best in all areas, he/she can be the best in a specific area for which he/she has special talent. Criteria of academic excellence, companionship and good behavior are taken into account.

***Exhibitions and presentations of all grades of the school.***

The most outstanding works of art by students of all levels are exhibited in the Alcaparros Gallery at the entrance of the administration building; musical groups, plays and dances are presented in public; and students exhibit and present their projects before classmates, parents and guests. These are forms that highlight pride in the work done and make it possible to be appreciated by different audiences.

***Alcaparros Spirit in grades one (1st) to ten (10th)***

Annual award received by students who stand out for their continuous testimony of the principles and values of the school. This rewards and promotes the integral development of the student in accordance with the profile of human being that the school wants to form.

***Sports Excellence Medal in eleventh grade (11th)***

This is awarded to two students -one male and one female- who have represented the school before the UCB and/or UNCOLI by participating in the four sports -football, volleyball, athletics and basketball- during their school life and have stood out for their punctual attendance to training sessions and games, for their fair play and companionship. This seeks to recognize and promote the student's effort to participate in additional activities other than the mandatory academic ones, without neglecting academic performance.

***Shield Ceremony.***

This is a moment to celebrate the sense of community, which is very much appreciated by all the members of the school -students, teachers, DIRECTORS and employees from all areas- who at the end of each year get together to celebrate the graduates. The K4 children give their 'big brothers' the three coats of arms that represent them: the Colombian flag; the tree, symbol of the School; and that of the House to which they belonged; and the counselors give a 'tip' to each of their advisors.

***Los Alcaparros Tree in eleventh grade (11th)***

This is the highest recognition given by the School to those eleventh grade students at the end of their studies for impeccably embodying the values of the School, exemplifying the desired profile of the Alcaparros student, and who have consistently been part of the Honor Roll in previous years.



## **B. Criteria for management of student behavior**

### **8. On behaviors in daily life**

The behaviors in daily school life are rooted in the ethic of care, which defines the formative axis of the School and is based on the understanding of the importance of bonds and harmonious forms of relationships with people close to us and with those of other cultures, with the natural and built human environment, as well as with ideas and knowledge. This perspective of care coincides with the international parameters of COGNIA, the school's accrediting entity, on child protection assurance →International Child Protection Assurance.

In different reflection meetings with students from first to eleventh grade on forms of harmonious coexistence and in the experiences of the community program 'Responsive Classroom', each year we have been defining those behaviors in which the alcaparrino is recognized and manifested as well as those other ways of acting that no one likes to happen. Particularly, in the 'Hopes and Dreams' activity, students in each group and level expose their learning hopes for the year and their dream to achieve them, and among all of them they commit to support, as a group, the different processes and actions to make possible that everyone's expectations can be fulfilled. However, it is normal that sometimes behaviors occur that are not expected and that are not liked, precisely because they make it difficult to achieve the goals that the students have set for themselves. These inappropriate behaviors that occur in daily school life, when they occur, are assumed as minor offenses with the consequences that follow, as explained below. (See Nos. 11 to 13).

The following is a synthesis of the behaviors that reflect the being-alcaparrino and some others that we seek to avoid, collected throughout the life of the school and organized from the instances of the ethics of care - care with oneself, with others, with the environment and with the ideas and knowledge that constitute learning.

#### **Self-care**

<b>REFLECTING SELF-CARE</b>	<b>BEHAVIORS THAT NOBODY WANTS TO SEE IN ALCAPARROS</b>
<ul style="list-style-type: none"> <li>- Attend the school with the best intentions in their hearts to give the best of themselves.</li> <li>- To observe the uniform code and personal presentation.</li> <li>- To present oneself, speak and act in a manner that reflects one's dignity.</li> <li>- Self-regulate one's conduct in accordance with the principles that govern the community.</li> <li>- To be honest in all times, circumstances and places.</li> <li>- To eat healthily.</li> <li>- Protect one's privacy and health.</li> <li>- During the pandemic, follow the biosecurity rules: 3Ms and 3Cs.</li> <li>- To participate and represent the school with dignity in all circumstances and places.</li> </ul>	<ul style="list-style-type: none"> <li>- Being careless in their performance and academic responsibilities.</li> <li>- Wearing an unmarked, dirty or incomplete uniform or wearing the wrong uniform for the activity.</li> <li>- Not having personal hygiene habits and not having clean hair.</li> <li>- Remaining in the school after the school day is over without being part of an extracurricular activity.</li> <li>- Leaving without proper authorization from the school.</li> <li>- Making improper use of the student ID card.</li> <li>- Unauthorized use of telephones or cell phones belonging to the school or others.</li> <li>- During the pandemic, not following the 3Ms and 3Cs.</li> <li>- Not following the rules of behavior at events outside the school.</li> </ul>



## Caring for others

WHAT CARING FOR OTHERS REFLECTS	BEHAVIORS THAT NOBODY WANTS TO SEE IN ALCAPARROS
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*With **everyone** at School*

<ul style="list-style-type: none"> <li>- Accept that everyone has the same right as others to communicate, participate and collaborate.</li> <li>- Use kind manners and words that enhance the human being. human beings.</li> <li>- To respect the privacy and physical integrity of others.</li> <li>- Respect the body, personality and privacy of each person.</li> <li>- Maintain communication by looking into the eyes and moderating the volume of voice, without shouting.</li> <li>- Listen attentively and actively to others and do not interrupt.</li> <li>- Respect the lines and wait for your turn.</li> <li>- Seek encounter and cordiality with each other.</li> <li>- Respect other people's work spaces.</li> </ul> <p>To be committed to the health care of the members of the educational community.</p>	<ul style="list-style-type: none"> <li>- Arbitrarily imposing personal opinion or judgment by force or threat and/or Preventing the expression of opinions and needs of others.</li> <li>- Demonstrating contempt, indifference, anger or ill will, through the vocabulary used, when addressing others.</li> <li>- Demanding from others behaviors against their dignity and coexistence.</li> <li>- Not to expose truthfully the facts.</li> <li>- Not resolving conflicts through words and negotiation.</li> <li>- Interrupting the time and work space of others.</li> <li>- To search the bags or desks of classmates or of the teacher.</li> </ul> <p>During the pandemic, not following the 3Ms and the 3 Cs (Biosafety Standards).</p>
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*In particular with **teachers***

<ul style="list-style-type: none"> <li>- Respect, appreciate and admire teachers by accepting and understanding the value and dignity of their profession.</li> <li>- Be attentive to the presence of the teacher.</li> <li>- To politely address teachers showing respect and recognition of their role, with words such as 'good morning', 'see you later', 'please', 'thank you', 'excuse me'.</li> <li>- Collaborate with the activities proposed by the teacher.</li> <li>- Comply with the teacher's orders and follow his/her instructions.</li> <li>- Listen attentively to what the teacher says.</li> </ul>	<ul style="list-style-type: none"> <li>- Ignoring the presence of the teacher and, therefore, delaying the initiation or completion of classes.</li> <li>- Not waiting for the teacher with the proper attitude to start the class.</li> <li>- Disturbing others, throwing things, shouting in the absence of the teacher.</li> <li>- Demonstrating, through manners or vocabulary used, contempt, indifference, anger or ill will when addressing teachers.</li> <li>- Engage in other activities during class time.</li> </ul> <p>Ignoring teacher's orders or instructions</p>
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*In particular with **other students***

<ul style="list-style-type: none"> <li>- Observe, accept and value the variety of points of view and our physical and cultural differences as enablers of new and better perspectives for perceiving and transforming the world.</li> <li>- Address sensitive issues with respect such as gender, sexuality, religion and political affiliation.</li> <li>- Display fairness in our dealings.</li> <li>- Be kind and courteous in our dealings.</li> <li>- Be generous and supportive of others.</li> <li>- Motivate others to do their best.</li> <li>- Projecting trust to others (being accountable).</li> <li>- Promote camaraderie.</li> <li>- Take an active defensive stance in the face of any mistreatment and seek help.</li> <li>- Share materials and equipment as needed.</li> </ul>	<ul style="list-style-type: none"> <li>- Exclude, belittle or undervalue others.</li> <li>- Mistreat others by teasing, yelling, throwing things at them, hitting them, pushing them.</li> <li>- Causing them any physical harm through games or challenges.</li> <li>- Assaulting them in their intimacy by touching them, insulting them or watching them maliciously.</li> <li>- Having public expressions of affection that are proper to family or private life.</li> <li>- Telling secrets in front of others.</li> <li>- Inventing gossip about behaviors or rudely qualifying the relationships of peers.</li> <li>- Being indifferent to the pain of others.</li> <li>- Destroying or taking property belonging to others without their permission.</li> <li>- Teasing younger children.</li> </ul>
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*In particular with **School employees***

<ul style="list-style-type: none"> <li>- Understand that the work of others, whatever it may be, is necessary, important and valuable for the life of the school and the country.</li> <li>- Always be respectful and polite in their dealings with others.</li> <li>- To value, respect and obey the instructions and suggestions of monitors and drivers on the buses and security guards.</li> <li>- Maintain a cooperative attitude.</li> </ul>	<ul style="list-style-type: none"> <li>- Express themselves in a derogatory manner using profanity, shouting, offensive gestures, among others.</li> <li>- Running or shouting in the offices of management or administrative personnel.</li> <li>- Not observing the rules of courtesy, such as waiting to be served.</li> <li>- Not obeying orders or suggestions from supervisors, drivers and security guards.</li> </ul>
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*When students represent the **school to others***

<ul style="list-style-type: none"> <li>-To recognize that what constitutes us as global citizens is the common humanity we share and that shapes us, places us in equity and drives us to seek the best for all.</li> <li>- To know that in every action we reflect the Alcaparran culture.</li> <li>- To know how to read the context that allows us to make the required adaptations to make a significant contribution.</li> <li>- To maintain an appreciative and respectful view of others.</li> <li>- Learn from others and share our own knowledge.</li> <li>- Use with care the spaces, equipment and materials of the place.</li> </ul>	<ul style="list-style-type: none"> <li>- Failure to comply with the rules of courtesy and good manners in public places.</li> <li>public places.</li> <li>- Not listening to the explanations of the guides or teachers during visits.</li> <li>- Shouting or making a fuss in public places.</li> <li>- Using foul or rude language to address others.</li> <li>- Disrespecting others and physically or verbally attacking others in situations of debate, controversy or competition,</li> <li>- Singing refrains with words that demean other educational institutions.</li> <li>- Shouting or gesturing at other children from other schools.</li> </ul>
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**Care for the environment**

WHICH REFLECTS CARE FOR THE ENVIRONMENT FOR THE ENVIRONMENT	BEHAVIORS THAT NOBODY WANTS TO SEE IN ALCAPARROS
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*In In **all areas** of the School*

<ul style="list-style-type: none"> <li>- <i>To know that we are interdependent with the natural world, plants and animals, and also with the works of human creation.</i></li> <li>- <i>Appreciate and protect the school's own spaces as environments conducive to learning.</i></li> <li>- <i>To care for and keep clean and free of graffiti all the spaces of the school.</i></li> <li>- <i>Enjoy, appreciate and protect the exhibitions and billboards.</i></li> <li>- <i>Recycle and put garbage in its place respecting the classification codes.</i></li> <li>- <i>Consume food and beverages only at designated times and places.</i></li> <li>- <i>During the pandemic, abide by all biosecurity rules and stay in assigned clusters.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Damaging, marking or vandalizing school property.</li> <li>- Littering in any part of the school.</li> <li>- Unnecessarily causing disorder.</li> <li>- Destroy plants or trees in the school.</li> <li>- Climbing trees or mistreating animals.</li> <li>- Play soccer or other sports in places other than those assigned.</li> <li>- Running or playing in areas not designated for that purpose.</li> <li>- Eating or drinking in places other than cafeterias.</li> <li>- During the pandemic, not following the 3Ms and 3Cs (biosecurity rules).</li> </ul>
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*In particular, in all **classrooms, classrooms and libraries** of the school*

<ul style="list-style-type: none"> <li>- Contribute to the conservation of the school campus with its classrooms, lounges and libraries, recognizing that they are places for the use of the entire community.</li> <li>- Keep the place clean and orderly.</li> <li>- Use the equipment or instruments according to their requirements.</li> </ul>	<ul style="list-style-type: none"> <li>- Use the equipment or instruments according to their requirements.</li> <li>- Use materials according to their intended purpose. - Leave any school and/or personal material in places that do not correspond or keep the desk in disorder.</li> <li>- Throwing papers or other objects on the floor.</li> <li>- Destroying furniture and any other school material.</li> <li>- Taking materials out without the teacher's permission.</li> <li>- Turning computers off or on without authorization.</li> <li>- Shouting or talking too loudly and/or talking in a loud voice in places assigned for group work.</li> <li>- Contravene any of the rules for the use and loan of books and not pay fines for late delivery.</li> </ul>
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*In **green areas and sports facilities***

<ul style="list-style-type: none"> <li>- Assume that green areas and sports spaces are appropriate for recreation, movement, play and meeting with others.</li> <li>- Follow the safety rules of the place.</li> <li>- Be inclusive with others in interactions and games.</li> <li>- Be mindful of fair play.</li> </ul>	<ul style="list-style-type: none"> <li>- Remain in the classrooms during recess hours.</li> <li>- Take unnecessary risks.</li> <li>- Exclude people from games by saying "you can't play".</li> <li>- Cheating and not knowing how to lose.</li> </ul>
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*In **cafeterias***

<ul style="list-style-type: none"> <li>- Share meal times as valuable meeting situations that require table manners.</li> <li>- Observe the directions of teachers and cafeteria staff.</li> <li>- Serve only what they wish to eat without wasting food.</li> <li>- Leave dishes and waste in the proper place.</li> <li>- During the pandemic, follow appropriate biosecurity rules.</li> </ul>	<ul style="list-style-type: none"> <li>- Having lunch on a shift that does not correspond.</li> <li>- Do not wait for your turn to be served lunch or half nines, or snatch food from trays.</li> <li>- Throwing food on the floor or at others.</li> <li>- Wasting food and/or not eating what has been served.</li> <li>- Making dirty or disgusting comments.</li> <li>- Talking with mouth full, eating with hands, or not using silverware properly.</li> </ul>
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*In the **bathrooms***

<ul style="list-style-type: none"> <li>- Use the bathrooms as spaces of cleanliness and intimacy.</li> <li>- Take care of bathroom fixtures.</li> <li>- Use water and paper properly, including in outdoor sinks.</li> <li>- Put toilet paper and any other element in the wastebaskets</li> </ul>	<ul style="list-style-type: none"> <li>- Enter with others to the private part of the bathrooms.</li> <li>- Leaving the bathroom dirty or unflushed.</li> <li>- Wasting toilet paper or water.</li> <li>- Not keeping the proper physical distance when waiting for one's turn.</li> <li>- Flushing toilet paper and other items in the toilets.</li> </ul>
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*In **buses***

<ul style="list-style-type: none"> <li>- Benefit from the buses, which are an extension of the school where all the rules of the School Handbook are followed.</li> <li>- During the pandemic, get on the bus only if the Phidias questionnaire authorizes it.</li> <li>- Respect the route, wait at the assigned bus stops at the appointed time and get off at the agreed stops.</li> <li>- Follow the bus rules to contribute to everyone's safety.</li> <li>- Sit in the assigned seat with the seat belt fastened.</li> </ul>	<ul style="list-style-type: none"> <li>- Not following the safety rules on the routes.</li> <li>- Activating the emergency alarm without authorization or reason.</li> <li>- Changing routes and stops without authorization.</li> <li>- Boarding the bus despite not being authorized in the Phidias questionnaire.</li> <li>- Not using seat belts or standing up when the buses are in motion.</li> </ul>
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## Care with ideas and knowledge

WHICH REFLECTS THE CARE WITH KNOWLEDGE AND LEARNING	BEHAVIORS THAT NOBODY WANTS TO SEE IN ALCAPARROS
<i>With ideas and knowledge <b>from others</b></i>	
<ul style="list-style-type: none"> <li>- Appreciate the ideas, viewpoints and work of others, recognizing the value of multiple perspectives.</li> <li>- Work in teams knowing that learning is built in collaboration.</li> <li>- Recognize those who speak or present and listen attentively to them.</li> <li>- Value and respect the variety of knowledge and knowledge, even if it is not the main interest of the student.</li> </ul>	<ul style="list-style-type: none"> <li>- Interfering with one's own and others' learning processes through acts of indiscipline or irresponsibility.</li> <li>- Disregarding the ideas of others.</li> <li>- Not participating actively in school life.</li> <li>- Not committing to teamwork.</li> <li>- Not sharing knowledge with others.</li> <li>- Not listening to others.</li> </ul>
<i>With <b>self knowledge</b></i>	
<ul style="list-style-type: none"> <li>- To develop the desire, taste and satisfaction for learning.</li> <li>- Recognize and value one's own ideas and take the risk of thinking differently.</li> <li>- To work day by day in the construction of one's own learning.</li> <li>- To understand that learning takes time, that there are formal times for learning and that they are to be taken advantage of.</li> <li>- Take advantage of strengths and work on the areas that need improvement.</li> <li>- Take notes recording everything that is new or significant to you.</li> <li>- Reflect on and weigh the information you have access to.</li> <li>- Focus on the statements that state the purpose and meaning of the activities as well as the ways to learn.</li> <li>- Continually explore new and enjoyable possibilities for expressing feelings, ideas, and actions.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Being late to class or any school activity or absent without due cause.</i></li> <li>- <i>Wandering or being distracted during learning times.</i></li> <li>- <i>Failure to fulfill academic commitments such as homework and tests.</i></li> <li>- <i>Assuming as valid, without proper evidence or argumentation, any information.</i></li> <li>- <i>Not completing work plans.</i></li> <li>- <i>Not exploring new perspectives in their school activities.</i></li> </ul>



## 9. General criteria for handling inappropriate behaviors

1. The school seeks to resolve individual or collective conflicts that arise in a timely, expeditious and equitable manner. (See definition of *conflicts and inappropriately handled conflicts* in Annex 1. Glossary)
2. The school uses dialogue, reflection and institutional mediation to resolve conflicts.
3. For institutional mediation, members of the school's human development department contribute to the educational, emotional and disciplinary guidance of students.
4. Conflict resolution involves mediation by the School which, depending on the case, may have a confidential nature.
5. In all cases, an act of reparation independent of the sanctioning act is required.
6. As a consequence of the reflection process, students acquire commitments towards the school, institutions and affected persons. Such commitments are recorded in a document that is filed in the folder of each student involved.

## 10. Criteria for the analysis and assessment of inappropriate behaviors

1. A holistic view that takes into account the qualities and positive or supportive actions, mitigating and/or aggravating circumstances, the student's personal history and school career and precedents of similar cases.
2. Innocence is always presumed, therefore, every situation or case is carefully investigated and analyzed before assessing the conduct or imposing sanctions, if applicable.
3. The assessment, the issuance of a judgment and the resolution procedure leading to a sanction are conceived in a formative and non-punitive perspective, giving priority to guidance and training, rather than the imposition of censures, reprimands, suspensions or exclusions.
4. All students have the right to receive all pertinent information about their case and to know in a timely manner the reasons why their conduct has been considered worthy of analysis, as well as the disciplinary procedures to which they may be linked and from which a sanction may be derived.
5. The student's version of his or her behavior and the way in which the relevant facts occurred is heard, heard and recorded in writing, and is part of the file of the corresponding process.
6. The student is always acted with equity.
7. All reasonable doubts are resolved in favor of the student.





## 11. Criteria for the application of consequences and sanctions

At Colegio Hacienda Los Alcaparros, the consequences and/or sanctions for misconduct always have a formative sense that seeks to make the student reflect and generate a positive change in attitude and behavior. The school recognizes and values the co-responsibility of the parents and consequently always informs them about possible disciplinary situations that may arise with their children.

