



**COLEGIO  
COLOMBO  
BRITÁNICO**

We Unite People and Cultures  
Through Education

# SCHOOL HANDBOOK

2021 - 2022



**Corazón  
COLOMBO**  
we are one

# SCHOOL HANDBOOK

COLEGIO COLOMBO BRITÁNICO

Note: This translation is made to aide in the comprehension, the Spanish version is that which is legally binding.

The School Handbook is a document that contains a set of criteria, norms, rights, duties, patterns of behaviour and clear definitions of procedures that contribute to harmonizing the coexistence within the educational community, and to generate a positive climate of relations between all members of the Colegio Colombo Británico. This Handbook represents, in essence, the ethical and moral values and the principles that serve as a guide to the institutional practices, for which its main aim is to promote student learning in all aspects of his or her personality.

The purpose of this document is to contribute to the regulation processes of children and young people, offering them both limits and norms, as well as the necessary procedures to help them understand their responsibilities by assuming the consequences of their actions and by teaching them ways they can use dialogue for conflict resolution. This information will ultimately guide the students into practices that will help them move forward and develop the International Baccalaureate student profile within the educational community of the Colegio Colombo Británico

This handbook has been made collaboratively, with the participation of representatives from all areas of the Educational Community.

It is the responsibility of all members of the educational community to be familiar with the contents of this handbook.



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This handbook is part of the:  
COLEGIO COLOMBO BRITÁNICO'S  
INSTITUTIONAL EDUCATIONAL PROJECT  
**EFFECTIVE JUNE 2021**

This School handbook revokes any previous handbooks and will be in force until a new school handbook is issued with the fulfilment of all legal requirements.

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# 1. FUNDAMENTALS OF THE COLEGIO COLOMBO BRITÁNICO

The Colegio Colombo Británico is a non-profit, bilingual (Spanish-English) and multi-cultural, co-educational, institution for students from 22 months of age, which meets the national educational standards and the international levels of the Primary Years Programme, the Middle Years Programme and the Diploma Programme of the International Baccalaureate Organization (IBO).

The educational community includes students or learners, educators, students' parents or guardians, alumni, teaching directors, school administrators and CCB employees. Each person will participate in the design, execution and evaluation of the Institutional Educational Project, according to their level of competence, and with the institution's steady pace, in the terms of the Law and the School's regulations.

## 1.1. MISSION

We prepare minds and hearts to face the challenges of the future.

## 1.2. VISION

To be part of a community of members who transform and positively impact the fields they practice.

## 1.3. MOTTO

*"Gentes Moresque docendo iungimus"* (included in Latin in the School's logo). We bring people and cultures together through education.

## 1.4. SLOGAN

"Corazon Colombo - We are One"

## 1.5. PROFILE OF THE LEARNING COMMUNITY

The main purpose of the International Baccalaureate Organization (IBO) Programmes adopted by the Colegio Colombo Británico is to educate people with an international mind-set who are aware of the condition that unites them as human beings, the responsibility they share of watching over the planet, and who will contribute to creating a better and more peaceful world.

Members of the CCB educational community strive to be:

### **Inquirers**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### **Knowledgeable**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### **Thinkers**

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### **Communicators**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### **Principled**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### **Open-Minded**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### **Caring**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### **Risk Takers**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### **Balanced**

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### **Reflexivos**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

(Taken from the International Baccalaureate Organization document 'What is IB Education', published in June 2015).

## **1.6. ETHOS: DISTINCTIVENESS**

### **Excellence**

It is understood as empowering each student to reach his or her full potential in a comprehensive way.

**What do we do?** We encourage students to take responsibility for their learning and think about their successful and difficult times, so that they always find ways to improve their performance, in whichever field they are learning about or getting involved in.

## **British Tradition**

**What do we do?** We have ties with Great Britain and its representatives in Colombia; we conduct House activities, we offer students the opportunity to study in the United Kingdom in private schools and universities, and celebrate aspects of the British culture.

## **Integral Development:**

**What do we do?** We promote a balance between intellectual, physical, and artistic development, along with the good use of free time.

## **Good Human Beings:**

**What do we do?** We favour the emotional-social development of moral conscience, the strengthening of values and positive behaviour. We encourage healthy lifestyle habits and self-care as fundamental cornerstones of quality lifestyles.

## **A Catholic Vocation, with respect for other religions:**

**What do we do?** We educate students in the values of the Catholic Church throughout their schooling, thus offering religion classes, preparation for the sacraments of First Communion and Confirmation, and celebrating the most important events of the liturgical calendar of the Catholic Church, involving the whole CCB community. We educate students to appreciate and respect the input of community members who profess different religions and beliefs.

## **Global Citizens:**

**What do we do?** We educate active citizens who contribute to building a democratic, participatory, pluralistic and intercultural society that understands how the world works.

We encourage the acknowledgement, respect and appreciation of one's own and others' dignity, diversity and difference.

We follow the Programmes and philosophy of the International Baccalaureate and we aim to create an educational community with an international mentality.

## **Social and Environmental Responsibility:**

**What do we do?** Members of the CCB Community engage in work and activities with communities in which they show solidarity and empathy. We strive to protect the environment through curricular and extracurricular activities. We educate students to appreciate and respect the environment.

## **Bilingualism and other languages:**

**What do we do?** We promote and encourage the use of English and Spanish in the school context and support

those who choose to learn other languages. We support the learning of French as a foreign language. We learn language, through language and about language.

### **Leadership and Collaborative Work:**

**What do we do?** We carry out the training and education process encouraging collaborative work among members of the educational community. Students have the chance to develop leadership skills, understanding that collaborative work encompasses the possibility of assuming different roles.

### **Lifelong learners:**

**What do we do?** We seek that the members of the educational community enjoy the learning process, so they long to learn for the rest of their lives. We engage students in learning activities to stimulate research, critical thinking, and action-driven initiative. We offer training plans for teachers and employees and organize workshops and conferences for parents.

## **1.7. PHILOSOPHY**

### **The Colegio Colombo Británico:**

Grounds its philosophy on the values of honesty, respect, responsibility, solidarity, tolerance, justice, and the attributes of the IB community profile.

- It recognizes and respects cultural, religious, ethnic, intellectual, and social diversity.
- It develops moral, social and intellectual autonomy as an integrated process through meaningful learning.
- It creates the conditions necessary for students to reflect on how they learn.
- It stimulates investigative, critical and analytical thinking, and the development of creative capacity.
- It offers various scenarios for the identification and development of talents in students.
- It promotes healthy life habits and self-care as fundamental pillars for quality of life.
- It fosters a culture of caring in which the education, safety, and well-being of students and others are paramount.
- It collaborates together with the family and the community, in the mission to educate students.
- It is committed to the preservation and care of ecosystems belonging to the environment.
- It develops awareness of the condition that unites us as human beings to identify social problems and acts in favour of the solution, in a collaborative way.