1. The School does not attribute specific sanctions to each type of inappropriate behavior. On the contrary, it is expected that each particular case will be analyzed and evaluated and that the consequences or sanctions will be in accordance with its own characteristics.
2. The consequences and sanctions that are established as a consequence of inappropriate behavior are oriented to the student to adapt his/her behavior in such a way that guarantees the right to study that he/she and his/her classmates have in an environment of cordiality and peace as a basis for the formation and good functioning of the School.
3. The application of consequences or sanctions for inappropriate behavior involves a procedure based on pedagogical principles that recognize error and mistake as a process of adaptation in social life.
4. The application of a consequence or sanction is always accompanied by dialogue, understanding, reparation and the assumption of concrete commitments that comply with the "Restoration of the rights of children and adolescents". (See Art. 39, Decree 1965 of 2013).
5. Consequences or sanctions are always based on the principles of reciprocity and proportionality according to the offense committed.
6. Denigrating sanctions that involve mockery for the student or that, in any way, affect his or her personal dignity will not be imposed.
7. Fairness will be maintained at all times.

### C. On minor offenses

#### Characteristics

Violations of the prohibitions or non-compliance with the duties and commitments established in the enrollment contract, in the institutional educational project and those stipulated in this School Handbook are considered misconduct. Misconduct is classified as minor and serious misconduct. The following is a description of **minor offenses**.

## 12. Definition of minor offenses

**Minor offenses** are those that do not directly affect others or the property of the School and do not harm the honor or respect for others, but because they are contrary to the philosophical and ethical principles that govern the School, they are considered unacceptable behaviors and actions. Minor offenses have consequences that serve the formation of students.



## 13. Due Process for Minor Offenses

All students have the right to due process in all actions taken by the school in relation to their actions and behavior.

When any misconduct occurs, the corresponding procedure is carried out as established in this School Handbook, together with the sanctioning process, if the situation warrants it, and following in any case the procedures for activation of the respective routes for Type II and III situations established by the laws and decrees in force, as well as the guidelines issued by the authorities of the official education sector and the Colombian Institute of Family Welfare - ICBF. (*Law 1620 of 2013 and its Regulatory Decree 1965 of 2013*).

1. The teacher facing a situation of minor misconduct will dialogue with the student(s) to establish what happened, his/her participation in the facts and his/her disclaimers and/or justifications.
2. The teacher dealing with the minor misconduct situation will try to get the student(s) to reflect and, if necessary, assume responsibility for the misconduct.
3. If the misconduct is repeated, the parents are called and, with them and the student(s), a behavioral agreement is reached through a disciplinary letter (See No. 13).
4. Repetition of a minor offense after the disciplinary letter becomes a serious offense and the corresponding procedure is followed (See Nos. 18 to 20).

### Debido proceso para faltas leves



## 14. Consequences for minor offenses

The reprimand for minor offenses is part of the school's daily training that seeks to allow the student to recognize his or her faults and commit to making amends for them.

However, in the case of repeated minor offenses, the human development coordinator of the corresponding section will meet with the student's parents to discuss the behavior that has become chronic.

At that meeting, they receive a disciplinary letter that the parents and the student sign and that is filed in the student's folder, in which they are warned that if they repeat such inappropriate



behavior, it will become a serious offense and the student will be subject to the application of sanctions for serious offenses and, therefore, their procedure will be followed.

Additionally, as the case may be, the repetition of minor offenses may lead to an internal suspension consisting of the loss of the right to enter the classroom for a period of not less than one (1) working day and not more than ten (10) working days, during which the student will perform directed activities defined by the teachers.

If a student receives two (2) or more disciplinary letters in a school year, he/she may receive conditional disciplinary enrollment or may lose his/her place in the school, if the case warrants it.

### **Typology**

Specific rules and procedures regarding absences, tardiness, non-compliance with uniform and personal appearance standards are described below.

## **15. Regarding Absences**

Punctual attendance to all school activities, whether in face-to-face or distance mode, is mandatory under the terms and conditions set forth in the school schedules established for the development of all school activities.

The teacher is the first person responsible for recording class attendance; he/she is the one who takes roll and communicates absences.

Each section keeps a daily record of absences and the secretary calls the student's parents to confirm the reason for the absence.

Absence from school does not exempt the student from assuming his/her academic responsibilities.

### **Excused Absences**

- Illness
- Domestic calamity
- Participation in national or international activities

In these cases, excuses presented during the three (3) working days following the student's return, signed by the parents or guardians and authorized by the DIRECTOR of each section to which the student belongs, will be accepted. Teachers will give students who were absent a reasonable period of time to make up any pending work.

### **Unexcused Absences**

An absence is considered unexcused, whether in person or from a distance, when the explanation presented lacks support or validity.

### **Procedure for absences**

1. The secretary of each section calls the parents of the absent students to find out the reason for the absence.
2. Parents must send a note explaining the reason for the absence once the student returns to school.



3. Absences related to participation in family events or activities must be scheduled one week in advance (except for emergencies). It is the student's responsibility to claim the form to justify this situation, have it signed by the parents, and turn it in to the school. Although parents are free to make decisions involving the absence of their children, these absences must be scheduled and are not necessarily approved by the School when the student has academic difficulties or disciplinary problems.
4. Cases of prolonged absences such as illness or special treatments, among others, will be dealt with as individual situations.
5. In the case of medical, dental and other unavoidable appointments, the day before the appointment must be informed in writing and, if possible, try to schedule it during non-school hours.
6. When a student shows signs of truancy (10% of absenteeism in a subject or in the whole school life), the school authorities will meet with the parents of the student to find a solution to the situation.
7. The voluntary absence from class of a student who is on the school campus is considered a serious offense and the corresponding procedure is followed (See Nos. 18 to 20).

## 16. About tardiness

It is considered tardy not to be on time for the start of any school activity whether face-to-face or distance.

The teacher is the first person responsible for registering tardiness; he/she is the one who takes roll and communicates tardiness to the corresponding section.

### Excused tardies

If the student considers his tardy to be excused, he talks to the person responsible for his tardy so that he may be admitted to the classroom.

### Unexcused tardies

1. The student may not enter the classroom and must report to the academic coordinator of his/her section or to the human development coordinator of his/her section to explain the situation.
2. The student must present written authorization from the coordinator to the teacher to re-enter the classroom.
3. Tardies are digitally recorded in the Phidias program of each section.
4. When tardiness to class in any circumstance is repeated, and after a formative conversation, it will be considered a serious offense and the corresponding procedures will be followed (See Nos. 18 to 20).

## 17. Failure to comply with the uniform code

The uniforms established by the school may not be altered in any way. The daily uniform of the Hacienda Los Alcaparros is as follows:

### For preschool and elementary school

- White T-shirt with the school crest.
- Plaid skirt of the cloth selected by the school, dark blue pants or dark blue jeans (without rips or fading).
- School sweater: dark blue with red, yellow and green borders, V-neck, open or closed for special events.
- Dark blue fleece jacket with school crest.



- Fluid-proof jacket and/or waterproof jacket of the School.
- Tennis shoes or school shoes (For outings and formal events, no sneakers or boots).
- To wear with the skirt, white or dark blue socks.

#### For high school and middle school

- White long-sleeved shirt with the school's coat of arms.
- Plaid skirt of the cloth selected by the school or dark blue pants. Blue jeans are not allowed.
- Dark blue coat with red, yellow and green borders, V-neck, open or closed for special events.
- Dark blue fleece jacket with school crest.
- Anti-fluid jacket of the school.
- Tennis shoes or school shoes (For outings and formal events, no shoes or boots).
- To wear with the skirt, white or dark blue socks.

#### Physical Education

- School sweatshirt.
- White T-shirt with school crest.
- Dark blue shorts with school crest.
- White-soled or non-marking tennis shoes.

#### Art classes

- Apron, preferably the blue shirt designed by the school.

#### Laboratory practices (6th to 11th grades)

- White lab coat and safety glasses.

Consequences for non-compliance with the uniform code correspond to minor offenses (See Nos. 11 to 13).

## **18. Regarding carelessness in presentation and personal care**

Because we are dealing with a minor population, the school considers it necessary and significant that students and parents, guardians and teachers, guarantors of the formation and care of students, support a style of personal presentation that meets the principles of health, care and respect for themselves and others.

The consequence of non-compliance with these prescriptions corresponds to minor offenses.

### **D. On serious misconduct**

#### **Characteristics**

## **19. Definition of serious misconduct**

Serious misconduct is conduct that contravenes the philosophical and ethical principles that govern the practices and coexistence in the school, even if it occurs outside the school and/or in the student's private time. Serious misconduct, by its very nature, is subject to punitive consequences.



The very nature of serious misconduct does not allow for a complete list of these because in the face of certain facts, it is necessary to look at and analyze the contexts in which the action takes place. Therefore, the School delegates to the Coexistence Committee the determination of whether or not the events that occurred constitute a serious offense. Without prejudice to the above, the following are considered serious misconduct, among others:

1. Those that contravene the duties of the students openly, explicitly and repeatedly.
2. Those that do not comply with the mandates of Colombian law such as the use, consumption, possession and/or sale of substances such as cigarettes, alcohol, psychoactive substances or chemical substances that affect states of consciousness, as well as the carrying of weapons.
3. Attitudes that attack the other physically, gesturally or verbally and that open the way to discrimination either directly or through any analog or digital media. (See Annex 1. Glossary: definition of school aggression and its modalities: physical, verbal, gestural, relational and electronic).
4. Those associated with the discrediting of the school Hacienda Los Alcaparros in any place.
5. Those that are contrary to honesty and truth.
6. Cheating, copying or plagiarism in tests or work.
7. Those that endanger the life of the student or any member of the school community, including offenses related to health and the environment.
8. Failure to differentiate between the public and private spheres and failure to abide by the behaviors that derive from this, such as public displays of affection that are part of the family and private life of individuals or establishing affective relationships with students with whom there is an age difference of 3 or more years.

## **20. Due process for serious misconduct**

When any serious misconduct occurs, the corresponding procedure is carried out as established in this School Handbook, together with the sanctioning process, if the situation warrants it, and following in any case the procedures for activating the respective routes for Type II and III situations established by the laws and decrees in force, as well as the guidelines issued by the authorities of the official education sector and the Colombian Institute of Family Welfare - ICBF. (See Law 1620 of 2013 and its Regulatory Decree 1965 of 2013).

All students have the right to due process in all actions taken by the School in relation to their actions and behavior.

### **Due process in case of serious misconduct**

1. The teacher facing a situation of serious misconduct will dialogue with the student(s) to establish what happened, his/her participation in the facts and his/her disclaimers and/or justifications.
2. The teacher who is aware of the situation, informs the Human Development Coordinator of the section to which the student belongs and/or the DIRECTOR of the Human Development Department and the DIRECTOR of the Educational Project and/or the Principal.
3. The DIRECTOR of the Educational Project and/or the Principal calls the parents of the student(s) involved to inform them that the procedure for serious misconduct will be followed.
4. The coordinator of human development of the section summons the student(s) to a meeting with the teacher who knows the situation and/or the DIRECTOR of the Educational Project and/or the Principal, the ombudsperson and the counselor of the student(s) if they are in high school and/or middle school.



5. The DIRECTOR of the Educational Project and/or Principal summons the student(s) to the Coexistence Committee to make their statements and explain their behaviors, whatever they may be. Based on this, the Coexistence Committee determines the consequences of such serious misconduct. The meeting is recorded in minutes to be signed by all participants. Note: The Coexistence Committee must meet within five (5) working days following the date on which the situation arises to analyze the facts and establish the corrective and/or punitive measures to be taken, according to the criteria and principles established in this School Handbook.

6. The DIRECTOR of the Educational Project and/or the Principal summons the parents of each student to a meeting to inform them of the decision taken.

7. When the offense corresponds to type II and/or type III situations, the School will activate the "Comprehensive Attention Route for School Coexistence", as established in Law 1620 of 2013 that establishes the National System of School Coexistence and Training for the Prevention and Mitigation of School Violence and its regulatory decree 1965 of 2013 and, therefore, will notify the corresponding official entities about the situation.

8. The seriousness of some offenses -such as, for example, the carrying of weapons, among others- may require immediate handling by the DIRECTOR of the Educational Project and/or the Principal. In such cases, some of the steps in the process described above may be omitted since immediate decisions need to be made in a meeting with the parents and the student involved.

#### Debido proceso para faltas graves



## 21. Penalties for serious misconduct

In the event of a serious misconduct, one of the following measures will be taken:

1. *Special follow-up program*, in charge of the human development coordinator of the section in which the student is in.
2. *Internal suspension*. It consists of the loss of the right to enter the classroom for a period of no less than one (1) working day and no more than ten (10) working days, during which the student will perform directed activities defined by the teachers.
3. *External suspension*. It consists of the temporary loss of the right to enter the classroom for a period of not less than one (1) working day and not more than ten (10) working days, during which the student will perform at home academic activities directed by the teachers.



4. *Conditional enrollment for one calendar year*, counted from the date of imposition of the sanction.
5. *Unschooling for as long as the school's administration deems appropriate*. During the period of unschooling, the student must fully comply with all the academic responsibilities of the students in his/her grade. The evaluation process will continue with the same criteria and levels of demand applicable to other students, but the student must do it outside the school environment. Additionally, the student must dedicate part of his or her time out of school to community work, the purpose and intensity of which will be approved by the Academic Council.
6. *Loss of the place* for the following year.
7. *Immediate cancellation of enrollment* and withdrawal of the student. In this case, there will be no refund of the sums of money that have been paid by the parents.
8. *Eleventh grade students (seniors)* who incur in serious offenses that do not imply immediate cancellation of enrollment may lose the right to participate in the graduation ceremony and/or the right to participate in extracurricular activities at the end of the school year.
9. The student who is subject to the application of a measure for serious misconduct *will lose the benefits* acquired by way of incentives set forth in this School Handbook and will assume the loss of the academic, disciplinary and community prerogatives to which he/she is entitled, according to the decision of the School Handbook Committee.
10. *Right of challenge*. The student or the parents of the student who is sanctioned with the following measures: a) Loss of place for the following year or b) Immediate cancellation of enrollment will have the right to challenge the decision of the Coexistence Committee before the Board of DIRECTORS of the institution. The appeal request must be made in writing and received at the School within three (3) working days following the date on which the sanction is communicated to the student. To resolve the appeal, the Board of Trustees shall have a maximum period of ten (10) working days from the date on which the appeal is filed. Once the appeal has been answered, the decision of the Board of DIRECTORS shall be final and shall not be subject to any appeal.

The very nature of serious misconduct does not allow the intention of these to be foreseen in a Decalogue because in the face of certain facts it is necessary to look at and analyze the contexts in which the action is carried out. It is up to the Coexistence Committee to determine whether or not the events that occurred constitute a serious offense and, if so, to apply the corresponding sanctions.

### **Typology**

The following is a description of the main serious offenses and their consequences, without detriment to those determined by the school's Coexistence Committee, or others that are punishable by Colombian law.

## **22. Repetition of Minor Offenses**

The repetition of any minor misconduct becomes a serious misconduct and therefore follows the procedures for this type of misconduct, as described in numbers 18 to 20 of this School Handbook.

## **23. Actions against decorum, honesty and the principles of the School**





The following actions that "violate the rights of children and adolescents" are considered serious offenses (See Art. 39 Decree 1965 of 2013) and will be treated as such because they violate human dignity and the principles that govern the coexistence of the school community Hacienda Los Alcaparros:

Acts, comments or expressions of any kind that attempt against the good name, image and reputation of Colegio Hacienda Los Alcaparros and/or Corporación Educativa Los Alcaparros, or that demonstrate that the student has no sense of belonging to the School.

Belonging to groups or associations of people with philosophies or purposes that are harmful to themselves or others or that are discriminatory.

Gambling on games and/or selling things on the School campus for private financial gain.

Stealing property from others or from the School and/or instigating others to do so.

Opening others' lockers without authorization from the owner.

Blocking, hacking and/or attempting to disrupt the operation of the School's, the Corporation's and/or the Parents' Association's web portals and Internet pages.

Inappropriate use of computer systems such as intentionally damaging or altering computer files, downloading programs, consulting pages that contradict the ethical principles of the School.

Harassing or bullying through social networks (Facebook, Twitter, Instagram, MySpace, Tik-Tok and Snapchat, among others) any member of the school's educational community.

Damaging materials belonging to others or the School - such as objects, works, writings, furniture, books, including the School's rental texts, among others - either by writing or painting on them, breaking them, altering them, or destroying them.

## 24. Academic Fraud

Academic fraud is defined as cheating, copying, or plagiarism on tests, assignments, and/or papers. The general policy of the School is zero tolerance for any type of academic fraud since it goes against the principles and values that the School seeks to form in its students. In case of academic fraud, the teacher who detects it will advance the due process according to what is stipulated in this School Handbook (See No. 19).

Sanctions for academic fraud in each section

*Preschool and Elementary.* In addition to the permanent process of training and reflection with students, in case of detecting fraud, this process will be reinforced so that the person who committed it recognizes the seriousness of this action by violating their own dignity and the rights of authorship of others.

*Middle school (6th to 9th grade).* During these four (4) years, the student may receive only one (1) letter of reprimand for academic fraud. If a second situation of academic fraud occurs, a conditional



enrollment will be placed and the renewal or non-renewal of the enrollment for the following year will be considered.

*High School (10th and 11th grades).* When academic fraud occurs in these courses, even for the first time in the student's academic history, the sanction will be conditional enrollment, except in those cases in which the Academic Council of the school determines that there are aggravating circumstances that merit that the offense be sanctioned with the non-renewal of enrollment for the following year (10th) or with the loss of the student's right to participate in the ceremony of the shields and in the graduation ceremony (11th).

## **25. Violations of biosafety protocols**

The school Hacienda Los Alcaparros established, by means of a document dated September 1.0, 2020, the Biosecurity Protocols for the COVID-19 sanitary emergency, as biosecurity measures for the return to study in the on-site modality under the scheme of alternation with distance education (See <https://www.alcaparros.edu.co/regreso-seguro/protocolo-de-bioseguridad/>).

This document establishes the objectives and legal framework, general measures; procedures for the prevention and management of risk situations, suspicion or confirmation of contagion, including isolation processes and for the return to the face-to-face modality; communication, training and follow-up processes. It also includes specific protocols for each of the areas of school life, others that indicate the responsibilities and care of parents and teachers and employees linked to the school and the specific modes of safe behavior that students should always follow according to the section in which they are. (See "Guidelines for a safe return to school" on the school's website: <https://www.alcaparros.edu.co/regreso-seguro/>).

The student protocols indicate in detail the schedules and routines for entering, leaving, internal movements between classrooms and buildings, and meal times; precise instructions are given regarding protective elements, personal hygiene, use and cleaning of materials, and physical distancing rules, among others.

### Student responsibilities

From the student protocols, without detriment to other aspects, the following should be highlighted, which is pertinent to all students at all levels:

1. Always follow instructions regarding arrival and departure times and routines, movement within the school campus, meal and class times.
2. Always follow instructions regarding personal hygiene and uniforms as well as the disinfection of materials and supplies.
3. Always stay in their corresponding cluster/classroom grouping.
4. Always follow the 3emes and 3ces Model: Wear masks, wash hands, maintain the physical distance ordered by the authorities in all areas of the school. Avoid congestion, avoid enclosure, avoid close proximity.
5. In the cafeteria, students should remain seated at all times until they have finished and have put on their masks to leave.
6. On the buses, fixed positions have been defined that students must respect. There is no change of routes for any reason; such permits are suspended for the duration of the pandemic.
7. In private transportation, only four people are allowed per vehicle, always with their masks on and windows open.