## 2. RIGHTS AND DUTIES OF STUDENTS

Being part of an educational community, building healthy relationships with others and striving for academic success and personal excellence, requires each of us to behave consistently with the duties and rights listed below:

Every student has the:

2.1. RIGHT	2.2. DUTY
To enjoy an environment that favours the learning and development of his or her abilities, benefiting from the differentiation strategies designed by their teachers.	<ul style="list-style-type: none"> <li>_ To comply in a timely manner with their academic commitments and reinforcement, levelling and other activities planned for the improvement of his or her performance.</li> <li>_ Students must remain on campus; should they need to enter another section, they must have due authorization</li> </ul>
To participate in learning experiences planned by qualified teachers, with the purpose of encouraging meaningful and lasting inquiry and learning.	<ul style="list-style-type: none"> <li>_ To behave in a way that fosters a favourable environment for learning and the development of potentialities by assuming his/her responsibility in the process.</li> <li>_ Not hinder the process of other students.</li> </ul>
To be accompanied by his or her teachers in the processes of human development and comprehensive education, typical of the school environment.	To implement the recommendations suggested by the institution that help achieve integral development and fulfil their commitments.
To receive support and motivation from the school's staff for integral development.	To participate actively in class.
To know the pedagogical program and what is expected of each student.	To know, understand and achieve the academic goals.
To receive meaningful, constructive, and permanent feedback about the school process and the results of evaluation processes.	To constantly reflect on his or her school process and to identify strengths and opportunities.
To receive timely responses to the concerns and requests made.	To comply with the academic and coexistence commitments as defined by the school.

To know the institutional evaluation system of the students: criteria, procedures and instruments of evaluation and promotion from the beginning of the school year.	Comply with the recommendations made and the commitments undertaken.
<p>_ To be evaluated objectively, on a timely and comprehensive manner, on all academic, personal and social aspects, in a continuous, progressive, varied and reliable way.</p> <p>_ That the student's self-assessment be recognized as an indispensable element for a thorough and fair evaluation.</p>	To demonstrate academic probity
To take into consideration the teacher's advice that will help support and enhance his or her learning.	To inform his or her teachers about extracurricular achievements.
To acknowledge his or her achievements and receive the stimuli that the school awards.	To be responsible in the fulfilment of commitments acquired with his or her peers and with the institution.
To express and propose initiatives and suggestions through the Student Council for the common good.	To know and comply with the School and the classroom rules and behave in accordance with what is established in the School Handbook, both inside and outside the school, assuming the consequences of his or her own acts.
To be informed of behavioural commitments and their disciplinary consequences and due process in disciplinary proceedings, published in the school handbook (Manual de Convivencia).	To follow the appropriate communication channels as set for each section.
To exercise the right to petition.	To respect the differences and rights of all the community members and to not discriminate.
To be respected in the ethnic, religious, ideological and gender differences by the members of the community.	To respect the ideas of others, taking into account different points of view.
To exercise respectful and timely free expression.	To take care of the physical and environmental resources of the school as stipulated in this handbook and to be accountable for the damages caused.

<ul style="list-style-type: none"> <li>_ To use CCB facilities and assets for the benefit of learning</li> <li>_ To receive support from professionals in charge of the student's welfare at the school.</li> <li>_ Participate in extracurricular activities of the CCB with the condition of being up to date with their academic commitments.</li> </ul>	<p>To pursue the welfare of CCB community members.</p>
<ul style="list-style-type: none"> <li>_ Know the biosafety protocols issued by the College.</li> <li>_ Have a space conducive to learning, which complies with all biosafety standards.</li> <li>_ That all members of the educational community follow the biosafety protocols.</li> </ul>	<p>Comply with biosafety protocols, especially:</p> <ul style="list-style-type: none"> <li>• Carry and use the biosafety kit (mask, antibacterial gel, towel, mask bag) correctly during the journey and stay at the School.</li> <li>• Frequent and adequate hand hygiene.</li> <li>• Maintain physical distancing (2m. During your stay).</li> <li>• When coughing or sneezing, do so by covering the mouth and nose with the inner fold of the elbow or with a disposable tissue which must be discarded immediately.</li> <li>• Report symptoms associated with Covid.</li> <li>• Reportar casos positivos confirmados</li> <li>• Report confirmed positive cases.</li> <li>• Report close contacts with suspected or confirmed positive cases.</li> <li>• Report international trips and their date of return to the country.</li> <li>• Not attending in person in case of: <ul style="list-style-type: none"> <li>a. Present symptoms or if any member of the family nucleus has symptoms associated with Covid-19.</li> <li>b. Be a positive case for Covid-19 or be close contact of a positive or suspicious case.</li> <li>c. Returning from an international trip (up to 14 days quarantine or have a negative PCR test after 7 days).</li> </ul> </li> </ul>

Study at home during remote education periods with the support of ICTs.

When they are learning at home with the help of ICTs, follow all the recommendations made by the school (punctuality, be ready, the camera on and the microphone off until the teacher indicates otherwise, the appropriate use of chat, having the necessary materials for all classes)

Students must have an appropriate electronic device (tablet or laptop, not cell phone) in order to participate in education with the support of ICT

Students must have an internet service that allows them to connect with all their classes

Students must have the applications used by the school on their electronic devices.

## 3. BASIC BEHAVIOUR GUIDE

The members of the educational community should be willing to conduct themselves in accordance with the rules established in the School Handbook, which are based on the following guidelines:

### 3.1. COMMUNICATION

The educational community must maintain clear communication channels. All members of the educational community are responsible for using institutional channels when they have any concerns, and for responding in an agile and courteous manner. We must all contribute to improving communication, through effective listening.

#### 3.1.1. PRINCIPLES

Adults are the referents for children therefore, the way we deal with conflictive situations contribute to lifelong learning experiences for them. By showing respect and consideration for the school, the people who work in it, parents and students, we are conveying a clear message that will have significant meaning for their future interactions.

It is important that the School has the possibility of a prompt response to parents' concerns, before they turn into rumours that are sometimes unfounded or require further attention.

It is important that we all contribute to strengthening our sense of belonging within our community.

In our formal and informal communications, we all commit to:

1. Taking care of the image and the good name of our institution.
2. Being cautious with the messages and publications that are sent.
3. Treating all members of the educational community with respect and cordiality, making sure that all our comments are respectful and constructive.
4. Following the appropriate channels in each situation that may arise.
5. Avoiding the promotion or validation of discriminatory social interactions (subsection 3.6.1).
6. Avoiding comments on politics, religion, racial or sexual discrimination.

#### 3.1.2. APPROPRIATE SCHOOL COMPLAINT PROCEDURES

**The Appropriate School Complaint Procedure for Students:** The Appropriate communication channels that students should follow to raise their concerns, complaints or claims is as follows:

- **Early Childhood:** Teacher, Psychologists, Grade Coordinator, Deputy Head, Head of Section, Headmaster, Directive Council (if necessary).
- **Primary:** Teacher, Head of Section or Assistant, Headmaster, Directive Council (if necessary).
- **Secondary:** Teacher, Degree Coordinator (if applicable), Head of Section or Assistant, Headmaster,

Directive Council (if necessary).

- **Extracurricular Activities:** Teacher, Extracurricular Activity Coordinator or his Assistant, Headmaster, Directive Council (if necessary).

Students may request support from the Head Boy or Head Girl in the formulation of concerns, complaints or claims that relate to their rights or duties. It is the responsibility of each of the directives to ensure the strict compliance with the appropriate channels..

**The Appropriate School Complaint Procedure for Parents:** The appropriate channels that parents should follow to raise their concerns, queries or complaints are:

- Teacher. An appointment must be scheduled beforehand through the section's office as there are specific times that have been assigned for this purpose. In no case should the parents present themselves unannounced during a class and interrupt the pedagogical process and development of the class, nor approach teachers informally in the corridors, cafeteria or green areas to discuss their issues and concerns. Parents should conduct themselves with due respect during a meeting. The points discussed must be recorded on the school's official format.
- Head of Section, or Extracurricular Activities Coordinator in the cases where the parent considers that his or her concern or complaint have not been addressed accordingly to their satisfaction.
- The Head of Section or Extracurricular Activities Coordinator will take the case to the Headmaster in the event they consider it to be relevant.
- The Headmaster, if pertinent, will take the complaints to the corresponding meeting where the School's governing body will take it into consideration. It will be the responsibility of the Headmaster to inform the persons involved about the decisions that have been made in the different instances with the school's governing body.
- Note: The Head of Section, Extracurricular Activities Coordinator or Headmaster will request a copy of the written statements and points discussed, from the responsible person who lead that meeting. In the case where the parents consider they should not meet previously with the teacher involved, they must write an email to the corresponding person, stating their reasons.

Recriminatory intervention from a parent in a conflict with a student other than his or her child is expressly prohibited at the School.

In the event that the parents do not receive an initial response within the next 5 business days, they may make a request to the Headmaster. If Parents do not receive a response within the next 5 business days, they can make a request to the Directive Council.

**Appropriate School Complaint Procedure for Teachers:** The complaint procedure that teachers must follow to formulate their concerns, complaints or claims is:

- In the event of a situation between 2 teachers, it would be convenient for the teachers involved to try to solve the issue between themselves first.
- Head of the Section.
- The Head of Section will take the case to the Headmaster in the event of considering it pertinent.

- The Headmaster, if pertinent, will take it to the consideration of the respective instance of the School Government. It will be the responsibility of the Headmaster to inform to whom it corresponds the decisions taken in the different instances of the School Government.

### 3.1.3. MEANS OF COMMUNICATION

The media used as means of communication are visual and written. These include the school's website, social Networks (Facebook, Twitter, YouTube and Instagram), emails, GSuite for Education applications such as Google Classroom, the academic management system (Phidias), Toddle, calls, billboards and meetings.

The school is very much aware of the care we must have for our planet; therefore, we have a policy that prioritizes digital media as means of communication. Members of the educational community are responsible for keeping your contact information up-to-date, making sure that your addresses, phone numbers, emails, and wikis are updated. It is necessary for all members of the educational community to check their e-mails daily and the website, weekly, in order to receive important information in a timely manner. Should you wish to change any personal information, please contact the Headmaster's Office (Tel: 5555304 - [rectoria@cbscali.edu.co](mailto:rectoria@cbscali.edu.co)).

**3.1.3.1. Early Childhood:** The daily means of communication between teachers and parents in the Early Childhood section is electronic, through Toddle or Phidias. Remote meetings will be through Zoom

**Toddle:** In Toddle Early Childhood teachers publish bulletins, periodic news, information on trans-disciplinary units, projects, class / grade / section news, practical notices, photographs of children's daily activities, and academic information of general interest for parents, that keep them informed of the events in the school's daily life and routine.

Also through this application parents and teachers communicate in a bidirectional way about matters that concern each child in a particular way.

**Information on homework:** During the orientation meeting, parents are informed about the use of Toddle and the information related to homework that is published in it. It is not a requirement for parents to enter this digital app, since the children will receive detailed instruction from their teachers, which will allow them to do their homework autonomously.

**Information about tasks and activities:** In the orientation meeting to parents, they are informed about the use of the learning management tool of the Section: Toddle. It also publishes weekly work agendas, assignments, and activities that teachers propose to children to work independently during asynchronous work moments.

These assignments are mandatory with a reasonable period of time and detailed information to carry them out. Extension and deepening activities are also published to be used by children who need additional exposure or development of some learning.

**Tasks in an electronic medium:** In cases where a task requires the use of an electronic medium, there will be a reasonable period for the accomplishment of the same.

**Information on extension and In-depth Activities:** Phidias also includes ideas for extension, enrichment, and deepening activities that can be used by parents who want additional guidance for these activities at home.

**3.1.3.2. Primary:** The agenda, emails, the academic management system, Toddle and Google Classroom are important means of daily communication between parents and teachers.

Remote meetings will be through Zoom or Google meet.

**3.1.3.3. Secondary:** Taking into account the recommendations to mitigate the emergency due to Covid 19, official communication will be essentially by emails by the Academic Management System (Phidias), Google Classroom or institutional mail. Through this means, virtual and / or face-to-face appointments may additionally be requested if there are conditions for it.

Additionally, virtual meetings (via Zoom or Google Meet), circulars and video messages are generated to communicate with parents and generate spaces for discussion. Teachers will post assignments in google classroom, which will be accessible to students and parents.

**3.1.3.4. Communications between parents and other areas of the School are:**

- Transportation: [transporte@ccbcali.edu.co](mailto:transporte@ccbcali.edu.co)
- Treasury: [tesoreria@ccbcali.edu.co](mailto:tesoreria@ccbcali.edu.co)
- Cafeteria: [bristoteescuchaccb@gmail.com](mailto:bristoteescuchaccb@gmail.com); [admin@ccbcali.edu.co](mailto:admin@ccbcali.edu.co)

**3.1.3.5. Extracurricular Activities:** Means of communication between teachers and parents are the academic management system and emails.