## Parental Responsibilities

From what is established in the protocol for parents, without detriment to others, the following responsibilities are noteworthy:

1. Parents must ensure in all cases that the family care protocol is diligently followed in their home and that, therefore, they can guarantee that their child(ren) pose no risk to other members of the School community. This means that the student is free of symptoms such as fever, weakness, dry cough, shortness of breath, and has not been in contact with any person infected with or symptomatic of COVID-19 in the fifteen (15) days prior to attending the School.
2. Parents are obligated to immediately report to the School any news about the student or any person with whom the student has contact, related to a possible contagion or detection of COVID-19.
3. Parents are responsible for answering or guiding their children in answering the COVID-19 Phidias survey every day they attend the School. The information provided therein must be truthful, i.e., completely consistent with what is actually occurring.
4. Parents must abide by all biosafety rules and follow the procedures established by the Detect, Isolate, and Report (DAR campaign) authorities in case of suspected or actual COVID-19 infection of the student or family.
5. Parents will participate in virtual meetings for mid-term and end-of-term reports, information or individual meetings since parent access to the school premises is restricted during the pandemic.

## Penalties for failure to comply with these responsibilities

If parents fail to comply with their responsibilities and/or if a student fails to abide by any of the rules set forth in the biosafety protocols, such failure will be treated as a serious offense because it jeopardizes their own health and safety and that of other members of the School community and those around them.

The immediate consequence, without following all the steps of due process, is the withdrawal of the student from the alternation scheme and he/she will only be able to continue with his/her studies at a distance. In addition, the process corresponding to serious misconduct will continue in order to determine other sanctions, if necessary.

## **26. Intimidation, Bullying and Harassment**

In compliance with Law 1098 of 2006 of the Code for Children and Adolescents and its regulatory decrees; Law 1146 of 2007 - Norms for the Prevention of Sexual Violence and Comprehensive Care of Sexually Abused Children and Adolescents; and Law 1620 of 2013-National System of School Coexistence and Training for the Prevention and Mitigation of School Violence and its Regulatory Decree 1965 of 2013 (See Annex 2), and in harmony with the educational philosophy and the principles that govern the coexistence of the members of the Alcaparros community, Colegio Hacienda Los Alcaparros has zero tolerance for any of the following situations that occur both on and off the school campus:

*Any cruel conduct, of aggression or deliberate act of intimidation, harm or physical and psychological outrage to any person or student with the intention of gaining power or control over them that correspond to 'Type II and III Situations' according to Law 1620 of 2013. (See back, No. 18 and Annex 1: Glossary - 'School aggression and its modalities').*

*Disrespecting classmates with offensive or vulgar nicknames, teasing, physical bullying (Bullying) or virtual bullying (cyberbullying) and heckling, among others, either directly or through any analog*



and/or digital media which corresponds to a 'Type II Situation' according to Law 1620 of 2013. (See back, No. 18 and Annex 1: Glossary - 'Acoso escolar-bullying' and 'ciberacoso escolar - Cyberbullying', according to Art. 2, Law 1620 of 2013).

*Sexual harassment* that includes verbal harassment, abuse, repeatedly making comments that have sexual or disparaging implications, unwanted physical contact and behaviors that generate a hostile environment or that intimidate or offend that corresponds to a 'Type III Situation' according to Law 1620 of 2013. (See back, No. 18 and Annex 1: Glossary - 'sexual violence according to article 2° of Law 1146 of 2007).

*Possession and/or use of weapons* of any kind such as razors, knives, guns and the like, as well as scalpels, needles and scissors, among others, to assault or intimidate another person.

#### Penalties for intimidation, bullying, harassment and carrying weapons.

The sanction resulting from such behaviors corresponds to those of a serious offense, which may be internal suspension, external suspension, conditional enrollment, loss of placement for the following year or immediate cancellation of enrollment, depending on the case. (See back, No. 20)

#### Co-responsibility of parents.

It is the parents' duty to protect, guide and take the appropriate corrective measures with respect to their child(ren) if he/she/they are the protagonist(s) of such behaviors.

#### School's Limit of Responsibility

If any student of the School is involved in any of these behaviors with people outside the School and outside of it, Hacienda Los Alcaparros School will proceed exclusively according to what is established in this School Handbook. Under no circumstances will the school become involved in civil litigation that may arise as a result of such conduct.

## **27. Use, consumption, possession and/or sale of various substances.**

In compliance with Law 1146 of 2007 - Childhood and Adolescence Code and in harmony with the educational philosophy and the principles that govern the coexistence of the members of the community, the school Hacienda Los Alcaparros has zero tolerance for the possession, trafficking and/or consumption of cigarettes, alcohol, psychoactive substances or chemical substances that produce dependence and/or affect states of consciousness.

Consequently, when the use, consumption, possession or sale of these substances involves members of the school's educational community, this (these) conduct (s) will be considered a serious offense even if it occurs off campus and/or in the student's private life.

#### Sanctions for the use, consumption, possession and/or sale of various substances.

The sanction resulting from such conduct corresponds to those of a serious offense, which may be internal suspension, external suspension, conditional enrollment, loss of placement for the following year or immediate cancellation of enrollment, as appropriate.

#### Request for treatment

In cases of alcohol consumption or any type of psychoactive substance, the School may require the families of the students involved to consult and seek the advice of a health specialist, expert in the treatment of addictions to alcohol and psychoactive substances, to issue a diagnosis regarding the level of addiction of the student involved. Such diagnosis must be delivered to the School within



thirty (30) calendar days from the date the School makes the request. In addition, the specialist must indicate the treatment to be followed and the time of intervention required for the physical and mental recovery of the student. Once the treatment to be followed is determined, the family of the student involved must present to the school's administration the evidence that the treatment is being carried out in a timely manner, along with follow-up toxicology tests.

#### Co-responsibility of parents

It is the parents' duty to protect, guide and take the appropriate corrective measures with respect to their child(ren) if he/she/they are the protagonist(s) of such behaviors.

#### The School's Limit of Liability

If any student of the School is involved in any of these behaviors with people outside the School and outside of it, Hacienda Los Alcaparros School will proceed exclusively according to what is established in this School Handbook and does not participate in civil litigation that may take place.

### **E. About the Integral Attention Route**

## **28. School Coexistence Processes and the Integral Attention Route**

The School complies with all responsibilities stipulated in Law 1620 of 2013 and its Regulatory Decree No. 1965 of 2013 on the National System of School Coexistence and Training for the Exercise of Human Rights, Education for Sexuality and the Prevention and Mitigation of School Violence.

The complete and detailed description of the responsibilities of the School within the framework of the National System of School Coexistence and in particular those of the Principal and the DIRECTOR of the Educational Project, as well as the description of the School Coexistence Committee, the support of school orientation (pedagogical psychology), the components of the comprehensive care route for school coexistence and the development of the care component are in Annex 1 of this School Handbook, entitled: "**Regulations applicable to the processes of school coexistence and the Comprehensive Care Route**".

We point out the following aspects about the school coexistence processes that are involved in the Integral Attention Route, which are described in the School's Educational Project-PEI and whose foundations and criteria are included in this Manual.

Since its foundation, the School is based on the close relationship between academic education and training, from the vision of human development and guided by the ethic of care that runs through all the actions of the School: care for themselves, others, the environment and knowledge. Consequently, the entire school is focused on supporting the formation of each student in the respect for human rights, in their self-knowledge and autonomy that entails the observance of rules and limits and in the development of criteria for making conscious, careful and responsible decisions for themselves and others.

The principles of participation, autonomy, co-responsibility, diversity and integrality established by Law 1620 of 2013 are part of the principles that guide all the work of the school (See No. 3).



The School's Human Development Department is in charge of school orientation (pedagogical psychology) through various programs in the classroom, outside the classroom and with parents aimed at prevention and care for all, and is also responsible for the identification, attention and follow-up of particular situations that require it, as well as in the activation of the Comprehensive Care Route in accordance with the provisions of the Law.

The Integral Attention Route for School Coexistence defines the processes and protocols that the School applies in those cases in which school coexistence and/or human, sexual and reproductive rights of the members of the community are affected (Arts. 29, 30 and 31 of Law 1620 of 2013). From the Ruta de Atención Integral we transcribe from Annex 1, the classification of situations and the corresponding attention protocols.

Situations that affect school coexistence and the exercise of human, sexual and reproductive rights are classified into three types:

Type I Situations. Inadequately handled conflicts and those sporadic situations that negatively affect the school climate, in which no harm is caused to the body or health of those involved.

Type II Situations. These are situations of school aggression, school bullying (Bullying) and cyberbullying (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 involve damage to the body or health of those involved, without generating any disability or sequelae.

Type III situations. These are situations of school aggression that apparently constitute crimes against the freedom, integrity and sexual education of those involved (see Title IV of Book II of Law 599 of 2000), or when they constitute any other crime established in the Penal Code.

The protocols to be followed in each of these situations are as follows

Protocol for the attention of Type I Situations (Art. 42 of Law 1620 of 2013).

1. The Principal, the DIRECTOR of the Educational Project or the Section DIRECTOR will immediately meet with the parties in conflict, to mediate in a pedagogical manner and get those involved to expose their points of view and seek the reparation of the damage caused, the restoration of rights and reconciliation, so that the good institutional climate can be restored. A record will be made of this action. Students who have been trained as mediators or school conciliators may participate in the handling of these cases.
2. The Principal, the DIRECTOR of the Educational Project or the Section DIRECTOR will determine how to solve the conflict in an impartial, equitable and fair manner, always seeking to repair the damage caused, the reestablishment of rights and reconciliation. A record shall be made of this action.
3. The Principal, the DIRECTOR of the Educational Project or the Section DIRECTOR will follow up on the case and the commitments established in order to verify if the solution was effective or if it is necessary to resort to the protocols established for Type II and Type III Situations.

Protocol for Type II Situations (Art. 43 of Law 1620 of 2013)

1. In cases where there is damage to the body or health of one or more members of the educational community, the School will make the referral of the situation to the competent entities to ensure immediate attention to the physical and mental health of those involved. A record will be made of this action.
2. In those cases in which provisional measures are required for the restoration of rights, the School will refer the situation to the competent administrative authorities (Law 1098 of 2006), an



action that will be recorded. As appropriate, notice will be given to the Family Police Station or the Colombian Institute of Family Welfare - ICBF.

3. The Principal, the DIRECTOR of the Educational Project or the Section DIRECTOR will adopt the necessary measures to protect those involved from possible actions against them, which will be recorded.

4. The Principal, the DIRECTOR of the Educational Project or the Section DIRECTOR will immediately inform the parents or guardians of all students involved, and a record will be made of this action.

5. The Principal, the DIRECTOR of the Educational Project or the Section DIRECTOR will open the necessary spaces so that the parties involved and the parents or guardians of the students can expose and clarify what happened, preserving their right to privacy and confidentiality.

6. The Principal, the DIRECTOR of the Educational Project or the Section DIRECTOR will determine the restorative actions that will be implemented for the purpose of repairing the damages caused, the reestablishment of rights and reconciliation so that the good institutional climate can be restored. This action will be recorded. Likewise, the Principal, the DIRECTOR of the Educational Project or the Section DIRECTOR will establish the internal consequences applicable to those who have promoted, contributed and/or participated in the reported situation.

7. The Principal or the DIRECTOR of the Educational Project (who chairs the School Coexistence Committee) will inform the other members of this body about the situation that occurred and the measures adopted to resolve the case. The committee will analyze and follow up on the case, in order to verify if the solution was effective or if it is necessary to resort to the protocol for handling Type III Situations. The School Coexistence Committee will record everything that happened and the decisions adopted in a written record that will be signed by all members.

8. When deemed convenient or necessary, the School Coexistence Committee may refer the situation to the Colombian Institute of Family Welfare - ICBF, for the reestablishment of the rights of minors, or to the Social Security System for comprehensive health care. In these cases, these entities will comply with the protocols defined in the Route.

9. The Principal or the DIRECTOR of the Educational Project will report the information of the case to the Unified Information System of School Coexistence.

#### Protocol for the attention of Type III Situations (Art. 44 of Law 1620 of 2013):

1. In cases where there is damage to the body or health of one or more members of the educational community, the school will refer the situation to the competent entities to ensure immediate attention to the physical and mental health of those involved. A record will be made of this action.

2. The Principal, the DIRECTOR of the Educational Project or the Section DIRECTOR will immediately inform the parents or guardians of all students involved, and a record will be made of this action.

3. The Principal or the DIRECTOR of the Educational Project will immediately and by the most expeditious means, bring the situation to the attention of the National Police, an action that will be recorded.

4. The Principal or the DIRECTOR of the Educational Project will summon the members of the School Coexistence Committee by means of a written summons.

5. The Principal or the DIRECTOR of the Educational Project (who presides over the School Coexistence Committee) will inform the members of said body about the facts that gave rise to the summons, keeping in reserve any information that may violate the right to privacy and confidentiality of the parties involved, and will present the report made to the authorities.

6. The School Coexistence Committee will immediately adopt internal measures to protect the rights of the victim, of the person to whom the aggression is attributed and of the persons who have reported the situation or are part of the same. To this end, the Principal or the DIRECTOR of the Educational Project may propose restorative actions to be implemented in order to repair the damage caused, achieve the restoration of rights and achieve reconciliation among those involved. The Committee will establish the internal consequences applicable to those who have promoted,



contributed and/or participated in the reported situation. This action shall be recorded in the minutes of the Committee.

7. The Principal or the DIRECTOR of the Educational Project will report the information of the case to the Unified School Coexistence Information System application.

8. The cases submitted to this protocol will be followed up by the School Coexistence Committee and the authorities that take knowledge of them.

## OF THE PARENTS OR GUARDIANS

### 29. Situations of co-responsibility

Parents or guardians of students at Colegio Hacienda Los Alcaparros are committed to the education of their children, knowing that they are co-responsible for their education because they are aware that the school is a support and not the total generator of this education.

Accepting the legal directives, the principles that govern the school community and the rights and duties of parents or guardians, and without claiming to be exhaustive, the following are the main behaviors expected in their interactions and the possible consequences in case of non-compliance.

#### Respectful treatment

In all interactions with any of the teachers and employees of Colegio Hacienda Los Alcaparros, parents or guardians are expected to show good, cordial and considerate treatment when requesting information or submitting requests and complaints.

Failure to treat all members of the educational community well may result in a probationary period (conditional enrollment) for your child/student at the school for a period of one school year, counted from the date of imposition of the sanction. Additionally, the school reserves the right to renew the registration for the following school year, depending on the seriousness or recidivism of the offense committed by the parents or guardians.

#### Guidance, support and backing so that their children comply with the provisions of this Handbook.

Some of the expected behaviors are specified below, without detriment to the rest established in this School Handbook.

Ensure that their children wear the uniform required by the school and comply with the rules of personal appearance.

Instill in their children good manners and careful behavior in their daily lives.

Avoid excuses that justify their children's non-attendance at school for no real reason.

To assume responsibility for loss or damage to any school property or equipment caused by their children.

Discourage personal relationships with teachers and employees of the school.

Assume clear and ethical positions and take appropriate corrective measures with respect to their children in case of moral or physical laxity, any form of bullying, harassment or violence and/or consumption of liquor or psychoactive substances that harm their personal integrity.





Analyze the periodic evaluation reports of their children and abide by the decisions that are agreed upon with the teachers and DIRECTORS of the School and carry out the strategies suggested to overcome the academic or human development difficulties of the student. To fully comply with the biosafety protocols. In case of not doing so, the student will not be allowed to attend classes (See back, No. 23).

To know and support community education programs such as mandatory social service, "Shared Christmas", and joint projects with schools in La Calera, among others, and support activities with UCB and UNCOLI.

Ensure that their children do not remain on the school campus after school hours, except in those cases in which the student is enrolled and participating in any of the extra-curricular activities. The school is not responsible for students who remain on campus after the school day is over.

Comply with the obligations of the enrollment contract (See below, No. 39).

Enroll their children on the days designated for this purpose.

In case of failure to do so in a timely manner, the school may freely dispose of the space without prior notice.

Pay the educational costs before the fifth (5th) working day of each month and in case of delays, pay the School the interest on arrears per month in arrears.

In case of non-compliance, the School charges interest for late payment at the maximum legal rate in force, and in case of returned checks due to lack of funds, the School also charges twenty percent (20%) as a penalty.

## **OF THE SCHOOL'S TEACHERS AND EMPLOYEES**

### **30. Their commitments to the welfare of the students**

We point out here the main commitments of teachers and employees of the school that are rooted in the legal directives, in the principles that govern the school community, in their rights and duties and in the international parameters of COGNIA, the school's accrediting entity, on child protection assurance *↪-International Child Protection Assurance*.

#### Of all adults associated with the school

The primary function of teachers and employees of Colegio Hacienda Los Alcaparros is to be the architects of a protective environment for students with care, attention and dedication.

All adults of the school -teachers, employees and contractors- are responsible for detecting, preventing and informing the human development coordinators, the academic coordinators of each section or the DIRECTORS of any type of situation that may violate the rights and dignity of the students.

All teachers and employees linked to the School, directly or by contract, give testimony of their good behavior and remain at the School according to the performance evaluations that are periodically carried out with their respective bosses and with their colleagues, including their own assessment.



### Of the teachers, in particular

The teachers who are directly in charge of the formation of the students, during the induction processes and in the preparatory sessions of each school year, reflect on their role and their enormous responsibility in the encounter with their students, on their tasks and the rules they have to follow in order to fulfill their desires and the goals they propose. Below are the unavoidable commitments that, year after year, the teachers endorse as the code of honor that characterizes them and guides them in all their actions that contribute to the well-being of the students.

#### *With the students*

Understand that the student is always active in the learning process and stimulate their autonomy and responsibility.

Prepare learning environments that give confidence and security to students and allow them to deploy their initiatives and opinions without fear.

Share control with the students, promoting meetings where dialogue and mutual respect prevail.

Recognize and ensure that learning content is imbued with an ethic of care to support and strengthen the development of students' potential in their community life.

Evaluate and fairly assess the learning and behavior of their students, recognizing their skills and abilities as well as their commitment, effort and interest.

#### *With parents or guardians*

Listen to parents with an open mind, always seeking to understand and value their concerns.

Always offer parents information about their children that is truthful and supported by evidence.

In conversations with parents, always use appreciative language about their children.

Be mentors, caregivers, and protectors of students by valuing them and recognizing their potential in front of parents.

Maintain a strictly professional relationship with parents without fraternizing with them.

#### *With the school*

Manage before the corresponding instance of the School any concern of any kind that parents or students may have or present, so that the School can clarify, answer and solve it in a timely manner.

In the event of any suspicion of a situation that they consider may threaten or harm the dignity of the students, it is their duty to immediately inform the coordinator of their section.

### Consequences for inappropriate behavior



When DIRECTORS, teachers or employees linked to the School fail to comply with their duties, affecting the normal development of the activities under their responsibility and/or the demands of their profession and/or functions, the procedures and sanctions stipulated in the Substantive Labor Code, in the internal work regulations and in the labor contract will be applied. In such a case, they shall always have the right to a defense, to present their defense, to dispute evidence and, in exceptional cases, to request a review of the decisions adopted that may affect them.



## Part III



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## **STANDARDS AND SPECIFIC PROCEDURES**



## A. Special activities

### 31. Compulsory School Social Service

Student social service refers to the provision of relevant and effective services by school students to a specific community to improve the quality of life of its members. At the school Hacienda Los Alcaparros this program is focused on supporting educational centers in the region of La Calera where young people from both schools share knowledge, skills and interests for their mutual enrichment.

During the tenth and eleventh grades, students must complete eighty (80) hours of work with the educational entity to which this service is directed.

The rendering of the mandatory social service is an indispensable requirement for obtaining the Bachelor's degree. Therefore, in order for a student to consider his or her academic high school education process completed, he or she must comply with the following:

1. Effectively attend the activities foreseen in the social service program.
2. Have fulfilled the hourly intensity defined by law.
3. Have reached the performance levels determined in the program.