**3.1.3.6. Academic management system:** The academic management system is the tool that allows to manage communication between parents, students and teachers of all sections of the school. In addition, it allows the control of attendance, the entry of grades, the generation of reports, disciplinary and academic follow-up, etc. As of the academic year 2019-2020, the school's academic management tool is Phidias.

**3.1.3.7. E-mail:** The institutional e-mail is a means of communication which allows parents and teachers address any individual concerns more effectively between them. This is also a good source for communicating with the Head of section and the assisting head. Employees must answer emails from parents in 3 working days.

**3.1.3.8. Electronic Bulletins:** The School issues the following electronic bulletins: Headmaster's Letter, CCB News, College Counselling News, Alumni Association Newsletter.

**3.1.3.9. Communication Channels:** The communication channels that can be used to publish news from the school are: e-mail, newsletters, Toddle, the academic management system, web page, social networks, institutional billboards, digital screens (Administration and Cafeteria), circulars, Headmaster's Letter, meetings (collective or individual) and assemblies.



**Parent's Council Chat.** Cada año se creará:

- a. An official chat is created each year as an additional means of communication that includes the Head of Section, the Deputy Head, the parent representatives and their alternates of each grade, with the objective of having a more effective communication. (in Early Childhood, Primary & Secondary).
- b. An official informative one-way chat of the Parent Council to which parents of the entire grade are invited. This chat will be administered by the parent representatives and their alternates and monitored by the Representatives of each grade.

topics discussed should be relevant to an official chat for parents of the school. The person who uses it inappropriately may be removed from the chat for a period of time that will be defined by the Parents Council.

- The chats should not be used as a substitute for the official channels of the School
- Parents may not publish photos of students in the official chats.
- Parents may not publish information that goes against the good image of the school, the members of the educational community or any person in the official chats.

In order to strengthen links, we invite all members of the educational community to make good use of our communication channels to send news, information, photos, and videos about the different activities of interest to the following email address, [comunicaciones@ccbcali.edu.co](mailto:comunicaciones@ccbcali.edu.co). The recipient will share or upload these updates on to various communication channels of the school, with prior approval of the Headmaster's Office or its delegate.

### **3.1.4. CONFIDENTIALITY**

All members of the educational community have the right to privacy in their communications. This right is limited by the need to share information with those who need it. Teachers, psychologists, parents, students, administrators, share the duty of confidentiality. Members of the educational community must notify parents and Section Heads or the Headmaster's Office when they are aware of situations that may affect health and safety or that may harm any individual. In these situations, community members should provide relevant information to educational authorities and/or parents. When defining disciplinary action or restorative processes, the school will not provide information to parents or students about the consequences and penalties applied to other members of the community.

### **3.1.5. TRUTHFULNESS**

All members of the community share a duty to ensure truthfulness in all communications. Reproducing information without confirmation is unethical and should be avoided. The way to guarantee accurate information is to communicate directly with the individuals involved. We must support clear communications by sharing our observations in a respectful way. Active listening is another essential element for assertive communication. Talking to people who are not directly involved in a situation is inappropriate and does not promote trust in our community.

## 3.2. ACCEPTABLE USE OF TIC POLICY

All members of the CCB community must comply with the policies established in this handbook, which were conceived to help guarantee an acceptable and responsible use of Information and Communication Technologies in the institution.

### 3.2.1. GOOD USE OF INTERNET AND EMAIL POLICIES

All members of the educational community and visitors may use the wireless internet connection through the CCB WIFI network and must ensure its use as an institutional tool, for the purposes of academic and work activities entrusted by the school, abiding and respecting the current policies, related to their use.

For security reasons, the Colegio Colombo Británico restricts the use of network services other than those required for browsing (VPN, FTP, P2P, Telnet, etc.) in addition, by rationing the consumption of bandwidth and to guarantee good operation of the network infrastructure, access to websites defined by the ICT area is restricted, such as high demand websites, streaming, social networks, TV, radio, music and others that significantly affect the proper functioning of the network and are not related to work or academic activities. Therefore, the use of software or hardware that may violate the aforementioned restrictions and endanger the computer security of the school and that of the community in general is prohibited.

Accepting what is established in the Labour Code, article 60 numeral 8, the institutional email account is a work tool. This tool is provided by the CCB to its workers to facilitate communication between community members and interested third parties; must be used in a responsible, adequate and rational way for the purposes and interests of the Institution, respecting the principles of confidentiality, privacy, authenticity and freedom of expression. For this reason, the Colombo Británico School reserves the right to monitor and inspect the content of institutional email accounts assigned to workers, when there are reasons that justify it.

The institutional email account assigned is individual and non-transferable, therefore, no person under any circumstances should use an email account that has not been explicitly assigned. When a member of the community ends their link with the school, the institutional email account will be deactivated on the date of termination of said link. Seniors will be able to keep their email account for a maximum of 6 months after graduation.

**The rules of Online Etiquette apply to all members of the Educational Community.**

[https://drive.google.com/file/d/1YernvM\\_lw1LBbUggOvtplx8M795FZIP0/view?usp=sharing](https://drive.google.com/file/d/1YernvM_lw1LBbUggOvtplx8M795FZIP0/view?usp=sharing)

**Essential Agreements on the Internet and Chats:** The members of the CCB educational community will use social networks responsibly, refraining from disclosing through them written or graphic information that could jeopardize the security, integrity or good name of the school, its members, or any person.

We will use Tics respecting others, respecting myself and making myself respected. In the Internet & Chats community we will apply the same rules of courtesy that we use daily with our colleagues and friends. We will contribute positively as members of the CCB community, knowing and promoting its principles, philosophy, pedagogical model and regulations.

There are some specific rules to keep in mind when using ICTs:

- Write a relevant title in the subject box (email).
- Use clear language and adhere to spelling and grammar rules.
- Avoid the use of capital letters, underlined, bold, red in an extended way in your messages unless it is necessary; in the electronic code it is equivalent to raising the voice.
- Do not send mass messages to people you do not know or who have not requested your information.
- Reply only to messages that have been sent to you directly.
- Respect intellectual property and licenses.
- Do not use academic networks to market, advertise, market or sell products.
- Refrain from sending chains of communication of any kinds.
- Guide communication under principles such as: "If there is something you cannot say face to face, do not write it down." "What is uploaded to the network never disappears."
- Do not use false identities or impersonate that of other(s).
- Protect your personal integrity and safety and that of others.
- Be responsible with your privacy and that of others.

### **3.2.2. GOOD USE OF SOFTWARE POLICIES**

All members of the community must ensure compliance with the legal requirements for software licensing and copyright. For this reason, the modification of the configuration parameters established for the CCB's technological devices and network devices will only be executed by the ICT department.