A student will not pass the social service if one of the following situations occurs:

- Completes three (3) failures without justified excuse.
- Repeatedly fails to comply with the assigned work.
- Disrespects the people with whom he/she has a relationship in function of his/her social service.
- Presents himself/herself in a state of drunkenness or under the influence of other psychoactive substances.
- Breaches the regulations of the institution where he/she is performing the social service.

The mandatory social service is not recoverable.

- The student who, without a justified cause, withdraws or is excluded, must restart it after being assigned by the responsible person.
- The consequence for 11th grade students is not to attend the graduation ceremony and not to receive the baccalaureate certificate or the graduation ceremony until the 80 hours established by law have been completed. The completion of the hours of social service must occur during the following semester of the year in which the student completed his or her baccalaureate.
- The mandatory social service is not repeated when the student has failed the grade.

In accordance with current legislation, students who belong to the Scout Movement or are league athletes or any of the other cases contemplated by the applicable rules, may present a certificate that endorses them in such condition as a requirement of having fulfilled the social service. (See Decree 1075 of 2015 - Unique regulation of the educational sector).

It is the duty of parents to know, support and encourage their children to commit to their compulsory social service process.



## 32. Artistic, music, theater, and sports programs

Colegio Hacienda Los Alcaparros offers students multiple opportunities to belong and participate in art, theater, music and sports groups.

All students, depending on their level, may participate in the corresponding programs, if they wish, and represent the school in inter-school events of a scientific, cultural or sports nature, among others. No student may be arbitrarily excluded from any collegiate activity.

Students who join these programs do so on a voluntary basis.

For each of the different programs, the school has professors with the highest quality standards in their field.

Students who are involved in these activities acquire the following specific duties:

1. To attend on a mandatory basis the rehearsals, practices and presentations or games that arise from each program.
2. Participate in a responsible and committed manner in all rehearsals, practices or training sessions focused on the success of the performance, even if they are held outside of school hours, including weekends.
3. In the case of members of athletic teams, to defray the costs of athletic uniforms.
4. In the case of members of the theater group, to defray the cost of costume rental.
5. In the case of the members of the music groups, to contribute the additional elements required for the personal use of the instruments such as mouthpieces or foot rest, among others.
6. Respond for damages to instruments, scenery, facilities and/or sports elements that occur due to mistreatment or misuse and not due to natural wear and tear.
7. Collaborate with the sale of at least ten (10) tickets for the programmed presentations.

## 33. National and International Experiences

Colegio Hacienda Los Alcaparros offers opportunities for its students, teachers and DIRECTORs of academic, artistic and sports experiences at national and international levels.

The school takes care of the necessary procedures with the corresponding entities to participate in them and manages the attainment of economic support in order to reduce the costs of the trip.

The school prepares the students in academic, musical, theatrical, artistic or sports topics, according to the theme of the event in which they are going to participate.

The teachers and students participating in the corresponding program must attend the meetings, workshops and/or rehearsals necessary to prepare for the trip, in order to make a good representation of Colombia and the school wherever they go.

### *From the students*

Student participation in these events is optional and voluntary.

Parents accept or do not accept the participation of their children after they are presented with the academic, artistic or sports proposal and the costs of their participation.

Parents who enroll their children in these programs must sign the necessary documents for their participation. Likewise, they must accept and acknowledge that during the trip the students will be



exposed to certain risks inherent to their transportation, which are not and will not be the responsibility of the School.

The school chooses and endorses the candidates to participate in the events, according to the following criteria:

1. That the student is participating and has consistently participated in activities related to the purpose of the trip, such as theater group, orchestra or musical group, sports team, debate group, environmental, scientific research or technology group, among others.
2. That the student is in good academic standing such that his/her academic performance will not be affected by the trip.
3. That the student commits to complete his or her homework and make-up academic commitments before and after the trip.
4. That the student and parents commit to complete the extra hours of rehearsals and academic, technical or athletic preparation for the successful participation in the national or international event.
5. That the parents are in good standing with the school.
6. That the parents voluntarily commit to pay all the expenses of their child's trip and the corresponding percentage of the costs of the accompanying teachers by means of a binding document.

#### Grounds for withdrawing students from the travel group

Once the group that will travel on behalf of the school has been proposed and selected, the DIRECTORS may remove students from the group according to the following criteria:

1. The student does not comply with the participation in rehearsals and events in preparation for the trip or during the trip.
2. The student commits a disciplinary infraction during the trip preparation season.
3. The student abandons his/her academic commitments during the trip preparation time.
4. The parents do not comply with the dates established for the disbursement of money needed for airline tickets, visas or hotel reservations, for example.

#### Costs

Parents finance all costs of their children's trips and subsidize part of the costs of the accompanying teachers such as airfare, lodging, food, travel expenses, visas, insurance, event registration fees, incidentals, excess baggage and others corresponding to each trip.

When the school obtains financial support from any national or international entity, this value is subtracted from the total cost of each student in equal proportions, which guarantees that all participants benefit from the support.

If a student is withdrawn for any of the above-mentioned reasons, the parents must cover the costs corresponding to the applicable percentage for the teachers' travel that they would have had to pay if their child had attended the event and the additional costs derived from the decrease in the number of travelers and that harm the participation of the total group.

The amounts corresponding to incidentals and excess baggage, if these were not used, will be reimbursed to the parents upon the return of the students.

In case of force majeure or unforeseen circumstances that make it necessary to cancel the trip, the School will reimburse the money that has been paid by the parents, to the extent that this is possible in accordance with the reimbursement policies of travel agencies, airlines, tour operators, reserved



hotels and other suppliers of goods and services necessary for the trip. It should be clarified that the School is merely an intermediary in the relationship with these suppliers and, therefore, the School will not be liable in those cases in which the suppliers of goods or services do not provide refunds or apply penalties for cancellations.

### ***From the teachers***

When the event or course is for teachers only, the School will fund the travel at sixty percent (60%) taken from the teacher training budget and participating teachers must contribute forty percent (40%) of the total travel costs.

The School may provide this money to the teacher against his/her settlement when the teacher agrees to participate in the event and so requests.

The teacher who participates in a national or international event must sign a clause of permanence in the School that will be effective after the training and for a period of one (1) to two (2) years, depending on the cost of the course, the time of attendance and the importance for the educational project of the School.

## **34. Complementary Activities**

The School offers its students the possibility of participating in numerous activities designed to complement the knowledge they receive in class and the process of formation as individuals and citizens of Colombia and the world. These complementary activities are divided into three groups: inter-school, inter-institutional and extracurricular.

### Inter-school activities

These are those that take place between students from different schools and seek the integration of the students of the participating educational institutions. At Colegio Hacienda Los Alcaparros, most of the inter-school activities take place with the schools that belong to the Union of Bilingual Schools (UCB) or the Union of International Schools (UNCOLI) such as the following:

- Sports competitions in all categories
- Cultural activities
- UCB Day for elementary and elementary and middle school.

### Inter-institutional activities

They are those that our students carry out in educational spaces such as the planetarium, museums, universities, national parks and public utilities, among others, directly related to the following:

- Field practices
- Pedagogical field trips
- Projects
- Drug and psychoactive substance use prevention program.
- Preparation drills for the Saber 11 test (9th to 11th)

In order to speed up the organization of inter-school and inter-institutional activities, the school assumes the authorization of parents for their children to attend these group activities of undoubted value in their integral formation. Therefore, only in extraordinary cases, parents may request the





non-participation of their child in these activities through a written communication explaining the reasons for denying permission for their child to attend, which must be received at least two (2) working days prior to the scheduled date of the activity.

### Extracurricular Activities

These are those that occur at the school outside of normal school hours related to particular interests of the students to strengthen them, complement them or explore other options, such as the following:

- Sports such as soccer, taekwondo and vaulting, among others.
- Courses of different kinds.
- Language courses other than Spanish and English.
- Intensifications in arts and music.
- Social responsibility projects.

Through La Llama or directly to their e-mails, the school sends parents specific information about the date, time, cost, means of transportation and requirements of each activity.

The enrollment of students in these activities is voluntary and generates additional charges that are calculated and settled by the School according to the hourly intensity, the resources used and the operating costs derived from their realization. Since extracurricular activities are carried out at times other than during the school day, additional costs may be incurred for transportation and/or refreshments. Such charges must be covered directly by the parents or guardians.

## **B. Resources and Services**

### **35. Library**

The School has three libraries, one for middle school and high school, one for elementary school and one for preschool, which contain not only books, maps and pedagogical material, but also all other resources available to the School for the development of educational activities.

The library is open to students, parents, teachers, employees and alumni of the school.

#### Behavior in the library

1. Respect and take care of the objects and materials in the library.
2. Refrain from talking loudly.
3. Do not consume food or drinks.
4. Leave suitcases in the place established for them.

#### Loans according to collections

Any book, map or library material may be borrowed only upon presentation of a library card and signing the registration form.

The general collection is the group of books that support the academic programs of the school. The maximum number of books allowed on loan per user, simultaneously, is three (3) books and for a period of five (5) working days, renewable up to three (3) consecutive times, as long as there is no request from another user. For the corresponding renewal, the user must go to the library with the book and his/her card to register it again.



The reference collection is the user's support collection, where he/she can consult encyclopedias, magazines, videos, CDs, maps, specialized dictionaries and other secondary sources. The loan of this material is only for consultation in classrooms, class work and, in the case of books, from one working day to the next.

The reserve collection is the group of books from the general and reference collection that, due to their high rate of consultation, must always be kept in the reading room. These books are only loaned out on weekends, with special permission from the library coordinator.

Audiovisuals is a collection that serves as basic support for academic programs. This material is loaned only to professors during the academic day. Videos and DVDs from this collection may leave the school campus with prior authorization from the library DIRECTOR and are on loan from one day to the next.

#### In case of loss or damage and misbehavior

In case the user loses a book or other material borrowed from the Library, it must be replaced within five (5) calendar days. If the title is not available in the market, he/she must inform the library DIRECTOR so that another replacement title may be assigned to him/her.

When a student engages in inappropriate behavior in the library, the human development coordinator of his/her section is informed for the respective sanction.

Any student who mutilates, scratches or breaks a book, magazine or document, or disrespects any person in the library will be suspended from library service.

## **36. Rental of school textbooks (bibliobank)**

For the development of subjects and the construction of knowledge, the school rents a series of textbooks that are obligatory for students and teachers to use during the school year.

The library DIRECTOR coordinates the organization, inventories, delivery, revision and return of books to teachers and students.

The code on each book is its identification. Loss, deterioration, damage to the book code or any other type of anomaly that occurs in the rental texts must be immediately reported to the library DIRECTOR.

The teachers and/or students who receive the books are fully responsible for the proper use of the books, as well as for the good condition in which they must remain.

Loss, theft, mutilation, deterioration or any other anomaly that occurs with the books while they are under the responsibility of students and teachers must be immediately reported to the library DIRECTOR.

In case of any damage, teachers and/or students must pay the value of the material as stipulated by the school.

During the school year there will be periodic reviews to verify the inventory, condition and proper use of the material provided.

At the end of the school year, teachers and students must return the books to the School, with their respective codes, in the same conditions in which they were delivered at the beginning of the school year. In case the inventory or condition does not coincide with the official delivery list, teachers and



students will assume the value of said material. When books are returned, the quantity, condition and code are verified and the list is signed.

## **37. Use of the school's computer resources**

### Care of classrooms and computer equipment

In the rooms, classrooms and offices where computer equipment is installed, no games or activities involving sudden movements or throwing objects that could hit any equipment should be carried out. Chairs and other furniture in computer classrooms should be kept in the place provided for them. In computer rooms, students and teachers must refrain from consuming any type of food or beverages.

Electrical installations and other accessories in the computer rooms may only be operated by the teacher in charge and/or technical personnel.

Students must not disconnect equipment or accessories from the computer rooms.

Responsibility for the handling of computer equipment provided by the school to students, faculty and staff includes observing the general condition of the device and immediately reporting any damage observed and any problems with the installed programs.

Whoever causes damage to the computer equipment must assume the costs of repair or replacement. Those who use the school's laptops will be responsible for them in case of loss or damage that is not covered by the warranty.

### Care of software and stored information

Only software installed by the school's technical staff, under legally acquired licenses, may be used on the school's computers. The user who disobeys this rule will be responsible for the legal sanctions imposed on the school if a control agency against software piracy finds illegally acquired programs on the school's equipment. The installation of free software or software under trial licenses on the school's computers must be requested to the school's technical staff. The technology area is authorized to uninstall this type of software if it is found to be installed without authorization.

It is forbidden to uninstall the programs found on the computers or to modify any system folder that corresponds to its original configuration. Any fault in this sense is assumed as a serious fault and, in addition, the costs of repairing the equipment must be assumed.

All users of the School's computer equipment must save their files in the cloud according to the program that the School has provided for this purpose in order to safeguard files and prevent loss of information. The School is authorized to reinstall computer equipment when deemed necessary and is not responsible for any information stored on it.

All users must follow the precautions indicated by the technology area for the use of e-mail, chat, USB flash drives and other media that can transmit computer viruses or collect e-mail addresses that are then exploited for unscrupulous purposes.

### Care of the internal network and Internet access

Users of the internal network are students, teachers, employees and parents who have been given a user code and password by the school to access it from the school's computers or from their own devices using the Internet.

Users must not disclose to others the password provided by the systems area to access the internal network.

Students may only use Internet access during the hours set aside for this purpose.



Through the school's internal network it is forbidden to use Internet sites or recreational programs that do not have a clear educational purpose aligned with the curriculum and the planning of pedagogical activities.

It is forbidden to use the internal network for massive uploads and downloads of digital material such as movies, video and music that are available on services such as Ares, Kazaa, BitTorrent, uTorrent and Gnutella, among others. These types of activities congest the IP network to a high degree and also transgress the limits of copyright legality.

Any type of violation of security levels in order to access the Administrative Area or the Academic Secretary's Office is considered a serious offense.

Inappropriate use of computer systems such as intentionally damaging or altering computer files, downloading programs, consulting pages that contradict the ethical principles of the school is considered a serious offense.

Equipment for personal communication or entertainment applications such as cell phones, iPods and iPads will not have access to the school's internal network, except when required for use in a pedagogical activity that requires it.

When access to the school's internal network is requested from a private computer not provided by the school, the user must be authorized by the school administration and must allow a prior technical review of the equipment and the assignment of a standardized identification that will allow it to be recognized on the network.

## **38. Electronic devices for private use**

Preschool and elementary school children should not bring electronic devices to school. Electronic devices that preschool and elementary school children may need for their academic development will be provided by the school and used under the strict supervision of teachers.

Elementary and middle school students who bring electronic devices for personal use to the school are responsible for their care and safety. The School is not responsible for the loss of these devices. The school has lockers, padlocks and security in the classrooms, among others, that favor the care and security of personal belongings.

Between 7:40 a.m. and 4:00 p.m. Monday through Friday is study time and community life, therefore, recreational items such as music players, MP3 players, Ipods and electronic games, among others, are prohibited because they distract and hinder the learning process and integration with the community. They may only be used if teachers explicitly request their use in relation to a learning objective. The latter also applies to the use of cell phones.

Cell phones must be kept in silent mode during the entire school day.

Both teachers and students should refrain from answering calls during classes.

The use of tablets or cell phones to take class notes or for the photographic recording of information from the board must be authorized by the subject teacher.

The following are considered serious offenses: making use of social networks (Facebook, Twitter or MySpace, among others) to harass or intimidate other members of the educational community, whether they are teachers, students or their families. Blocking, hacking and attempting to disrupt the operation of the web portals and Internet pages of the School, the Corporation and/or the Parents' Association.

## **39. School transportation**

### Safety Rules

1. Wear seat belts.



2. Keep the aisle clear by tucking bags under the front seat. 3.
3. Do not walk or run when the bus is in motion.
4. Do not kneel on the seats.
5. Do not stick your head or any part of your body out of the windows.
6. To speak in a low voice.
7. Abide by biosafety rules such as wearing face masks at all times and remaining seated in the fixed post, among others.

#### Rules of coexistence

1. Abide by the authority of the supervisor and/or driver as the first authority on the bus. 2.
2. Do not use profanity.
3. Respect all fellow passengers and take special care with the younger ones.
4. Do not eat or drink.
5. Be ready at the bus stop and do not delay the bus for personal reasons.
6. Do not make public expressions of affection that correspond to the order of the private.

#### Rules of civic culture

1. Do not throw objects of any kind out of windows. 2.
2. Do not shout at passers-by.

#### Rules for parents

1. Respect the authority of the supervisor and driver as the first authority on the bus. 2.
2. To teach their children the rules of behavior on the bus.
3. Ensure compliance at pick-up and drop-off times.
4. Communicate in a calm and respectful manner with the school staff.
5. Support and encourage their children to always respect the biosafety rules.
6. To abide by the sanctioning system foreseen in this School Handbook.

#### Consequences for non-compliance with the rules

1. Oral reprimand. The supervisor notes in the minutes of the bus tour what happened for the review of the coordinator of human development of the corresponding section who talks to the student about it.
2. Notification to parents. The human development coordinator of the section calls the parents and sends them a written note about their child's misbehavior.
3. Suspension from the route in the afternoon. Depending on the seriousness of the offense or if the student repeats the misbehavior, the student is suspended from the afternoon route and the school calls the parents to pick up their child and sends them a letter informing them of the suspension, a copy of which remains in the student's folder. The afternoon route suspension may be for one or several days depending on the absence. In the case of sports, the student will not be able to attend sports activities.
4. Reprimand with parents and disciplinary letter. If the student repeats undesired behavior, a letter is sent to the parents summoning them to a meeting to jointly take the necessary measures. The student and parents sign a disciplinary letter in which it is made explicit that if the student does not change his/her behavior immediately, the school will proceed to consider this situation as serious misconduct and will follow the corresponding process that may lead to the definitive suspension of the transportation service.

### **Promotion of students**

Colegio Hacienda los Alcaparros conceives evaluation as a process inherent to the formation and development of students and in this sense students are also actors committed to their own assessment, in accordance with Decree 1290 of 2009 and Decree 1075 of 2015 of the Ministry of



Education that issues the single regulation of the education sector, Chap. 3 - Section 3 on "Evaluation of learning and promotion of students at the basic and middle school levels".

The Institutional Student Evaluation System-SIEE of the school Hacienda Los Alcaparros is duly approved by the Board of DIRECTORS after review by the Academic Council. All aspects of the SIEE apply to both face-to-face and distance education, according to the hybrid or alternating education model. All teachers know, accept and apply the evaluation and promotion criteria and the corresponding procedures. The complete text on the SIEE is included in the school's Educational Project, as established by Law. The following is the corresponding to the promotion of students.

## 40. Criteria and procedures

### Assessment of academic achievement and conative factors

Colegio Hacienda Los Alcaparros has two types of evaluations, academic achievement and conative factors, which are used to follow up, support and stimulate each one of its students.

In any evaluation related to the promotion of students from one grade to the next, the Evaluation and Promotion Committee-CEP of each grade (hereinafter "CEP") will take into account the student's performance in both academic achievement and conative factors, in a meeting chaired by the academic coordinators and the human development coordinators.

Academic achievements refer to the appropriation of both the contents of the different subjects and the academic skills that allow the student to develop competencies in the different disciplines and that are manifested in aspects such as inductive, deductive, abductive and analogical reasoning; mathematical and linguistic operations; problem solving and considered decision making; and the projection of their knowledge in creative and innovative ways.