The ICT department has established a standard for the installation of applications and configurations that guarantee the proper functioning of technological devices to support academic and work activities. For this reason, community members should not uninstall, modify or install applications / programs without the prior authorization and assistance of the ICT department staff. Staff will be authorised to make updates to authorized programs.

### **3.2.3. POLICIES FOR GOOD USE OF HARDWARE**

The technological devices provided by the CCB to the community are exclusively for the development of activities related to the school. For this reason, these resources must be used properly and efficiently, only by personnel who is authorized to do so. In addition, it is the duty of all staff to notify the ICT department of any eventuality that occurs on said equipment.

The ICT department is the only department authorized to move and assign the school's technological devices. Community members must ensure the care and proper use of these, and must not physically modify or dispose of peripherals or technological devices without the prior authorization and assistance of the ICT department staff, even when they are responsible for the device. Each time a member of the community ends their link with the CCB, they must return the technological devices that they are in charge of to the ICT area, who will determine the acceptance of this delivery.

### 3.2.4. ICT SECURITY POLICIES

All members of the educational community and visitors who access the wireless network and technological devices must commit to their proper use, in order to guarantee the protection of unauthorized disclosure or modification of institutional information.

No one is allowed to disseminate confidential information of the school externally, or to electronically transfer software programs licensed by the school to third parties without proper authorization. These infractions may give rise to administrative or criminal sanctions in the event of a violation of laws or copyrights and protection of intellectual property. Users should only download attachments from known sources, visit secure websites, and not promote unofficial communications to avoid electronic contamination and the spread of fake news amongst the community. Users must not copy or reproduce files, articles, images, songs, works, programs etc. protected by copyright.

It is forbidden to carry out actions aimed at infiltrating, damaging or attacking the school's computer security through physical or electronic means, unless these intrusion attempts are duly authorized in order to find security flaws in the related system and only with the authorization and direct supervision of the Head of ICT. Likewise, the installation of any service or device that directly intervenes on corporate communications and data is not allowed.

All members of the educational community and visitors who access the wireless network and technological devices of the school are obliged to continue protecting the information through compliance with security policies, during and even after terminating their link with the school.

### 3.2.5. REGULATORY COMPLIANCE POLICIES

All members of the community must ensure compliance with the legal and regulatory requirements established by the national government and to which the CCB is directly or indirectly subject, and with the institutional policies established in this School Handbook, the PEI and the Staff Handbook.

## 3.3. PRESERVATION OF THE SCHOOL ENVIRONMENT

Conscious of the importance of protecting and preserving the environment for us and future generations, our institution has defined and implemented the following principles:

1. Ensure the care and conservation of ecosystems belonging to the school environment such as green areas, fauna and flora of the institution.

All members of the CCB community are responsible for making good use of the school ecosystem and maintaining cleanliness in all the School facilities.

2. Turn off the lights, air conditioners and fans when leaving the rooms and offices, at the end of the workday.

In order to promote the proper use of air conditioners, the defined minimum temperature limit of the air conditioners in the School is 22 degrees centigrade.

3. Avoid wasting water.

4. The School promotes the reduction of unnecessary consumption, and the reuse and integral management of waste.
5. All members of the CCB Educational Community must contribute to the separation of waste at the source by properly using the garbage cans:
  - **Green (Non-recyclable):** Food waste, dirty paper, cardboard cups, dirty napkins, wet towels.
  - **Blue (recyclable):** Aluminium cans, tetra Pak, food wrappers, plastic bags, glass bottles, icopor, cigarettes. **All these residues can be dirty, but without food.**
  - **Grey (recyclable):** Newspaper, file, crumpled paper, cardboard, folders, cardboard, magazines, posters, rolls and cardboard boxes. **The residues may be used but dry.**
6. Disposal of face masks:

In the school facilities, bins should be assigned for the final disposal of masks and personal protection elements. According to Resolution 666 of 2020, the final disposition of the face masks must be made in a double black plastic or paper bag.

Members of the educational community must comply with the measure to have a mask if required.

### 3.4. ENVIRONMENT FREE OF TOBACCO, ALCOHOL, DRUGS AND PROHIBITED SUBSTANCES

The CCB is committed to creating a tobacco, drug and alcohol-free environment for the educational community.

Possession, distribution (supplying or selling), or consumption or being under the influence of alcoholic beverages, drugs or substances that alter states of consciousness or psychoactive substances (not medicated), traditional cigarette, electric cigarette (vaporizer or vape pen) or “narghiles” is not allowed in the premises of the School, on buses, or in any of the activities organized, promoted, and/or sponsored by the School in which members of the educational community participate. They are also not allowed on the outskirts of the school either.

When the School suspects that a student is under the influence of psychoactive substances and / or alcohol on the school premises, the Headmaster will give the student the opportunity to provide a sample, under medical supervision.

It is not permitted to possess, distribute or consume of energy drinks containing caffeine in combination with other ingredients such as taurine, guarana and vitamin B. These drinks include Red bull, Monster or Vive 100. It applies to any of the activities organized, promoted, and/or sponsored by the School, in which members of the educational community participate.

**Note:** As a basic rule of urbanity, respect for others and personal safety, the consumption of chewing gum is not authorized in the School’s facilities or on buses.

### 3.5. COEXISTENCE

According to the guidelines of the Ministry of Education:

*“School life can be understood as the action of living in the company of other people in the school context and in a peaceful and harmonious way. It refers to the set of relationships that occur between people who are part of the educational community, who should focus on achieving the educational objectives and their integral development.*

*School coexistence summarizes the ideal of life in common among people who are part of the educational community, parting from the desire to live together in a viable and desirable way despite the diversity of origins (Mockus, 2002). Likewise, this is related to building and abiding standards; To have mechanisms of social self-regulation and systems that ensure compliance; Respect the differences; Learn to celebrate, fulfil and repair agreements, and build relationships of trust among people in the educational community (Mockus, 2003).*

*However, learning to live together is a process that must be integrated and cultivated daily in all school settings (Pérez-Juste, 2007). Therefore, democratic learning environments should be favoured where participation and identity building based on differences are central.*

*This is how the positive school climate is not improvised, it is instead built with the voice of students, teachers, teachers with orientation duties, administrative staff, families and teaching directives.*

*These learning processes must take into account that coexistence does not imply the absence of conflicts. In all social groups this type of situations can be present due to the diverse points of view and multiple interests; Differences that can promote transformation and change.*

*It is necessary to use these conflicts as opportunities for all those people who make up the educational community to use dialogue as an option to transform relationships; Critical thinking as a mechanism for understanding what happens; The ability to put oneself in someone else's shoes and even to feel what they are experiencing (empathy) as an opportunity to recognize one self, and the agreement as a tool to save the differences (Ruiz-Silva & Chaux, 2005).*

*In this way, the problem does not lie in the conflict itself, but in its inadequate management. In this case, it is necessary for the school to have concerted actions for its management, which becomes a challenge for the educational community to develop strategies that allow them to resolve conflicts adequately and build learning from the occurred events.” (Taken from Guide No. 49. Pedagogical Guides for School Coexistence of the MEN, page 25)*

The CCB is an institution that acknowledges, respects and defends the dignity of all human beings and promotes policies, procedures and practices that oppose any type of discrimination based on age, ethnic or racial origin, gender, sexual orientation or identity, marital status, political affiliation, religion, physical, social or cultural condition. Members of the educational community don't discriminate others due to health issues.