The evaluation scale in which the students' performance is expressed and which appears in the periodic evaluation reports (bimonthly or quarterly) is as follows:

GRADE	DESCRIPTOR	Equivalence with scale	Percentage
<b>Excellent</b>	Achieves all the proposed objectives. Values and promotes autonomously their own development. >90%	<b>Superior performance</b>	≥90%
<b>Outstanding</b>	Achieves all proposed milestones with adequate work rate and quality >80% a 90%	<b>High performance</b>	75%≥ a <90%
<b>Good</b>	Achieves most of the expected accomplishments and shows interest and commitment to his or her own development. >70% a 80%		
<b>Acceptable</b>	Achieves expected accomplishments at the minimum acceptable level. Requires consistency in the quality of their academic work. >60 a 70%	<b>Basic performance</b>	60≥ a <75%
<b>Insufficient</b>	It does not reach the minimum achievements and its work needs better levels of quality. <60%	<b>Low performance</b>	<60%

Conative factors refer to the commitment and disposition of students in learning contexts, which is reflected in their effort, responsibility and the type of interactions they establish with others. These



expressions are the object of training, observation and assessment. Each of these factors is evaluated through observable behaviors in learning contexts (see table below).

The frequency with which the actions of each factor are manifested is the source of overall assessment of the level of disposition and commitment expressed by the student. The frequency scale estimates four levels of performance: always, almost always, sometimes and rarely.

FACTOR	OBSERVABLE BEHAVIORS
<b>Coexistence</b>	Behavior in the classroom strengthens the coexistence process and consolidates the community as a guarantor of care and learning.
<b>Participation</b>	Engages in class activities and tasks and is committed to the achievement of objectives at the agreed times
<b>Effort</b>	Takes the initiative and persists in overcoming the obstacles in the process of learning.
<b>Appropriation of feedback</b>	Makes adjustments and modifications according to the corrections and suggestions given.
<b>Responsibility</b>	Complies with the commitments required for his personal development, that of his colleagues and that of the community.
<b>Teamwork</b>	Uses their knowledge and skills to learn with others.

### Procedure

The following procedure is followed for the promotion or non-promotion of a student:

1. The CEP of each grade prepares a report of results that contains the evaluation of each of the subjects and a consolidated report of the conative factors of each student.
2. The CEP of each grade studies and evaluates each student and defines the promotion or not of each one of them.
3. The CEP of each grade designs and applies the remedial programs.
4. If the CEP has selected students who, in their opinion, cannot be promoted to the next grade, they send the list to the Academic Council for it to make the final decision.

### Conditions for denying the promotion of students

The CEP of each grade may deny the promotion of students in the following cases:

1. Students with 'Insufficient' final evaluation in three or more subjects.
2. Students who have obtained for two consecutive periods a final evaluation of 'Insufficient' in mathematics and English, or in Spanish and English.
3. Students who have failed to attend more than twenty percent (20%), justified or not, of the academic activities during the school year.
4. Students who present significant deficiencies in the learning of the second language that significantly affect the construction, comprehension and execution of concepts and work in the disciplines taught in English.
5. Students who at the end of the year are in 'Insufficient' and 'Acceptable' in seventy percent (70%) or more of the total of the subjects they took.
6. Eleventh grade (seniors) students who have not completed the mandatory social service.



7. In any assessment regarding the promotion of students from one grade to the next, the Evaluation and Promotion Committee of each grade will take into account the student's performance in non-academic factors to determine their promotion to the following year at Colegio Hacienda Los Alcaparros.
8. Once the CEP of each grade has selected the students that in its opinion will not be promoted to the next grade, it will send the list to the Academic Council of the institution so that it may make the final decision.

### Repetition of the year

The repetition of a school year is subject to the decision of the Academic Council and to the results in the conative factors. Students who have already repeated a year in previous grades will not be accepted to repeat the year.

### Support to resolve pending pedagogical situations

The CEP of each grade defines the remedial activities, leveling, intensification and support for students who require it according to the following options:

**Intensifications.** These are reinforcements received by students who present difficulties in the appropriation of knowledge, skills and/or competencies in any subject of the curriculum. For the basic elementary education level (from 1st to 5th grade), such intensifications will be given within the school schedule and in the academic spaces defined for that purpose.

**Support in the Learning Center.** It is the special and therapeutic support that a student may receive from specialized professionals to overcome specific learning difficulties or thought processes. Such support will be agreed with the parents or guardians for the costs involved.

**Leveling activities.** These are established when the student's performance evaluation in one or more subjects at the end of the school year is 'Acceptable'. They are focused on the acquisition and evaluation of the objectives in which the student did not reach a level of achievement equal to or higher than three. Reaching this level of achievement is indispensable for the student to be able to successfully assume the next year's formative process. Students who establish leveling commitments must present the assignments completed during the vacation in order to take the leveling exam during the week before the beginning of the following school year. The date and time will be communicated in advance. If the result achieved by the student is favorable and shows an evolution in their knowledge, skills and competencies, the 'Acceptable' will be changed to 'Good' in their final report. If no evolution in their learning is evident, the 'Acceptable' will be maintained.

**Remedial activities.** These are activities that a student must complete at the end of a period or academic year when the evaluation of his/her performance in one or two subjects at the end of the school year is 'Insufficient'. The remediation is focused on the acquisition and evaluation of all the contents, competencies, academic and thinking skills of the subject. Passing the remediation process is essential for the student to be able to successfully assume the next year's formative process. Students engaged in remedial processes must submit the assignments completed during the vacation in order to be able to take the remedial exam during the week before the beginning of the following school year, which will be evaluated in terms of 'Passed' or 'Failed'.

### Validations

Validation is understood as the situation in which a student can demonstrate that he/she has achieved the knowledge, skills and abilities in each of the compulsory and fundamental areas established for the basic and middle school grades.





The school, by complying with the requirements of the Ministry of National Education (among which are: to operate legally, to comply with current regulations, to be located in the SABER competency tests above the average of the Secretary of Education of Cundinamarca, and in the State Examination in the Very Superior category), offers the possibility for a student to validate a grade, through evaluations or academic activities.

The validations seek to serve people who find themselves in academic situations such as the following:

Having taken one or more grades without the corresponding record in the grade book.

Having taken or being taking a grade due to an administrative error without having passed the previous grade.

Having studied in an educational establishment that has disappeared or whose records have been lost.

Having studied in an educational establishment sanctioned by the Secretaries of Education for not complying with the legal requirements for operation.

Having studied in another country and not having completed one or more previous grades, or that the study certificates are not duly legalized.

Not having completed one or more grades of any of the cycles or levels of basic or secondary education, except the one leading to the baccalaureate degree.

At the end of each school year, the Principal shall report to the Secretary of Education of Cundinamarca the validations carried out during that period. Said report and the certifications issued will be supported by the school record that the school keeps of its students.

*Certificates of studies.* Any certificate required, the School will issue it according to the scales described in this School Handbook and stating the minimum passing grade.

**NOTE:** Those students who aspire to continue their elementary or middle school studies, or to begin higher education programs abroad, who must present certificates of studies of the levels completed in Colombia, with express valuations in numerical scales as required by the educational legislation of the receiving country, may request the School to issue the corresponding certificates of studies in which, based on the school record, the equivalent of each term of the scale defined in the School Handbook will be given, indicating the minimum passing score.

## **41. Consequences for academic non-compliance**

### Non-compliance with academic work

For students in grades four through eleventh grade, failure to comply with assigned academic assignments -not having them or turning them in incomplete-, both those that are proposed to be done at home and those that are done in class, have the following consequences:

Students who fail to comply with one or more of the academic papers assigned in the different subjects will explain to the corresponding teacher the reasons for their non-compliance.

If the professor considers that the explanations are valid, he/she will give the student the time needed to finish the work.

If the explanation is not valid, the teacher will immediately inform the academic coordinator of the corresponding section, who keeps a record.



If a student who has been reported fails to complete an assignment again, he/she will receive a formal warning from the academic coordinator.

If the non-compliance occurs again, the school will call the parents to discuss strategies that will allow their child to definitively correct the course and to give them an academic letter that will be placed in the student's folder.

If despite all of the above there is a fourth non-compliance, and regardless of where the student is in the school year, the School will inform the parents that a process will be initiated in the Academic Council to impose an academic conditional enrollment.

The *conditional registration* is, in all cases, the last formal warning before proceeding to the non-renewal of the registration for the following year in case of recidivism or any serious misconduct as stated in this School Handbook.

*Loss of subjects.* Students who lose three or more subjects in a period will receive an academic letter. These students must work on the recovery of the deficiencies, whether knowledge or skills, according to the plan or program determined by the teacher of the subject and the school's directives.

Low performance in conative factors. When the student in three or more subjects rarely shows effort, responsibility and progress from the feedback in the learning context, he/she will receive a disciplinary letter with the report card (See No. 13).

If a student receives two or more disciplinary letters for conative factors in a school year, the case will be analyzed by the Academic Council and may lead to the loss of placement for the following school year.

#### Regular Conduct for Resolving Academic Situations

The due process for the solution of conflicts, disagreements, discrepancies or differences of academic order is as follows:

1. Dialogue of the student with the professor in charge of the subject in order to seek solutions.
2. Request to the academic coordinator of the section to intervene in the unresolved situation.
3. Request to the DIRECTOR of the Educational Project and/or the Principal to intervene in the unresolved situation and find a solution.
4. Written appeal to the Academic Council of the decision taken by the previous instances.

In this regular channel, the Academic Council acts as a second and final instance for the resolution of conflicts and academic disagreements. Students and their parents or guardians may make use of this regular channel for attention and complaints about academic decisions that are directly related to the evaluation and promotion of students.



### Debido proceso para resolver situaciones académicas



### Compromiso y retroalimentación de los padres de familia

El proceso de evaluación de todo el proceso educativo culmina con la retroalimentación que los padres de familia hacen a sus hijos y al Colegio.

En la *entrevista de evaluación* se espera que los padres *retroalimenten al Colegio* sobre su labor pedagógica y expresen verbalmente y por escrito –en la hoja de entrevista– los compromisos y expectativas que consideren fundamentales e importantes para el siguiente periodo.

*Es responsabilidad de los padres de familia analizar los informes periódicos de evaluación de sus hijos y acatar las decisiones que se acuerden con los profesores y directivas del Colegio y llevar a cabo las estrategias sugeridas para superar las dificultades académicas o de desarrollo humano del estudiante.*

**NOTA:** De conformidad con las resoluciones anuales sobre aprobación de tarifas expedidas por el Ministerio de Educación Nacional, el Colegio se reserva el derecho de retener los boletines, certificados, actas de grado, diplomas y/o documentos de aquellos estudiantes cuyos padres o acudientes se encuentren en mora de pagar los servicios educativos prestados por el Colegio.

## D. Registration/matriculation contract

### 42. Admission and enrollment process

#### Conditions for admission

The first consideration that the school takes into account for the admission of new students is the availability of places. The parents of the candidates recognize and accept that the number of places available for each grade is limited.

In order to ensure the quality of education and individual attention to each student, the school's administration reserves the right to determine the appropriate number of students for the various groups in each grade level. Therefore, the completion and submission of documents by a given family does not imply that Colegio Hacienda Los Alcaparros has the obligation to accept the candidate.

For the admission of new students, a family interview is carried out in which the parents, the candidate and the school staff participate. In this interview the profile of the student and the specific characteristics of the family are evaluated in order to analyze the possibilities of success in the



educational process of the child. It is essential that the parents of the candidates identify with the principles, values, philosophy and mission of the school.

For the admission of students to the elementary and middle school grades, the Admissions Department conducts an admission test for the candidates.

The School reserves the right to disclose the specific results of each of the tests, examinations and/or interviews given to the candidates or their parents.

The parents of the candidates declare that they are aware of and accept the tuition, boarding, periodic and other fees charged by the School.

The parents of the candidates declare that all the information contained in the documents of the admission process is true. Therefore, they authorize the School to verify such information, if it deems necessary.

Places for new students are preferentially assigned as follows:

- Candidates with siblings currently studying at the school.
- Candidates who studied at the School, but withdrew from the institution for personal reasons and who are in good standing.
- Candidates who are children of graduates of the school.
- Candidates who are children of the school staff.
- Candidates who are children of associates or allies of Corporación Educativa Los Alcaparros.

### Enrollment Process

The quality of student of Colegio Hacienda Los Alcaparros is acquired through the completion of the enrollment process, which must be completed within the deadlines established by the school for this purpose.

Enrollment is perfected by the signing of the respective contract, by the parents, the student, the school's principal and the legal representative of Corporación Educativa Los Alcaparros.

To become a student of the school Hacienda Los Alcaparros it is necessary to comply with the following requirements:

1. Acquire, fill out and submit the admission form, on the dates determined for each school year.
2. To have been officially admitted by the competent authorities of the school, for having passed the admission tests and the interview.
3. To know and accept the philosophy, principles, goals and norms of the school.
4. To have surpassed the expected achievements for the immediately preceding grade.
5. To legalize the enrollment through acceptance and signature of the respective enrollment contract.

To enter Colegio Hacienda Los Alcaparros to kindergarten and be part of the educational community, children must be three (3) years and nine (9) months old in September of the respective year of entry.

For the other grades, the admission decision will be made by the admissions committee, and the final decision will be made by the DIRECTOR of the Educational Project or the Principal of the School, who in any case reserve the right to give or not the reasons for the admission of a candidate.

### Required Documents



The following documents in original are required for admission to the school Hacienda Los Alcaparros for the first time:

- Birth Registration.
- Descriptive report of the child, prepared by the kindergarten, only for applicants to preschool grades, i.e. Pre-Kindergarten, Kindergarten and Transition.
- Medical certificates. At least the general, optometry and audiometry certificates must be presented.
- Two (2) 3 x 4 cm. photographs, with light background.
- Two (2) personal references from the family, if possible from those who have ties with the school. These references can be given by parents of the school or by former students, among others.
- Certificate of approval of the previous year and transcripts of the last three (3) years completed in the previous school.
- Certificate of good conduct from the previous school.
- Certificate of good standing from the previous school and/or kindergarten.

In addition to the above, foreign candidates who wish to study at the School must present to the School's DIRECTORS, with sufficient time in advance, an authentic copy of the student visa and/or equivalent document, which accredits them as foreign citizens, residents in Colombia and authorized to study formal academic education programs. The visa must be valid for the entire academic year and must be issued by the competent immigration authorities. In the case of foreign students who are children of parents assigned to diplomatic corps of other countries, it will be necessary to present the document that entitles them to study in Colombian territory.

#### Re-entries

In the case of reinstatements, once the families make explicit their desire to return to the school, they must contact the Admissions Committee who will analyze each specific case:

- The school's capacity in terms of places for the year requested.
- The academic situation of the child.
- The payment and portfolio history of the family requesting reinstatement as well as the background of the withdrawal.

Based on the above, the Admissions Committee will establish the conditions and the procedure under which the reinstatement may take place.

#### Renewal of the enrollment contract

For the renewal of the enrollment contract, former students must present the certificate of good standing issued by the treasury of Colegio Hacienda Los Alcaparros, medical certificates, photographs and other documents required by the school's directives.

Foreign students who intend to renew their enrollment contract must present to the school's DIRECTORS, with sufficient time in advance, a certified copy of the student visa and/or equivalent document, which accredits them as foreign citizens, residents in Colombia and authorized to attend formal academic education programs. The visa must be valid for the entire academic year and must be issued by the competent immigration authorities.

#### Loss of student status at Colegio Hacienda Los Alcaparros



The student status at Colegio Hacienda Los Alcaparros is lost due to:

- Expiration of the term of the enrollment contract.
- Non-renewal of the enrollment contract.
- Events of force majeure or fortuitous case duly proven.
- When the student withdraws of his/her own free will, in which case the respective closure of the case will be made through a committee led by the Principal or the DIRECTOR of the Educational Project.
- For other reasons established in the institutional educational project-PEI, the enrollment contract and the present coexistence manual.
- In the case of foreign students, for not presenting the visa that enables them to enroll and remain as students of the school.

#### Regarding the non-refund of payments

In those cases in which a family separates a place for a particular student by paying any amount of money, but later decides not to use the place that had been assigned, the School will not return the amounts of money that had been paid for such concept.

Once the enrollment is completed, in case of early withdrawal of the student, the School will not refund the sums of money that have been paid by the parents.

In addition, regardless of the cause, in case of early withdrawal of the student, the School will not return the payments made up to the date of withdrawal such as tuition, pension, periodic charges and other items and, additionally, will charge the pension corresponding to three months after the withdrawal.

## **43. Tuition rates and other charges**

Tuition, pension, periodic and other fees are set based on the study of educational costs prepared by the Administrative Direction of the School and, specifically, on the result of the self-evaluation and classification process that all private educational establishments must carry out annually.

Currently, Colegio Hacienda Los Alcaparros is classified within the Regulated Freedom Regime established by the Ministry of National Education and also with the Global Certification of COGNIATM, accrediting entity of the School, on child protection assurance - *International Child Protection Assurance*. (See <https://www.alcaparros.edu.co/14729/>).

Educational costs are adjusted annually in accordance with the regulation issued by the Ministry of National Education for the Regulated Freedom Regime, and according to the instructions given by the Secretary of Education of Cundinamarca.

The operation of the School is financed through the collection of the following concepts authorized by Colombian law:

*Tuition.* This is the amount paid at the time of formalizing the student's enrollment in the school, either for the first time or for subsequent renewals, and its value is equivalent to the cost of a monthly payment, that is, ten percent (10%) of the annual fee approved for the school by the Departmental Secretary of Education. This amount must be paid once a year on the date established by the school. If the parents do not pay the registration fee in a timely manner, the School may freely dispose of the student's place.



*Pension.* It is the annual sum paid as consideration for the student's right to participate in the educational services offered by the School during the respective academic year. Its form and methods of payment are established in the respective enrollment contract. Normally, the pension must be paid monthly, during ten (10) months from September to June of the following year. Pension payments must be made during the first five (5) calendar days of each month of the school year, at the bank designated by the school for this purpose.

*Cafeteria.* This service is billed with each monthly payment, in the manner and terms established in the enrollment contract. Cafeteria service payments must be made during the first five (5) calendar days of each month of the school year, at the bank designated by the School for such purpose.

*School Transportation.* The school transportation service is optional and only those students who take it must pay for it. It is billed with each monthly payment, in the manner and terms established by the company providing the service. Payments for the school transportation service must be made during the first five (5) calendar days of each month of the school year, at the bank designated by the School for such purpose.

*Other charges.* These are additional services provided by the School, other than those previously mentioned, but which are directly derived from the provision of the educational service and whose values must be paid once a year at the time of registration.

Currently, the School's Board of DIRECTORS has authorized the collection of the following items:

- Systematization of grades
- Textbook rental (Bibliobanco)
- Didactic material, art projects and endowments.
- Stationery and art materials and academic projects
- Technological project
- Grade fees for 11th grade students
- Duplicates of certificates and report cards.
- School Handbook.
- Student card
- Social responsibility project
- Medical and nursing services
- Drug and psychoactive substances prevention program.
- Educational software licenses
- Individual courses in music, sports, arts and others
- Additional language courses
- Third language (6th to 11th grade)
- Field internships, pedagogical visits, attendance at cultural activities, and social gatherings.
- Costume rental
- Specialized training strategies
- Specialized center for occupational therapy, speech therapy, academic leveling and inclusion.
- Accident insurance
- Yearbook
- Security padlock
- Professional orientation
- Innovation and entrepreneurship program
- ICFES simulations (SABER 11 tests)
- Induction for new students
- Additional transportation for extracurricular activities and sports trainings
- Additional afternoon snacks for transition and first grade students who wish to receive them.



- Standardized English tests
- Infrastructure project

Annually, the school provides parents with a document indicating the applicable fees for these items and the official resolution by which they have been approved. The School may eliminate some of these concepts or include new ones, depending on the needs derived from the educational service provided.

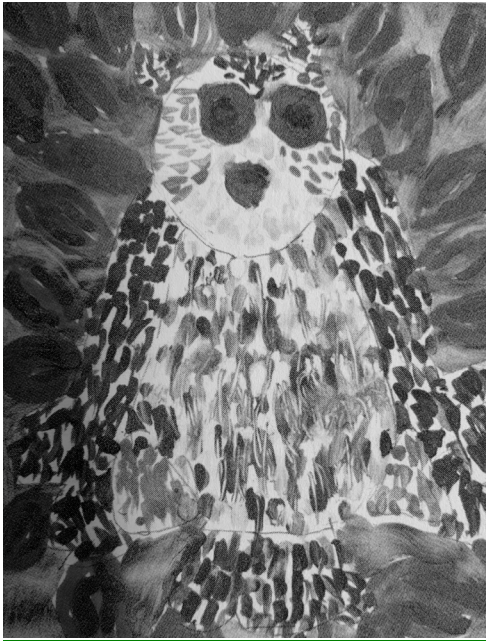
In case of early withdrawal of the student, the School does not refund the sums of money that have been paid for the concepts listed above. In addition, regardless of the cause, in cases of early withdrawal of students, the School will not refund payments made up to the date of withdrawal such as tuition, pension, periodic charges and other items and, additionally, will collect the pension corresponding to three months after the withdrawal.

Payments for the goods and services mentioned in this chapter shall be made in accordance with the processes and instructions established by the School for such purpose. Currently, the School has signed an agreement with Banco Davivienda S.A. through which the collection and collection of services rendered and/or goods provided to students is carried out, which is instrumented through a credit card of the Diners franchise. This agreement provides the highest level of security and privacy for parents and is exempt from the payment of handling fees or other additional costs. Therefore, the use of such means or channel of payment is and will be mandatory for all parents who are part of the educational community.





## ANNEXES



Annex 1. Regulations applicable to the processes of school coexistence and the and the Integral Attention Route

Annex 2. Internal Regulations of the Board of DIRECTORS, Academic, Parent, and Student Councils.

Annex 3. Glossary of terms

Annex 4. Legal documents that support this School Handbook.



**Annex 1**

**REGULATIONS APPLICABLE  
TO SCHOOL COEXISTENCE PROCESSES  
AND THE INTEGRAL ATTENTION ROUTE**

Content

- A. Responsibilities of the school within the framework of the National System of School Coexistence.
- B. The School Coexistence Committee
- C. Responsibilities of the Principal and the DIRECTOR of the Educational Project
- D. The support of school orientation (pedagogical psychology).
- E. Components of the comprehensive care route for school coexistence.
- F. Development of the care component

**A. Responsibilities of the school  
within the framework of the National System of School Coexistence**

Within the framework of the National System of School Coexistence, the School has the following responsibilities (Art. 17 of Law 1620 of 2013):

1. To guarantee to all members of its educational community respect for the dignity and physical and moral integrity within the framework of school coexistence, human, sexual and reproductive rights.
2. Develop the components of prevention, promotion, care and monitoring, through the application of this School Handbook and the application of the Route.
3. Annually review and adjust the Institutional Educational Project, the School Handbook and the Institutional System of Evaluation and Promotion of students.
4. Annually review how is the school coexistence of the school, to identify risk factors and protection tools that affect school coexistence, protection of rights, institutional self-evaluation processes and quality certification.
5. Undertake actions that involve the entire educational community in the processes of pedagogical reflection on the factors associated with violence, bullying and violation of sexual and reproductive rights, incorporating programs on the importance of taking care of the body and creating relationships based on tolerance and respect.
6. Develop strategies and instruments aimed at promoting school coexistence based on evaluations and monitoring of the most frequent forms of bullying and school violence.
7. Adopt strategies to stimulate actions that promote and strengthen school coexistence, mediation and reconciliation among members of the educational community, and disseminate successful experiences in this area.

**B. The School Committee for Coexistence**

For the purposes of the above, the School has a School Committee for Coexistence (hereinafter the "Committee"), which is responsible for addressing and resolving situations that affect coexistence. This Committee is made up of the following members (Arts. 12 and 13 of Law 1620 of 2013):

- The Principal
- The DIRECTOR of the Educational Project
- The DIRECTOR of Human Development, who leads the school coexistence processes.
- The student representative of the 11th grade
- A teacher with orientation function



- The coordinator
- The president of the Parents' Council or, failing that, one (1) of the parents' representatives who participate in the Board of DIRECTORS.
- The president of the Student Council or, failing that, one (1) representative of the Student Council of the grade of the student whose case is being dealt with.

Following the principles of Participation, Autonomy, Co-responsibility, Diversity and Comprehensiveness established in this Handbook, the Committee is responsible for fulfilling the following functions (Art. 5 of Law 1620 of 2013):

1. Identify, document, analyze, mediate and resolve conflicts that arise between the different members of the educational community (DIRECTORS, teachers, students and parents).
2. 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.
3. Promote the linkage of other educational institutions to the development of strategies, programs and activities of coexistence and citizenship building.
4. Convene conciliation and dialogue spaces for the resolution of situations that affect school coexistence, at the request of a party or ex officio, always trying not to cause irreparable damage to the actors involved. In those situations that affect coexistence, the student will be accompanied by his or her father, mother or guardian.
5. Activate the Comprehensive Attention Route for School Coexistence (hereinafter the "Route"), in cases of Type I, Type II and Type III Situations (as defined in Law 1620 of 2013 on School Coexistence and Decree 1965 of 2013).
6. Lead the development of strategies and instruments aimed at promoting and evaluating school coexistence and the exercise of human, sexual and reproductive rights.
7. Follow up on compliance with the provisions of this School Handbook, and submit reports on cases or situations that have come to the attention of the Committee.
8. Propose, analyze and make viable pedagogical strategies, programs and activities for coexistence and citizenship building that respond to the needs of the educational community. These strategies may include the flexibility of the pedagogical model.
9. Guarantee the right to privacy and confidentiality of the information that is treated within the framework of the actions that it carries out.
10. Approve its internal rules of procedure, which establishes:
  - That the Committee meets ordinarily once every two (2) months.
  - Extraordinary sessions are convened by the Principal or by the DIRECTOR of the Educational Project, when circumstances so require or at the request of any member of the educational community.
  - The deliberative quorum shall be half plus one (50% + 1) of the members of the Committee and the decision-making quorum shall be the majority of the members present at the meeting (50% +1).
  - In the event of a conflict of interest on the part of any of the members, he/she must announce it, explaining the reasons for his/her impediment. In such cases, the Committee shall replace the member in conflict with a person coming from the same educational background (DIRECTORS, teachers, students or parents).

### **C. Responsibilities of the Principal and the DIRECTOR of the Educational Project**

For their part, the Principal and the DIRECTOR of the Educational Project have the following responsibilities (Art. 17 of Law 1620 of 2013), with regard to the National System of School Coexistence:

1. Lead the Committee
2. To incorporate the development of the components of prevention, promotion, prevention and follow-up, and to apply the protocols established for the implementation of the Route.



3. Lead the annual review of the Institutional Educational Project, the School Handbook, and the Institutional Evaluation and Promotion System, within the framework of the Institutional Improvement Plan.

4. Report to the competent authorities cases of bullying and school violence and violation of sexual and reproductive rights of children and adolescents of the school, according to the protocols of the Route.

According to the indications provided in the National System of School Coexistence (Law 1620 of 2013 and Decree 1965 of 2013), the School has incorporated the following aspects in its School Handbook:

- Managers and teachers carry out key work to implement the strategies required to encourage and strengthen school coexistence and the exercise of students' rights. These strategies allow: a) Learning from mistakes; b) Respecting diversity; and c) Resolving conflicts peacefully.
- The school recognizes its teachers' role as counselors and mediators in situations that affect school coexistence and assigns them a fundamental role in the early detection of these types of situations.
- The school gives students the opportunity to participate in the definition of actions and proposals that serve to adequately manage situations that affect coexistence.
- The School Handbook includes the Integral Attention Route for School Coexistence and the protocols for the management of Type I, Type II and Type III Situations. Likewise, the definitions, principles and responsibilities established by Law 1620 of 2013 were incorporated.

- For all of the above, the School Handbook includes the following aspects:

1. The description of the most common situations that affect school coexistence and human, sexual and reproductive rights.
2. The guidelines and agreements that must be followed by all members of the educational community to ensure school coexistence and human, sexual and reproductive rights.
3. The classification of situations enshrined in Article 40 of Decree 1965 of 2013 (Type I, II and III).
4. The Protocols of Integral Attention for school coexistence established for the management of Type I, II and III Situations, established in articles 42, 43 and 44 of Decree 1965 of 2013.
5. The pedagogical measures and actions that contribute to the promotion of school coexistence, prevention of situations that affect it and acts of reconciliation. All this in order to achieve the repair of the damage caused and the reestablishment of an adequate organizational climate for the functioning and operation of the School.
6. The pedagogical strategies that allow and guarantee the dissemination and socialization of the School Handbook to the educational community, especially those aimed at parents and guardians.

#### **D. The support of school orientation (pedagogical psychology)**

At Colegio Hacienda Los Alcaparros the school counseling service is offered as a complement to the pedagogical work aimed at improving coexistence (Art. 32 of Law 1620 of 2013).

This service is responsible for:

1. supporting the school's directives in the process of identifying risk factors that may negatively influence the school life of students.
2. Document and record in the Unified Information System of School Coexistence cases of bullying or school violence or violation of sexual and reproductive rights.
3. Participate in the accompaniment process and carry out the evaluation of the results of their guidance.
4. Act as agents that support the referral of cases of school violence or violation of sexual and reproductive rights to state entities, as established in the Route.



5. Participate in the definition of individual and group plans for comprehensive intervention and follow the protocols established in the Route.
6. Support the School Coexistence Committee in the development of strategies and instruments aimed at improving school coexistence and the promotion of sexual and reproductive rights, as well as documenting the cases that are reviewed in the sessions of the same.
7. Participate in the construction, drafting, socialization and implementation of the School Handbook and pedagogical projects.
8. Involve families, through the school for parents, in the components and protocols of the Integral Attention Route. For School Coexistence.

## **E. Components of the Integral Care Route for School Coexistence**

The Comprehensive Attention Route for School Coexistence defines the processes and protocols that the School applies in those cases in which school coexistence and/or human, sexual and reproductive rights of community members are affected (Arts. 29, 30 and 31 of Law 1620 of 2013).

The Route has the following components:

Promotion. This component includes the policies of the school Hacienda Los Alcaparros that guide the coexistence and improvement of the school climate. All this in order to achieve a suitable environment for the educational community to achieve the real and effective exercise of their human, sexual and reproductive rights. Within the Promotion component, the following actions are carried out:

1. The process of continuous improvement of the School Handbook;
2. The formulation of institutional policies aimed at promoting individual and collective wellbeing, which are incorporated into the Institutional Educational Project (PEI).
3. The development of pedagogical initiatives aimed at training the community in the following topics: human, sexual and reproductive rights, citizenship skills, child and adolescent development, coexistence, mediation and conciliation.
4. The design, implementation, monitoring and evaluation of projects aimed at strengthening an appropriate school climate, in which differences are respected and different ways of thinking and being are tolerated.

Prevention. This component is implemented through a continuous training process for children with the purpose of reducing and lessening the impact of their economic, social, cultural and family conditions on their behavior.

Preventive actions seek to intervene in a timely manner in behaviors that could eventually affect 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. To this end, the school carries out the following activities:

1. identifies the most common situations that affect school coexistence and the exercise of rights, based on the particularities of the school climate and the analysis of the external family, social, political, economic and cultural characteristics of each of the minors.
2. Strengthens the actions that mitigate the risk situations identified above.
3. Design and improve protocols for timely and comprehensive care of the most common situations that affect school coexistence and the exercise of human, sexual and reproductive rights.

Attention. This component is materialized through strategies to assist and accompany children, parents or guardians and teachers so that, in an immediate, relevant and ethical manner, they can act



assertively when there are cases of violence or bullying or aggressive behavior that violate the human, sexual and reproductive rights of members of the educational community.

Follow-up. Finally, this component focuses on the registration and monitoring of Type II and III situations through the Unified School Coexistence Information System.

In the specific case of the school, monitoring is carried out by the School Coexistence Committee, which is the body responsible for tracking and evaluating the actions taken to ensure the exercise of human, sexual and reproductive rights of all members of the community.

This component also evaluates the programs for the prevention and mitigation of school violence and teenage pregnancy, and the subsequent accompaniment of the situations that were addressed in the care component.

## **E. Development of the care component**

This section outlines the actions to be taken by the different members of the educational community to address situations that affect school coexistence and the exercise of human, sexual and reproductive rights.

For purposes of the above, the following are the internal protocols of attention that must be exhausted in each case, and the definitions provided in the National System of School Coexistence (Art. 39 of Law 1620 of 2013).

### Definitions

For the purposes of this Handbook it is understood by:

**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 School. School aggression can be physical, verbal, gestural, relational and electronic.

- Physical aggression. It is any physical action aimed at causing harm to the body or health of another person. It includes punching, kicking, pushing, slapping, biting, scratching, pinching, pulling hair or ears, slapping, slapping, hitting, among others;

- Verbal aggression. It is any action through words aimed at degrading, humiliating, frightening and/or disqualifying others. It includes insults, the formulation of offensive nicknames, mockery and threats.

- Gestural aggression. It is any action through gestures and signs that seeks to degrade, humiliate, frighten or disqualify others.

- Relational aggression. It is any action that seeks to negatively affect the personal relationships of others. It includes excluding from groups, deliberately isolating, spreading rumors or secrets seeking to negatively affect the status, good name or image of the person in front of third parties.

- Electronic aggression. It is 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 comments through social networks and sending offensive e-mails or text messages, both anonymously and personally.

**Bullying** (Art. 2 of Law 1620 of 2013). It is any 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 peers with whom he 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.



Cyberbullying (Art. 2° of Law 1620 of 2013), is any form of intimidation through the deliberate use of information technologies (Internet, virtual social networks, mobile telephony and online video games) to exercise psychological and continuous mistreatment towards a person.

Conflict. These are situations characterized by a real or perceived incompatibility between one or more people regarding their interests.

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, fights between two or more members of the educational community and in which there is no affectation to the body or health of those involved.

Restoration of the rights of children and adolescents. It is the set of actions that are developed to restore the dignity, integrity, good name and health of minors, as subjects of rights.

Sexual violence (Art. 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 minor using force or any form of physical, psychological or emotional coercion, taking advantage of the conditions of defenselessness or inequality and the existing power relations between victim and aggressor.

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.

### Classification of situations

Situations that affect school coexistence and the exercise of human, sexual and reproductive rights are classified into three types:

Type I situations. Inadequately managed conflicts and those sporadic situations that negatively affect the school climate, in which no harm is caused to the body or health of those involved.

Type II Situations. These are situations of school aggression, school bullying (Bullying) and cyberbullying (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 involve damage to the body or health of those involved, without generating any disability or sequelae.

Type III situations. These are situations of school aggression that apparently constitute crimes against the freedom, integrity and sexual education of those involved (see Title IV of Book II of Law 599 of 2000), or when they constitute any other crime established in the Penal Code.

### Protocols to be followed in each situation

The protocols set forth below are aimed at establishing the necessary procedures to provide timely assistance to members of the educational community in situations that affect school coexistence and the exercise of their human, sexual and reproductive rights.

Among other aspects, these protocols define:

1. The way in which complaints or information about situations that affect school coexistence are initiated, received and filed.



2. The mechanisms to guarantee the right to privacy and confidentiality of documents (physical or electronic), and personal information of the actors involved in the proceedings, all in the terms and conditions established in the Political Constitution, Law 1098 of 2006, Statutory Law 1581 of 2012 and Decree 1377 of 2013.
3. The mechanisms through which those who report the occurrence of situations that affect school coexistence are protected from possible actions against them.
4. The strategies and alternatives for conflict resolution, including pedagogical mechanisms to take these situations as opportunities for learning and practicing citizenship skills.
5. How to notify the parents or guardians of the students involved (victims and generators of violent acts) of the facts.
6. The consequences applicable to the conduct, which must obey the principle of proportionality between the situation and the measures adopted, and must be in accordance with Colombian law.
7. The forms of follow-up to the cases and the measures adopted, in order to verify whether the solution was effective.
8. The DIRECTORy containing the updated telephone numbers of the parents or guardians of the students of the school, and of the following entities: National Police, La Calera Municipal Government Secretariat, Attorney General's Office - Childhood and Adolescence Unit, Childhood and Adolescence Police, Family Defender's Office, Family Police Station, Police Inspector, ICBF - Colombian Institute of Family Welfare, Firefighters, Red Cross, nearest Hospital, Civil Defense and Legal Medicine.

The application of the protocols will take place in situations that arise between students and other members of the educational community.

If, once the protocol has been implemented, the situation cannot be resolved through the channels established in this School Handbook, the Principal or the DIRECTOR of the Educational Project will transfer the situation to the ICBF, the Family Commissioner or the Child and Adolescent Police, as appropriate.

#### Protocol for dealing with Type I Situations

The protocol followed by the School for the attention of Type I Situations is as follows (Art. 42 of Law 1620 of 2013):

- The Principal, the DIRECTOR of the Educational Project or the Section DIRECTOR will immediately meet with the parties in conflict, to mediate in a pedagogical manner and get those involved to expose their points of view and seek the repair of the damage caused, the restoration of rights and reconciliation, so that the good institutional climate can be restored. A record will be made of this action. Students who have been trained as mediators or school conciliators may participate in the handling of these cases.
- The Principal, the DIRECTOR of the Educational Project or the Section DIRECTOR will determine the way to solve the conflict, in an impartial, equitable and fair manner, always seeking the reparation of damages caused, the reestablishment of rights and reconciliation. This action shall be recorded.
- The Principal, the DIRECTOR of the Educational Project or the Section DIRECTOR will follow up on the case and the commitments established in order to verify if the solution was effective or if it is necessary to resort to the protocols established for the attention of Type II and Type III Situations.

#### Protocol for Type II Situations

The protocol followed by the School for the attention of Type II Situations is as follows (Art. 43 of Law 1620 of 2013):

1. In cases where there is damage to the body or health of one or more members of the educational community, the School will make the referral of the situation to the competent entities to





ensure immediate attention to the physical and mental health of those involved. A record will be made of this action.

2. In those cases in which provisional measures are required for the restoration of rights, the School will refer the situation to the competent administrative authorities (Law 1098 of 2006), an action that will be recorded. As appropriate, notice will be given to the Family Police Station or the Colombian Institute of Family Welfare - ICBF.
3. The Principal, the DIRECTOR of the Educational Project or the Section DIRECTOR will adopt the necessary measures to protect those involved from possible actions against them, which will be recorded.
4. The Principal, the DIRECTOR of the Educational Project or the Section DIRECTOR will immediately inform the parents or guardians of all students involved, and a record will be made of this action.
5. The Principal, the DIRECTOR of the Educational Project or the Section DIRECTOR will open the necessary spaces so that the parties involved and the parents or guardians of the students can expose and clarify what happened, preserving their right to privacy and confidentiality.
6. The Principal, the DIRECTOR of the Educational Project or the Section DIRECTOR will determine the restorative actions that will be implemented for the purpose of repairing the damages caused, the reestablishment of rights and reconciliation so that the good institutional climate can be restored. This action will be recorded. Likewise, the Principal, the DIRECTOR of the Educational Project or the Section DIRECTOR will establish the internal consequences applicable to those who have promoted, contributed and/or participated in the reported situation.
7. The Principal or the DIRECTOR of the Educational Project (who chairs the School Coexistence Committee) will inform the other members of this body about the situation that occurred and the measures adopted to resolve the case. The committee will analyze and follow up on the case, in order to verify if the solution was effective or if it is necessary to resort to the protocol for handling Type III Situations. The School Coexistence Committee will record everything that happened and the decisions adopted in a written record that will be signed by all members.
8. When deemed convenient or necessary, the School Coexistence Committee may refer the situation to the Colombian Institute of Family Welfare - ICBF, for the reestablishment of the rights of minors, or to the Social Security System for comprehensive health care. In these cases, these entities will comply with the protocols defined in the Route.
9. The Principal or the DIRECTOR of the Educational Project will report the information of the case to the Unified Information System of School Coexistence.