The CCB is committed to providing a safe environment in which all members of the community, including students and their families, alumni, teaching directors, administrators and all School employees, interact with the highest standards of courtesy and respect. Good behaviour, good language and excellent courtesy should be observed at all times, in accordance with our fundamental values: respect, honesty, solidarity, responsibility, tolerance and justice.

### **3.5.1. COEXISTENCE POLICY**

The School should be a place for meeting and friendship, a place for the construction of values of solidarity,

cooperation, respect and dignity. Without a doubt, the school experience is one of the most significant episodes in the life of any person and is characterized by its search for identity and belonging, where the relationships we establish with others are central.

**Conflicts:** These are situations that are characterized by a real or perceived incompatibility between one or several people's own interests. (Art 39, Decree 1965 of 2013).

**Conflicts dealt with inappropriately:** They are situations in which conflicts are not resolved in a constructive manner and give rise to facts that affect school life, such as altercations, confrontations or quarrels between two or more members of the educational community of which at least one is a student and where there is no harm to the physical well-being or the health of any of those involved. (Art 39, Decree 1965 of 2013)

**Peer Abuse:** The "physical, sexual, emotional, and financial abuse, and coercive control, exercised within youth relationships, including their intimate relationships, friendships, and broader peer associations." 1

1 Firmin, C. Abuse between Young People: A Contextual Account. 2017, Oxon, Routledge.

**School Aggression:** Any action taken by one or several 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. (Art 39, Decree 1965 of 2013).

- a. **Physical aggression:** Any action that has ultimately causes harm to the body or to the health of another person. It includes punching, kicking, pushing, slapping, biting, scratching, pinching, and pulling hair, among others.
- b. **Verbal aggression:** Any action that seeks with words to degrade, humiliate, frighten, and/or disqualify others. It includes disrespect, insults, and the use of bad words, offensive nicknames, taunts, shouts and threats. This includes threats of physical aggression.
- c. **Written Aggression:** Drawings or written texts that is offensive or injurious to any member of the community.
- d. **Gestural Aggression:** Every action that seeks with gestures to degrade, humiliate, frighten or disqualify others.
- e. **Relational Aggression:** Every action that seeks to negatively impact the relationships that others have. It includes the exclusion from groups, deliberately isolating and spreading rumours or secrets seeking to negatively affect the status or image that people have of someone, isolating or excluding someone, using threats or blackmail to get someone to do something, and embarrassing one's physical appearance.  
This includes:
  - Dating or relationship aggression or abuse: Such as controlling who your partner sees or where he or she goes, pressuring your partner to share social media passwords, hitting or humiliating your partner, forcing or pressuring your partner to participate in a sexual act.
  - Radicalization: Pressuring or forcing someone to take radical positions on political or social issues.
  - Hazing or initiation violence (baptisms): Such as the practice of rituals, challenges and other activities that involve harassment, abuse or humiliation, used as a way to initiate a person in a group.
- f. **Electronic Aggression:** Any action that seeks to negatively affect others through electronic means.

It includes the disclosure of photos, intimate or humiliating videos on the Internet, making insulting, offensive or threatening comments through social networks and sending insulting, offensive or threatening emails or text messages both anonymously and when the identity of who sends them is known.

This includes harmful sharing of sexual images, such as sending an unsolicited sexual image of oneself, pressuring others to submit a sexual image and sharing a sexual image of another person, sextortion (threatening or blackmailing with harmful sharing of sexual images).

- g. Sporadic Aggression:** Any type of aggression that occurs only once. Where there are no repeated patterns of aggression against the same person.
- h. Discrimination:** Includes damage based on a person's identity characteristics, such as race, ethnicity, religion, gender, gender expression, sexual orientation, age, ability, and socioeconomic status;

All situations of assault or abuse among peers, regardless of where and when the alleged abuse took place, raise concerns about the safety and well-being of students on campus and, as such, will be dealt with.

**Bullying or Harassment:** Any intentional, methodical and systematic negative conduct of aggression, intimidation, humiliation, ridicule, defamation, coercion, deliberate isolation, threat or incitement to violence or any form of psychological, verbal, physical, written, telephone or electronic mistreatment, directly or indirectly, against a child or adolescent, by a student or several of his peers with whom he maintains an asymmetric power relationship, which occurs repeatedly over a given time. It may also occur on the part of teachers or other members of the educational community against students or students against teachers or other members of the educational community, given the indifference or complicity of their environment. School bullying interferes with, and impacts on the opportunities, performance, learning environment, health, physical or emotional well-being of any member of the community as well as the school climate.

**Cyberbullying or School Harassment:** A form of intimidation using information technologies (Internet, virtual social networks, mobile telephony and online video games) to harass, intimidate, or exert psychological and continuous abuse.

Cyberbullying includes any form of peer abuse with a digital element, for example, sexting (harmful sharing of sexual images), online abuse, coercion and exploitation, peer grooming, threatening language sent through electronic means, distribution of sexualized and harassing content, tagging (linking a person's name to an inappropriate or humiliating image), memes with the photos of other students.

School harassment, bullying or cyberbullying are not tolerated in our community. All members of the educational community must reject bullying or bullying. Do not engage in intimidating, exclusionary, or aggressive acts with others. In addition, there needs to be intervention to prevent or denounce Bullying or cyberbullying. Should these events occur, relationships between those involved need to be restored through acts of reconciliation.

**Sexual harassment:** Whoever, for his or her own benefit or that of a third party and by virtue of his or her manifest superiority or relations of authority or power, age, sex, work title, social, family or economic position, harasses, persecutes, bothers or physically or verbally pesters someone else for non-consensual sexual purposes (Colombian Penal Code, article 210A).