#### Protocol for Type III Situations

The protocol followed by the School for the attention of Type III Situations is as follows (Art. 44 of Law 1620 of 2013):

1. In cases where there is damage to the body or health of one or more members of the educational community, the School will make the referral of the situation to the competent entities to ensure immediate attention to the physical and mental health of those involved. A record will be made of this action.
2. The Principal, the DIRECTOR of the Educational Project or the Section DIRECTOR will immediately inform the parents or guardians of all the students involved, and a record will be made of this action.
3. The Principal or the DIRECTOR of the Educational Project will immediately and by the most expeditious means, bring the situation to the attention of the National Police, an action that will be recorded.
4. The Principal or the DIRECTOR of the Educational Project will summon the members of the School Coexistence Committee by means of a written summons.



5. The Principal or the DIRECTOR of the Educational Project (who presides over the School Coexistence Committee) will inform the members of said body about the facts that gave rise to the summons, keeping in reserve any information that may violate the right to privacy and confidentiality of the parties involved, and will present the report made to the authorities.
6. The School Coexistence Committee will immediately adopt internal measures to protect the rights of the victim, of the person to whom the aggression is attributed and of the persons who have reported the situation or are part of the same. To this end, the Principal or the DIRECTOR of the Educational Project may propose restorative actions to be implemented in order to repair the damage caused, achieve the restoration of rights and achieve reconciliation among those involved. The Committee will establish the internal consequences applicable to those who have promoted, contributed and/or participated in the reported situation. This action shall be recorded in the minutes of the Committee.
7. The Principal or the DIRECTOR of the Educational Project will report the information of the case to the Unified School Coexistence Information System application.
8. The cases submitted to this protocol will be monitored by the School Coexistence Committee and the authorities that assume knowledge of them.

### ***Activation of the protocols of other entities***

Regarding the protocols of the competent authorities that receive the situations reported by the School Coexistence Committee, the School will take into account the following (Art. 45 of Law 1620 of 2013):

1. In places where there is no Child and Adolescent Police for the attention of type III situations, these will be reported to the National Police.
2. For situations requiring health care, the notice shall be given to the nearest health service provider or to the one indicated by the parents or guardians of the affected student.
3. Reports for the reestablishment of rights may be made to the Family Ombudsman or the Family Commissioner. Either of these officials will take cognizance of the case, verify the status of the violated rights and protect the child or adolescent through the applicable provisional measures.
4. In order to prevent sexual violence and achieve adequate comprehensive care for sexually abused children and adolescents, the provisions of Law 1146 of 2007 and its regulations shall be applied.

## Annex 2

### **INTERNAL REGULATIONS OF THE BOARD OF DIRECTORS, ACADEMIC, PARENT, AND STUDENT COUNCILS**

**ARTICLE 1. ELECTION OF MEMBERS.** During the first month of the school year, the Principal or the DIRECTOR of the Educational Project will summon the different sectors of the Educational Community to present their candidates for the conformation of the following Councils:

Board of DIRECTORS  
Academic Council  
Teachers' Council  
Parents' Council  
Student Council

In each school year, the election of the representatives of the Councils will be carried out in grade level meetings, by simple majority. The conformation of all the above mentioned Councils is mandatory.



All the Councils will work in coordination with the Principal and the DIRECTOR of the Educational Project, who will be in charge of providing all the necessary information for the fulfillment of their functions.

The aforementioned Councils are School Government bodies that do not require registration before any authority and no dues or contributions are required to belong to them.

The Councils ordinarily meet two (2) times a year at the call of the Principal or the DIRECTOR of the Educational Project, or by right. In special situations, the Councils may meet extraordinarily. The sessions of the Councils will be presided over by the Principal or the DIRECTOR of the Educational Project.

**ARTICLE 2. REQUIREMENTS TO BE ADMITTED AS A MEMBER OF THE COUNCILS.** In order to become a member of the Councils, the following is required:

1. To be a member of the educational community of the School.
2. In the case of the Teachers' Council, to be a teacher. In the case of the Parents' Council, to be the father or mother of a student of the School. In the case of the Student Council, to be a student of the School. In the case of the Academic Council, to be a professor or teaching officer of the School. If it is the Board of Trustees, to be from one of the groups established by article 2.3.3.3.1.5.4. of Decree 1075 of 2015.
3. To run as a candidate.
4. Obtain the respective vote (simple majority).
5. Expressly accept the commitment to fully comply with all the duties and obligations imposed by the PEI, the School Handbook, these regulations and the Colombian legislation.
6. Be a person of recognized ethical suitability, with the highest moral qualifications and be linked to the school government bodies, or have demonstrated a legitimate interest in the institution.

**ARTICLE 3. RIGHTS OF THE MEMBERS OF THE DIFFERENT COUNCILS:** The following are rights of the members of the different Councils:

1. To participate in the ordinary and extraordinary meetings of the Council to which they belong.
2. To participate in the activities of the School in accordance with the conditions established for them.
3. To be summoned in writing and with due notice for the meetings and to know the topics to be discussed at the meetings (agenda).
4. Promote projects for the achievement of the school's objectives.
5. To receive publications issued by the school.
6. Receive authorship and recognition of the work performed as a member of the Councils.
7. To voluntarily withdraw from the Councils, when he/she considers it pertinent.
8. To appeal the sanctioning decisions issued against him/her.

**ARTICLE 4.- DUTIES OF THE MEMBERS:** The following are the duties of the members of the Councils:

1. To actively participate in the ordinary and extraordinary meetings of the Council.
2. To actively participate in the activities of the School.
3. Comply with the PEI, the School Handbook, these regulations and the Colombian legislation.
4. To take care of the good image of the school.
5. To abide by, comply with and respect the decisions made by the school's DIRECTORS.
6. Commit to the principles, values and foundations of the school.



7. Refrain from removing elements or work tools, documents or reports without the prior authorization of the person directly responsible, the Principal or the DIRECTOR of the Educational Project.
8. To act ethically and loyally in their relations with the school.
9. Represent with dignity and responsibility each of the members of the educational community, as appropriate, in any event attended.
10. Attend meetings of the Board and working committees punctually, from the time set for their beginning until the agenda is exhausted. In case of non-attendance at Board meetings, the member must communicate this, verbally or in writing, to the Principal or the DIRECTOR of the Educational Project or whoever has called the meeting, within a period of no more than five (5) working days, explaining the reason for his/her absence.
11. Any others imposed by the legal and regulatory provisions.

**ARTICLE 5. MISCONDUCT AND PROHIBITIONS.** The members of the Councils are prohibited from:

1. intervene in matters that compromise the institutional autonomy of the School or the Corporation, or that affect its good name and/or prestige.
2. Execute discriminatory acts against natural persons due to circumstances of political or religious creed, sex, race, nationality or geographic origin, class or economic capacity.
3. Use the name of the school for purposes other than the institutional objectives, for private benefit or in contravention of the regulations.
4. To prevent the attendance or intervention of other members at the meetings of the Councils, or to alter their normal development.
5. Use the school's headquarters as a meeting place for purposes other than those authorized.
6. Ignore or disregard the calls for attention made by the Principal or the DIRECTOR of the Educational Project.
7. Violate the PEI, the School Handbook, these regulations and the Colombian legislation in serious or minor but reiterated matters.
8. Be temporarily suspended on three (3) or more occasions.

**PARAGRAPH:** The conducts indicated in this article, imply obligations for the members not to do. The realization of these behaviors shall be considered a serious misconduct and shall give rise to the imposition of the pertinent sanctions. Serious misconduct affects the smooth running of the School and the Councils and contradicts the principles, values and ethical standards of the entity.

**ARTICLE 6. SANCTIONS:** When the member fails to comply with the duties and obligations that correspond to him/her according to the law and these regulations, the Principal or the DIRECTOR of the Educational Project will apply the sanctions foreseen below, after applying the procedure foreseen in the following article.

Verbal Warning

Written Warning

Temporary suspension

Expulsion

**ARTICLE 7. PROCEDURE FOR IMPOSING SANCTIONS:** When a Member engages in conduct that is considered serious misconduct, the Principal or the DIRECTOR of the Educational Project shall call an extraordinary meeting of the Board and request the offending Member to prepare written statements justifying his/her conduct.

At said meeting, the offending member's defense will be presented, the evidence collected will be analyzed, and the applicable sanction will be decided, according to the seriousness of the conduct.



The Principal or the DIRECTOR of the Educational Project shall decide on the merits of the disciplinary offense committed by the Member and shall impose the corresponding sanction. The Member under investigation may challenge the decision by means of an appeal for reconsideration, which must be submitted within five (5) working days following the date on which he/she is notified of the sanction.

The appeal for reconsideration shall be resolved by the Principal or the DIRECTOR of the Educational Project in an extraordinary meeting to be held within thirty (30) calendar days from the date on which the appeal is filed.

After the time allowed for appeal or once the appeal has been resolved, the decision of the Principal or the DIRECTOR of the Educational Project shall be final and may not be challenged.

**ARTICLE 8. VOLUNTARY WITHDRAWAL OF MEMBERS:** The voluntary withdrawal of a given Member is authorized by the Principal or the DIRECTOR of the Educational Project, upon written request of the interested party.

**ARTICLE 9. EXPULSION OF MEMBERS.** The expulsion of a given Member shall be a decision made by the Principal or the DIRECTOR of the Educational Project. The expulsion may only be carried out after verifying the irregularities committed by the person involved, which have caused a detriment to the stability, prestige and/or finances of the institution. This sanction will be applied subject to due process and observing the principles of the right to defense, publicity and contradiction, legality of the evidence and respect for human dignity.

**ARTICLE 10.** The exercise of the rights inherent to the quality of member of the Council is personal and non-delegable.

**ARTICLE 11. FUNCTIONS:** The functions of the different Councils are those established in Law 115 of 1994, Decree 1075 of 2015 and the School Handbook.

**ARTICLE 12. MEETINGS:** The Councils will meet ordinarily two (2) times a year and extraordinarily when called by the Principal or the DIRECTOR of the Educational Project.

Minutes shall be taken at the meetings of the Councils and shall be signed by the President and the Secretary of the meeting. Said minutes shall record the place, date and time of the meeting, as well as the attendees and the decisions adopted, rejected or postponed, expressing the number of votes cast in favor or against. Such minutes shall be recorded in the Minutes Book of said Council.

**ARTICLE 13. SECOND CALL MEETINGS:** If a meeting of the Councils is called and it is unable to meet due to lack of quorum, a new meeting shall be called, which shall validly meet and decide with any plural number of Members. The new meeting shall not be held before ten (10) working days nor after thirty (30) working days, counted from the date set for the first meeting.

**ARTICLE 14. NON-PERSENTIAL MEETINGS:** The Councils may hold ordinary and extraordinary meetings, in a non-presential manner, as long as all the Members and the Principal or the DIRECTOR of the Educational Project are participating. Such meetings may be held through simultaneous and successive communications, that is to say, through mechanisms that allow the participation of all the members at the same time, such as teleconference, or through written communications addressed to the Principal or the DIRECTOR of the Educational Project, in which the intention to vote on a specific aspect is expressed, provided that no more than one (1) month has elapsed since the receipt of the first communication and the last one.



**ARTICLE 15. CONVOCATIONS:** The convocations for the ordinary and extraordinary meetings of the Councils shall be made by the Principal or the DIRECTOR of the Educational Project. All notices shall be in writing, either by mail, e-mail or by the most expeditious means considered by the person issuing the notices.

For ordinary and extraordinary meetings, the notice shall be made at least five (5) calendar days in advance. For the computation of the term, the day on which the meeting is called shall not be taken into account. The call for extraordinary meetings shall specify the matters to be deliberated and decided upon. At ordinary meetings, the Councils may deal with matters not indicated in the call, at the proposal of any of the Members.

**PARAGRAPH:** The Councils shall validly meet on any day and in any place, without the need for prior notice, when all the Members and the Principal or the DIRECTOR of the Educational Project are present.

**ARTICLE 16. DELIBERATORY AND DECISORY QUORUM:** The Councils may validly deliberate when a plural number of Members representing the majority of the Members are present. Decisions shall be taken by simple majority, i.e., by the affirmative vote of half plus one of the Members present (50% plus one).

**ARTICLE 17. BINDING DECISIONS:** Once the Councils have met in the manner indicated in these regulations and decisions have been adopted with the number of votes provided for in the preceding articles, such decisions shall be binding on all Members, even those absent or dissenting, provided that they are of a general nature and that they are in accordance with the laws and these regulations.

**ARTICLE 18. INEFFECTIVE, NULL AND VOID OR UNENFORCEABLE DECISIONS.** Decisions made at a meeting held in contravention of the provisions of these regulations shall be ineffective; and those adopted without the required number of votes shall be null and void.

**ARTICLE 19. REGISTRATION OF MEETINGS IN THE BOOK OF MINUTES AND ACTIONS.** The Boards shall keep a minute book in which the minutes of the meetings shall be recorded in chronological order. These shall be signed by the chairman and the secretary of the meeting. All meetings of the Councils will be presided over by the Principal or the DIRECTOR of the Educational Project.

### Annex 3

## **GLOSSARY**

**Accessibility.** In the framework of inclusive education, it is one of the "relevant measures to ensure access for persons with disabilities, on an equal basis with others, to the physical environment, transportation, information and communications, including information and communications systems and technologies, and other services and facilities." (See art. 2.3.3.3.5.1.4. Decree 1421 of 2017).

**Bullying.** "Any 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 their peers with whom they maintain 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". (Art. 2. of Decree 1620 of 2013).



**Guardian.** Legal representative of the student before the institution and collaborator responsible for his or her education.

**Electronic aggression.** "It is any action that seeks to negatively affect others through electronic media. It includes the disclosure of intimate or humiliating photos or videos on the Internet, making insulting or offensive comments about others through social networks and sending insulting or offensive e-mails or text messages, both anonymously and when the identity of the sender is revealed". (See Art. 39, Decree 1965 of 2013).

**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, of which at least one is a student. School aggression can be physical, verbal, gestural, relational and electronic". (See Art. 39, Decree 1965 of 2013)

**Physical aggression.** "It is any action intended to cause harm to the body or health of another person. It includes punching, kicking, pushing, shoving, slapping, biting, scratching, pinching, hair pulling, among others." (See Art. 39, Decree 1965 of 2013).

**Gestural aggression.** "It is any action that seeks with gestures to degrade, humiliate, frighten or disqualify others." (See Art. 39, Decree 1965 of 2013).

**Relational aggression.** "It is any action that seeks to negatively affect the relationships that others have. It includes excluding from groups, deliberately isolating and spreading rumors or secrets seeking to negatively affect the status or image that the person has in front of others." (See Art. 39, Decree 1965 of 2013).

**Verbal aggression.** "It is any action that seeks with words to degrade, humiliate, frighten, disqualify others. It includes insults, offensive nicknames, mockery and threats." (See Art. 39, Decree 1965 of 2013).

**Reprimand.** Formal warning to a student when his or her behaviors do not reflect the principles postulated by the School or when he or she repeats undesired behaviors that disrupt community life. The reprimand may be oral, and is recorded in a record in the human development coordination of the corresponding section, or written which implies that a copy remains in the student's folder and another is given to the parents.

**Truancy.** Condition of a student when he/she systematically misses classes without a justified excuse or with a justified excuse (illness, for example), but for a period of time that exceeds the possibility of recovering the knowledge not acquired.

**Biosecurity.** Set of preventive measures aimed at eliminating or minimizing the biological risk factor that may affect the health, environment or life of people, ensuring that the development or final product of such procedures do not threaten the health and safety of people. (See Resolution 666 of the Ministry of Health, 2020).

**Cancellation of enrollment.** Sanction imposed by the school on a student whose behavior forces it to exclude him/her from the school.

**Academic letter.** Formal written reprimand received by a student when he/she loses three or more subjects in a period or when his/her performance is permanently low. Parents receive a copy of the letter.



**Disciplinary letter.** Formal written reprimand received by a student when his/her behavior impedes the normal development of academic life or community life and he/she has not responded to calls for attention from teachers and section coordinators to correct his/her behavior. Parents receive a copy of the letter.

**Houses.** It is an inter-age program with students from sixth (6.0) to eighth (8.0) grade in which camaraderie and group competition is strengthened, focused on companionship and teamwork. There are three houses in the school: Lorca, Mutis and Picasso.

**Cyberbullying.** "Form of intimidation with deliberate use of information technologies (internet, virtual social networks, mobile telephony and online video games) to exercise psychological and continuous mistreatment." (Art. 2 of Decree 1620 of 2013).

**Periodic charges.** These are the amounts of money paid periodically by parents or guardians, who have voluntarily accepted it, for school transportation and food services provided by the school. These charges do not constitute an element of the provision of the educational service, but are originated as a consequence of it. (See Decree 1075 of 2015 - Unique regulation of the educational sector).

**COGNIA** - Non-profit, non-governmental organization that accredits elementary and secondary schools in the United States and internationally. Founded in 2006, Cognia represents more than 3,600 institutions with a total of 25 million students and 5 million educators in more than 80 countries.

**Undesirable behaviors.** Are those behaviors that contravene human rights and the principles of the School, in particular all those outlined in this School Handbook and Colombian law.  
**Educational community.** The group of people that make up the School: students, DIRECTORS, teachers, school administrators, general services and cafeteria personnel, parents or guardians, and graduates.

**Regular Conduct.** See Due Process.

**Conflicts.** "These are situations characterized by a real or perceived incompatibility between one or more persons regarding their interests". (See Art. 39, Decree 1965 of 2013).  
**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." (See Art. 39, Decree 1965 of 2013).

**Enrollment contract.** Document freely signed by parents and/or guardians with the School to formalize the linking of a student to the educational establishment. It is made upon entering the School and is renewed every academic period.

**Co-responsibility.** Shared responsibility of all members of the educational community to ensure a healthy coexistence in the school.

**Duty.** Inescapable obligations of the different members of the Hacienda Los Alcaparros School community based on the principles and norms of the School Handbook.

**Due Process.** Ordinary procedure that must be followed to resolve any conflict, problem or need that arises in the context of school life.





**Right.** The faculty that each person has to decide or demand something freely and that is based on ethical and moral, legal, social and human principles. The rights of each person have their correlate in the duties of others and in the agreements that are agreed upon by the community to achieve a healthy coexistence.

**Right to challenge.** Action aimed at questioning the validity of a decision or sanction by filing the appeals provided for in the School Handbook, according to the law.

**Human rights.** See Education for the exercise of human, sexual and reproductive rights.

**Sexual and reproductive rights.** See Education for the exercise of human, sexual and reproductive rights.

**Unschooling.** Situation in which the student does not attend school and must continue with his or her academic work at home.

**Discipline.** In the school context and as a correlate of coexistence, it means doing the right thing, that is, acting as one should, where and when one should,

**Inclusive education.** "It is a permanent process that recognizes, values and responds in a pertinent manner to the diversity of characteristics, interests, possibilities and expectations of children, adolescents, young people and adults, whose objective is to promote their development, learning and participation, with peers of the same age, in a common learning environment, without any discrimination or exclusion, and that guarantees, within the framework of human rights, the supports and reasonable adjustments required in their educational process, through practices, policies and cultures that eliminate the existing barriers in the educational environment." (See art. 2.3.3.3.5.1.4. Decree 1421 of 2017).

**Education for the exercise of human, sexual and reproductive rights.** "It is that oriented to form people capable of recognizing themselves as active subjects 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 the other and for the environment, in order to be able to reach a state of physical, mental and social wellbeing, mental and social well-being that will enable them to make assertive, informed and autonomous decisions to exercise a free, satisfying, responsible and healthy sexuality around the construction of their life project and the transformation of social dynamics, towards the establishment of more just, democratic and responsible relationships." (See decree 1620 of 2013)

**Education for persons with disabilities.** "Process that includes the different strategies that the educational service must carry out to guarantee the entry into the educational system of all persons with disabilities, under conditions of accessibility, adaptability, flexibility and equity with other students and without any discrimination." (See art. 2.3.3.3.5.1.4. Decree 1421 of 2017).

**Stimulus.** Express recognition that encourages individual effort, without creating discrepancies among students, and that helps their personal growth.

**Student with disability.** "Person linked to the educational system in constant development and transformation, with limitations in the physical, mental, intellectual or sensory aspects that, when interacting with various barriers (attitudinal. derived from false beliefs, due to ignorance, institutional, infrastructure, among others), may prevent their learning and full and effective participation in society, attending to the principles of equal opportunities and equal conditions." (See art. 2.3.3.3.5.1.4. Decree 1421 of 2017).



**Conative factors.** They refer to the commitment and disposition of students in learning contexts which is reflected in effort and responsibility and in the type of interactions they establish with others, which is the object of training, observation and assessment. Each of these factors is evaluated through observable behaviors in learning contexts.

**Serious misconduct.** These are those behaviors that contravene the philosophical and ethical principles that govern the practices and coexistence in the school, even if some of them occur outside the school and/or in the student's private time.

**Minor misconduct.** These are those committed by a student that do not directly affect other students or the School's property and do not harm the honor of others, but because they are contrary to the rules governing the School, they are considered unacceptable behaviors and actions.

**Academic fraud.** Intentional act contrary to truth and rectitude, aimed at deceiving the use or ideas of third parties without the respective authorization.

**School government.** Political organization of the school for decision-making, democratic participation and the fulfillment of its functions as an educational entity.

**Academic achievement.** The level of development achieved by a student in both competencies and thinking skills.

**Tuition.** It is the amount paid at the time of formalizing the student's link to the School, either for the first time or in subsequent renewals, and its value is equivalent to the cost of a monthly payment, that is, ten percent (10%) of the annual fee approved for the School by the Secretary of Education of Cundinamarca. (See Decree 1075 of 2015 - Unique regulation of the education sector).

**Conditional Enrollment.** Last call of formal attention to a student and his family, in writing and with a copy in the student's folder, by which it is made explicit the risk that a student runs of being permanently excluded from the school community Hacienda Los Alcaparros for systematic and repeated failure to meet some goals and responsibilities related to their academic or disciplinary performance. Conditional enrollment requires an immediate modification of a student's behavior to conform to the standards set forth in the School Handbook. Conditional enrollment may be extended from one year to another, by decision of the Academic Council.

**Pension.** It is the annual sum paid for a student to have the right to participate in the educational services offered by the School during an academic year. Its form and modalities of payment are established in the respective enrollment contract. (See Decree 1075 of 2015 - Unique regulation of the educational sector).

**Loss of place.** Sanction that implies the definitive exclusion of a student from the School for failure to comply with the terms of the enrollment contract or the rules of the School Handbook.

**Reparation.** Action based on reciprocity. It seeks to orient the student on the social and personal consequences of his/her behavior and on the ways of life in society. Its purpose is for the student to repair, correct and compensate for the damage caused by inappropriate behavior. The reparation action must be proportional to the offense committed and must always be proposed by the person who must make reparation.

**Restoration of the rights of children and adolescents.** "It is the set of administrative and other actions, which 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". (Art. 39 of Decree 1965 of 2013)



**Comprehensive Attention Route for School Coexistence.** It is the procedure to be followed in Type II and III Situations that violate the human, sexual and reproductive rights of children and young people, informing the authorities about such cases.

**Sanction.** Consequence of a student's inappropriate behavior that seeks the radical and permanent transformation of behaviors that prevent him/her from performing and living peacefully in the educational community.

**Student social service.** Mandatory contribution of students in time, planning and execution of academic or sports work with a specific community for the improvement of their quality of life. (See Decree 1075 of 2015-Unique regulation of the educational sector).

**Type I Situations.** "Correspond to this type the inadequately managed conflicts and those sporadic situations that negatively affect the school climate and that in no case generate damage to the body or health, are those of greater recurrence." (Law 1620 of 2013 and its Regulatory Decree 1965 of 2013).

**Type II Situations.** "Correspond to this type the situations of school aggression, school bullying (bullying) and cyberbullying (Ciberbullying), which do not have the characteristics of the commission of a crime and comply with any of the following characteristics: a) That occur repeatedly or systematically; b) That cause damage to the body or health without generating any disability for any of those involved." (Law 1620 of 2013 and its Regulatory Decree 1965 of 2013).

**Type III Situations.** "Correspond to this type the situations of school aggression that are constitutive of alleged crimes against freedom, integrity and sexual training, referred to in Title IV of Book II of Law 599 of 2000, or when they constitute any other crime established in the Colombian criminal law in force. When any of these situations arise, the procedure indicated in the protocols for each of these situations, established in this Coexistence Manual, must be carried out, together with the sanctioning process if the situation so warrants, and following in any case the procedures for activating the respective routes for Type II and III situations established by the laws and decrees in force, as well as the guidelines issued by the authorities of the official education sector and the Colombian Institute of Family Welfare - ICBF." (Law 1620 of 2013 and its Regulatory Decree 1965 of 2013).

**Suspension.** Sanction that consists of the temporary exclusion of a student from the educational community. It is internal, when the sanction is limited to class attendance or external, when it affects all areas of his or her life at school. The length of external suspension is determined by the Coexistence Committee.

**Fees.** Charges that correspond to educational costs. (See Decree 1075 of 2015 - Unique regulation of the educational sector).

**Validations.** The actions, with their respective documentation, through which a student can demonstrate that he/she has achieved the knowledge, skills and abilities in each of the mandatory and fundamental areas established for the grades of basic and middle academic education.

**Sexual violence.** "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." (Art. 2, Law 1146 of 2007).

**Violation of the rights of children and adolescents.** "It is any situation of damage, injury or prejudice that prevents the full exercise of the rights of children and adolescents." (Art. 39, Decree 1965 of 2013)



Annex 4  
**LEGAL FRAMEWORK OF THE  
HACIENDA LOS ALCAPARROS SCHOOL HANDBOOK**

Hacienda Los Alcaparros School fully complies with the legal regulations in force in Colombia. The following is a list of the main legal documents that support all the actions of the School and, in each one, the main pertinent articles are indicated, without detriment of other applicable Colombian laws, whose guidelines are all included in this School Handbook.

### **1. Political Constitution of Colombia and Colombian Civil Code**

From the Constitution, we highlight the following articles:

Art. 5. "The State recognizes, without any discrimination, the primacy of the inalienable rights of the person and protects the family as the basic institution of society."

Art. 16. "All persons have the right to the free development of their personality without any limitations other than those imposed by the rights of others and by the legal order."

Art. 22. "Peace is a right and a duty of obligatory fulfillment".

Art. 23. "Every person has the right to submit respectful petitions to the authorities for reasons of general or particular interest and to obtain a prompt resolution".

Art. 44. "The following are fundamental rights of children: life, physical integrity, health and social security, balanced nutrition, their name and nationality, having a family and not being separated from it, care and love, education and culture, recreation and the free expression of their opinion. They shall be protected against all forms of abandonment, physical or moral violence, kidnapping, sale, sexual abuse, labor or economic exploitation and hazardous work. They shall also enjoy the other rights enshrined in the Constitution, laws and international treaties ratified by Colombia".

Art. 45. "Adolescents have the right to protection and comprehensive training."

Art. 67. "Education is a right of the individual and a public service that has a social function."

Art. 68. "Private individuals may establish educational establishments. The law shall establish the conditions for their creation and management (...). The educational community shall participate in the management of educational institutions."

From the Civil Code we highlight the norms that establish the validity and enforceability of contracts.

Art. 1602. "Contracts are law for the parties and must be fulfilled in good faith".

### **2. Laws, decrees and resolutions relevant to school coexistence**

Law 115 of 1994 - General Education Law and its amendments.

Without detriment to the other articles, we highlight the following:

Art. 6 and 142 to 145. On the constitution and functioning of the organs of school government.

Art. 7. On family participation.

Art. 14, paragraph d), which orders to comply at all levels with "Education for justice, peace, democracy, solidarity, fraternity, cooperativism and, in general, training in human values".

Art. 80. On student evaluation processes.

Art. 87. Which establishes that educational establishments shall have a School Handbook, in which the rights and obligations of the students shall be defined. When parents and students sign the corresponding registration on behalf of their children, they accept said regulations.

Art. 94. About the students' representative: "In all elementary and middle school establishments and in each school year, students shall elect a student of the last grade offered by the establishment, to act as representative of the students and promoter of their rights and duties" and defines their functions".

Arts. 95, 201 and 202. Regarding enrollment processes, contracts, costs and fees.

Art. 96. Regarding the permanence of the student in the educational institution.



Art. 97. On compulsory social service.

Law 133 of 1994 - Right to freedom of religion and worship and its regulatory decrees.

We highlight the following articles related to school educational processes:

Art. 1. "The State guarantees the fundamental right to freedom of religion and worship, recognized in Article 19 of the Political Constitution."

Art. 6. Literal g). The right to receive and impart religious teaching and information, whether orally, in writing or by any other means, to whoever wishes to receive it; to receive such teaching and information or to refuse it".

Art. 5. "Activities related to the study and experimentation of psychic or parapsychological phenomena; Satanism, magical or superstitious or spiritist practices or other analogous practices unrelated to religion are not included within the scope of application".

Law 1098 of 2006 - Childhood and Adolescence Code and its regulatory decrees.

We highlight the following articles related to school educational processes:

Art. 17. "Right to life and quality of life and a healthy environment. Children and adolescents have the right to life, to a good quality of life and to a healthy environment in conditions of dignity and enjoyment of all their rights in a prevalent manner".

Art. 18. "Right to personal integrity. Children and adolescents have the right to be protected against all actions or behaviors that cause death, harm or physical, sexual or psychological suffering. In particular, they have the right to protection against mistreatment and abuse of any kind by their parents, legal representatives, persons responsible for their care and members of their family, school and community group."

Arts. 20-3 and 20-4. "Protection rights. Children and adolescents shall be protected against the use of tobacco, psychoactive, narcotic or alcoholic substances and the use, recruitment or offer of minors in activities of promotion, production, collection, trafficking, distribution and commercialization (...). Rape, inducement, encouragement and coercion to prostitution; sexual exploitation, pornography and any other conduct that violates the sexual freedom, integrity and formation of minors.

Art. 28. "Right to education. Children and adolescents have the right to quality education".

Arts. 42 to 46. which specify the "special obligations, fundamental ethics, complementary obligations and prohibition of cruel sanctions of educational institutions".

Law 1146 of 2007 - Norms for the Prevention of Sexual Violence and Comprehensive Care of Sexually Abused Children and Adolescents.

We highlight the following articles related to school educational processes:

Art. 5., numeral 5. "Evaluate the sexual and reproductive health education programs aimed at children and adolescents for which it will request the Ministry of National Education to take into account its concepts, studies and proposals, in order to guarantee the prevention of sexual violence to children and adolescents."

Art. 11. "Early identification in the classroom. Official and private educational establishments that offer formal education at the basic and secondary levels shall include elements that contribute to the early identification, prevention, self-protection, detection and reporting of sexual abuse of which they may be victims".

Art. 14. "Chair of education for sexuality. Secondary and higher education establishments shall include in their curricula, with the purpose of contributing to the prevention of the behaviors referred to in this law, a chair of education for sexuality, where special emphasis shall be placed on respect for the dignity and rights of minors".

Law 1620 of 2013 - National System of School Coexistence and Training for the Prevention and Mitigation of School Violence and its Regulatory Decree 1965 of 2013.

We highlight the following articles referring to private education entities:



Art. 2. "Education for the exercise of human, sexual and reproductive rights: "Education for the exercise of human, sexual and reproductive rights is that oriented to train people capable of recognizing themselves as active subjects 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, in order to achieve a state of physical, mental and social wellbeing that will enable them to make the right decisions, social and mental well-being that will enable them to make assertive, informed and autonomous decisions to exercise a free, satisfying, responsible and healthy sexuality in the construction of their life project and the transformation of social dynamics, towards the establishment of fairer, democratic and responsible relationships". In addition, this article defines 'bullying and cyberbullying or cyberbullying.

Art. 5. which establishes the principles of "Participation", "Co-responsibility", "Diversity" and "Integrity" of this system, which are part of the principles of Colegio Hacienda Los Alcaparros. Art. 6 and Art. 12. which include the School Coexistence Committee of the educational establishments as part of the structure of the system and establishes the conformation of said Committee and its functions.

Art. 15-1. "Promote and encourage jointly with the certified education secretariats, in educational establishments, the implementation of programs for the development of citizenship competencies, education for the exercise of human, sexual and reproductive rights, in accordance with the guidelines, standards and orientations to be defined. Such implementation shall be done through mandatory pedagogical projects, in accordance with Article 14 of the General Education Law, as part of the Institutional Educational Projects-PEI or Community Educational Projects-PEC-, as the case may be".

Arts. 17, 18 and 19. Which specify the responsibilities of educational establishments, principals and/or Principals and teachers in said System.

Regarding the pedagogical projects of education for sexuality and the exercise of human rights.

Art. 21. About what should be included in the School Handbook to "encourage and strengthen school coexistence and the exercise of human, sexual and reproductive rights of students".

Art. 22. On the participation of the family as part of the educational community in relation to said System.

Arts. 29 and 30 which define the "Comprehensive Attention Route for School Coexistence" and specifies its components.

Arts. 37 and 39 on administrative infractions of private educational institutions and on incentives for their actions.

Law 1732 of 2014 Chair for Peace in all educational entities in the country and its regulatory Decree 1038 of 2015.

We highlight the following articles:

Art. 1. Paragraph 2. "The Peace Chair will aim to create and consolidate a space for learning, reflection and dialogue on the culture of peace and sustainable development that contributes to the general welfare and improvement of the quality of life of the population."

Art. 3. "The development of the Peace Chair will follow a flexible academic curriculum, which will be the starting point for each educational institution to adapt it according to the relevant academic circumstances and time, mode and place".

Decree 1286 of 2005 (Compiled by Decree 1075 of 2015) - Rules for the participation of parents in the improvement of educational processes.

We highlight the following articles:

Arts. 1 and 2. on rights and duties of parents.

Arts. 4 to 8. on the General Assembly and the Parents' Council.

Arts. 9 to 13 on parents' associations.



Decree 2253 of 1995 and Decree 529 of 2006 (both compiled by Decree 1075 of 2015) on the process of adoption of Tuition, Pensions, Periodic and Other Charges, and on the Regulated Freedom Regime.

We highlight the following articles:

Art. 4. Which defines the concepts that generate costs.

Chapter III. Which describes the Regulated Freedom Regime for the adoption of Tuition, Pensions, Periodic Charges and Other Charges.

Decree 1290 of 2009 (Compiled by Decree 1075 of 2015) on the process of evaluation and promotion of students at the basic and secondary education levels.

We highlight the following articles:

Art. 3. On the purposes of student evaluation.

Art. 4. On what the institutional educational project-PEI should have on evaluation.

Art. 5. On the national evaluation scale.

Arts. 6 and 7. About school promotion.

Arts. 12 to 15. About the rights and duties of students and parents regarding evaluation processes.

Decree 1075 of 2015 - Sole Regulatory Decree of the Education Sector.

This decree compiled all the regulations of the education sector. We highlight the following sections: Title 2, Ch. 2. Compiles Decrees 2253 of 1995 and 529 of 2006 on Tuition Fees, Pensions, Periodic and Other Charges, and on the application of Quality Management Models.

Art. 2.3.3.3.1.4.4.4 About the School Handbook.

Title 3, Ch. 1, Section 5. On School Governance and Institutional Organization.

Art.2.3.3.3.1.6.4. On student social service.

Art. 2.3.3.3.1.6.7. On the textbook bank and the school library.

Title 3, Ch. 3, Section 3. About student evaluation and promotion.

Title 3, Ch. 3, Section 4. On validations.

Title 4. On the participation of parents in the improvement of educational processes.

Title 5, Ch. 2, Section 3. About the School Committee of Coexistence.

Title 5, Chapter 3. About the guidelines to be included in the School Handbook for the management of situations that affect school coexistence, human, sexual and/or reproductive rights.

Decree 1421 of 2017 (Incorporated to Decree 1075 of 2015) - Educational attention to the population with disabilities.

Although already incorporated in Decree 1075 of 2015, we highlight the following article:

Art. 2.3.3.3.5.2.3.3.1., literal c). Establishes the responsibilities of educational establishments to ensure inclusive and quality education.

Resolution 777 of 2021 of the Ministry of Health, which defines the criteria and conditions for economic and social activities and adopts the Biosafety Protocol for their implementation.

The most important aspect of this regulation is that it establishes the obligation to return to face-to-face classes. We highlight the following article:

Art. 4. Paragraph 3. It establishes that the educational service at the preschool, elementary and middle school levels must be provided in a face-to-face manner including food and school transportation services and complementary curricular activities. The capacity will be determined by the capacity of each educational establishment, based on the education of open and closed spaces, respecting the minimum distance of one (1) meter and biosafety conditions.

Directive No. 5, issued by the Ministry of National Education on June 17, 2021. It provides guidelines for the safe return to the provision of educational services in a face-to-face manner in private educational establishments.

We highlight the following sections:



- Educational Institutions must comply with Resolution 777 of June 2, 2021 issued by the Ministry of Health, which establishes the mandatory return to face-to-face classes.

To this end, they must implement the biosafety protocol (hand washing, physical distancing, correct use of masks, adequate ventilation, self-care and responsibility in the school, social and family environment).

- The range of physical distance is one (1) meter in all areas of the school environment. Collective face-to-face meetings with parents should be avoided. Likewise, they should avoid crowds at the entrance and exit of the institutions or in the purchase or distribution of food, adopting measures such as staggering meal and rest times, favoring outdoor spaces or spaces with adequate ventilation.

- All personnel working in the educational sector, regardless of their comorbidities or age, must attend educational institutions in strict compliance with biosecurity protocols.

- The use of face masks is mandatory in school transportation.

- The work of the personnel of the educational sector is developed in a face-to-face manner and the concept of alternation during the health emergency, can only be applied only to students in the following exceptional events:

i. When the capacity or capacity of the classroom does not allow it, for not guaranteeing one (1) meter of physical distance;

ii. When for health reasons of the student (comorbidities related to the pandemic), the family manifests impossibility to return to the classroom for the time strictly required and;

iii. When the school faces an epidemiological situation that warrants the provisional suspension of face-to-face academic activities.

### **PROOF OF RECEIPT AND ACCEPTANCE**

We \_\_\_\_\_ and \_\_\_\_\_  
parents of \_\_\_\_\_, student of grade \_\_\_\_\_, have received, read and freely accept this School Handbook of the Hacienda Los Alcaparros duly updated with the participation of members of the educational community and approved by the Board of DIRECTORS.

As members of the educational community, we commit ourselves to comply with it and to enforce it. We understand that this handbook is part of the enrollment contract and is the frame of reference of our rights and duties and the resolution of conflicts and difficulties that may eventually arise.

In evidence of the foregoing, we sign this document in the municipality of La Calera, this

\_\_\_\_\_ days of the month of \_\_\_\_\_ of the year 2023.

\_\_\_\_\_  
*Father or guardian*

\_\_\_\_\_  
*Mother or guardian*

\_\_\_\_\_  
*Student*