Sexual harassment includes, but is not limited to, sexual comments; opinions about the body that are classified as aggressive as long as they are not solicited (for example, compliments, jokes); comments that refer to a person's body as an object and imply someone's power over that person's body. Sexual harassment also consists of vulgar gestures and non-consensual insistence on having private encounters or sexual activity, lifting skirts, insulting someone with sexual qualifications, classifying students according to their sexual attractiveness.

**Sexual violence:** Sexual violence against children and adolescents means any act or behaviour of a sexual nature, carried out on a child or adolescent by force or by using any form of physical, psychological or emotional coercion, taking advantage of the conditions of vulnerability, inequality and the power relations between victim and aggressor. (Article 2 of Law 1146 of 2007).

Sexual violence includes groping, raping, pressuring, or forcing someone to participate in a sexual act, or using drugs or alcohol to remove someone's ability to consent to a sexual act.

**Vulnerability of the rights of children and adolescents:** It is any situation of damage, injury or prejudice that impedes the full exercise of the rights of children and adolescents.

They are unacceptable behaviours in interpersonal relationships:

- Those that violate personal dignity or create an intimidating, degrading, or hostile environment, including unwanted physical contact, hitting, fighting, inappropriate jokes.
- Inappropriate communication (verbal, gesture or writing) including insults, offenses, nicknames.
- Spread malicious rumours, gossip or slander.
- Ridiculing or mocking someone.
- Intentional isolation or exclusion.
- Criticisms or threats.
- Use of power or popularity inappropriately.
- Putting one-self or others in dangerous situations, including the possession of hazardous or illegal materials.
- React without self-control.
- Challenge or disrespect adults.
- All types of physical, verbal, written, gestural, relational or electronic aggression.
- All types of harassment or sexual violence.
- Any violation of the rights of children and adolescents.

In the event of a situation of school aggression or bullying, students should assume the following attitudes according to the situation and the role they have played in it:

**Witnesses:**

- Inform an adult.
- Mediate in the conflict.

- Actively defend the rights of the offended.
- Reject aggression.
- Include and provide emotional support to the victim.

**Victim:**

- Defend his or her rights assertively without attacking.
- Seek the help of an adult.

**Offender:**

- Reinstate the rights of those who have been affected.
- Repair his or her image before the group.

**3.6. ACADEMIC HONESTY OR PROBITY**

As a School belonging to the International Baccalaureate Organization, we welcome the definition of honesty or academic honesty of that organization: the original work is one that is based on the student’s own ideas and in which the author of ideas and the work of others are appropriately mentioned. Therefore, in all work pieces (whether written or oral) that a student presents for evaluation, the language and original expressions of that student must have been used entirely. When other sources are used or referred to, either by direct appointment or paraphrasing, these sources should be quoted in a complete and appropriate manner.

Academic dishonesty is constituted by any action or behaviour by which the student who practices it seeks to benefit himself or benefit another student (or harm another student (s)) in his/her academic results, or to have consequences on the academic results.

It includes but is not limited to the following modalities:

**Plagiarism:** *“The representation, intentional or otherwise, of the ideas, words or work of another person without citing them in a correct, clear and explicit manner.”* This includes photographs, images, music, work, words, ideas, information or any other product that has been made by another.

**Examples of Plagiarism:**

- Use someone’s words without giving them credit.
- Paraphrase. Rephrase the words of another person using a different style and integrate them grammatically in a text without recognizing the source.
- Translate the ideas of another person without acknowledging the source.

**Copy:** Present the work of another student as if it were his own, with or without his knowledge.

**Exam fraud, including:**

- Obtaining or giving the questions or answers of a test, before or during the evaluation.
- Use of unauthorized material during a test.
- Impersonating another student.

**Repeated use of one's work:** To present work that is substantially similar, for the evaluation in different courses, without the consent of the teachers involved.

**Forgery of Data:** Produce or alter data for a task or change school documents.

**Unauthorized alterations:** Make unauthorized changes to grades, student records, or assignments once they have been submitted.

**Theft:** Taking or attempting to take information regarding academic work such as exams, grades, or student records.

**Collusion:** The behaviour of a student who contributes to the fraudulent behaviour of another, by allowing him to copy his work or deliver it as if it were his own. For example:

- Completing or creating work for another student, or allowing another student to do work for them.
- Submit a piece of work as if it were the effort of all the group members, when in fact not all have contributed substantially in its preparation.

**Other acts of academic dishonesty:**

- Offering false reasons for not completing assignments or work.
- Intentional decrease in performance of another student.
- Include disrespectful material in academic work for reasons other than analysis or research.

The consequences for academic dishonesty are serious. The consequences are:

- A. Academic:** A grade of 0. The teacher will evaluate if it gives the student the opportunity to repeat all the work.
- B. Disciplinary sanctions:** Established in Chapter 4 Formative and Disciplinary Procedure Numeral 4.3.2 Serious Disciplinary Situations in Primary and High School including remedial activities. (Adapted from the document Academic Honesty: Guidance for Schools, IBO: 2011.)

### 3.7. CHILD PROTECTION POLICY

Child protection abuse and neglect are concerns around the world. The abuse and neglect of child protection are violations of the human rights of a child or adolescent and are obstacles to their education, as well as to their physical, emotional and spiritual development.

**3.7.1.** We recognize that for our students, high self-esteem, confidence, supportive friends, and clear lines of communication with a trusted adult help prevent abuse.

Our School will seek to safeguard students, taking, amongst others, the following actions to prevent, identify and respond to the harm and abuse of children and young people:

- a. Establish and maintain an environment where students feel safe and secure and are encouraged to

speaking and being heard.

- b. Ensure that students know that there are adults within the School whom they can approach if they are concerned or have difficulties.
- c. Include curricular activities and opportunities, which equip students with the skills they need to stay safe from abuse.
- d. Train faculty and staff to recognize and support issues of abuse or neglect.
  - All staff employed at the CCB must report suspected incidents of child protection abuse or neglect whenever the staff member has reasonable grounds to believe that a child or adolescent has suffered or is at significant risk of suffering abuse or negligence.
  - Reporting and monitoring of all suspected incidents of child protection abuse or neglect will be done in accordance with the Child Protection Policy published on Phidias. In addition, cases of suspected child protection abuse or neglect can be reported to local authorities.

**3.7.2.** The School will work with parents to ensure that our students are safe and know their rights and responsibilities to themselves and each other, so that they can grow and learn without fear in a safe and supportive environment.

Everyone at CCB genuinely values our partnership with parents to ensure the safety and care of our students. It is for this reason that the CCB has endorsed the Child Protection Policy that defines the standards by which all CCB students should be treated with respect and dignity at all times.

By enrolling their children in the CCB, parents agree to work in partnership with the CCB and abide by the policies adopted by the CCB Board and the CCB Directive Council.

The CCB will publish the Child Protection Policy so that all parents and students have access to it, will provide training for all staff, will do everything possible to implement hiring practices to guarantee the safety of children and adolescents and will review the policy annually to verify its compliance and effectiveness.

This policy applies to all students, parents, employees, teachers, volunteers, and visitors.

We appreciate your support of our efforts and invite you to contact a CCB psychologist or Counsellor regarding any specific questions you may have in this regard.

Members of the educational community will be especially careful to comply with the Child Protection Policy (posted on the website and on Phidias) during remote learning interactions.

Note: For more information, consult the Child Protection Policy published on the CCB website, and in Phidias.

### **3.8. CONFLICTS OF INTEREST AND CAUSES OF IMPEDIMENT AND RECUSAL (DISQUALIFICATION)**

When in the course of the proceedings by the collegiate bodies, such as the Board of Directors, Board Committees, Directive Council, Parent Council, Evaluation and Promotion Committee, Academic Council,

PTA, Alumni Association, Student Council, School Committee of Coexistence, conflicts of interest or causes of impediment or recusal arise, regarding their members, they will report on the situation and will abstain from attending the meeting where the subject is concerned, and / or participating in the decision according to the case. The Code of Ethics and Good Corporate Governance published in the CCB web page and Phidias will be applied.

### **3.9. SCHEDULE FOR STUDENTS**

The hours may vary according to the regulations issued by the authorities during the health emergency due to Covid 19 and the response of the community to the proposed hours. The school will notify the changes in a timely manner.

#### **In Early Childhood:**

- Toddlers and Nursery: activities begin at 9:00 a.m., ending at 1:10 p.m.
- Pre-kinder, Kindergarten and First Grade: activities start at 7:30 a.m., ending at 1:10 p.m.
- Academic reinforcement will be between 1:10 p.m. and 3:05 p.m., when necessary.

Students must arrive to School at least 5 minutes before the start of activities, so that they can reach their classrooms in a timely manner, therefore the entrance door will close at 7:25 a.m. and 8:55 a.m. respectively.

#### **In Primaria:**

- Students begin activities at 7:30 a.m.
- Second and third grade complete their academic activities at 1:10 pm on Monday, Tuesday, Thursday, and Friday. On Wednesday they end activities at 3:05 p.m.
- Fourth grade end their academic activities at 1:10 pm on Tuesday, Thursday and Friday. On Monday and Wednesday, they end activities at 3:05 p.m.
- Fifth grade end their academic activities at 1:10 p.m. on Tuesday and Friday. On Monday, Wednesday, and Thursday they end activities at 3:05 p.m.
- Academic Reinforcement will be between 1:20 p.m. and 3:05 p.m. on days where they end at 1:10 pm, only if required.

Students must arrive to school at least 5 minutes before the start of activities, so that they can reach their classrooms in a timely manner, therefore the entrance door will close at 7:25 a.m.

#### **In Bachillerato:**

- Activities begin at 7:30 am and end at 3:05 p.m.
- The Academic Reinforcement will be during curricular and extracurricular hours between 3:05 pm and 4 pm, only when required.

On Wednesdays, students in grades 6° - 10° are dismissed at 1:00 p.m. to facilitate planning time and professional development for teachers. Students in grades 11° and 12° are scheduled until 3:00 p.m. on

Wednesdays to advance objectives of the diploma program.

Students must arrive to school at least 5 minutes before the start of activities, so that they can reach their classrooms in a timely manner.

In the Early Childhood Ludoteca there is an adult supervising early arrival as of 7:00 a.m.

At the Primary courtyard there is an adult supervising early arrival as of 7:00 a.m.

Secondary, at the courtyard, there is an adult supervising early arrival as of 7:10 a.m.

The school is not responsible for students who arrive before the established times.

### **Schedule for Extracurricular Activities**

- In the Early Childhood section, students will have extracurricular activities between 1:30 p.m and 3:05 p.m. Extracurricular Activity teachers accompany Early Childhood students' snack and prep starting at 1:10 p.m.
- In the Primary section, students will have extracurricular activities between 1:30 p.m and 3:05 p.m. on the days where all academic activities end at 1:10 p.m. Primary students take a snack break starting at 1:10 p.m.
- In the Secondary section, students will have extracurricular activities between 3:15 p.m. and 5:00 p.m. La Escuela de Deportes los sábados es entre las 8:00 a.m. y las 12:00 p.m. Sports school on Saturday is between 9:00 a.m. y las 12:00 p.m.

## **3.10. ATTENDANCE AND PUNCTUALITY**

### **ATTENDANCE**

During the health emergency period due to Covid 19, parents define if their children attend classes in person on the days established for alternation or if they receive the educational services remotely.

Students with comorbidities or symptoms of Covid 19 will not be able to attend alternately.

Parents who choose the remote home education modality, can only choose to have their children attend alternately in the opportunities indicated for it. The request to receive the alternating service must be informed to the respective section, with the defined advance notice.

Attendance is essential for the overall success of the student's academic goals and objectives. Teachers and peers rely on each member of the class to build and enrich everyone's learning. In addition, class discussions, explanations, projects, presentations, teamwork, special activities and general participation in class are also essential for learning. Absences negatively impact the quality and quantity of learning. For this reason, absences must be avoided where possible.

A maximum of 10 % absence rate has been established per subject, per academic year in order for a student to qualify and pass the academic year, except in extraordinary cases of poor health, sports commitments, calamity, force majeure or discretion of the Headmaster (provided that during the absence of the student, they are schooled).

**Non-Justified Absences:** Students should not be absent for extra vacations scheduled trips or sports training during school days. These absences will be considered as unjustified, and if they exceed 10% of absences per subject per school year, it will be a cause for failing the subject. It will be the students' responsibility to get up to date and of the parents to assume the cost that is necessary.

In Secondary, if the absence coincides with an evaluation, the student will receive a 0 grade as a result. Parents will held liable in the case where the student fails the academic year due to absences or failure to submit sufficient evidence of their academic process indicate they have reached a level that suffices for promotion.

**Excused Absences:** All absences from curricular activities due to illness, unforeseen circumstances or calamity must be informed by email to the Classroom Teacher in Early Childhood and to the secretary of the section in Primary and Secondary ([primary@ccbcali.edu.co](mailto:primary@ccbcali.edu.co), [bachillerato@ccbcali.edu.co](mailto:bachillerato@ccbcali.edu.co)) before 7:30 am. In the case of absence for more than one day due to illness, a medical certificate must be presented to the section office.

The student will be responsible for fulfilling the reinforcement or levelling commitments, established by the school, inside or outside the institution.

Parents are responsible for supervising that the student complies with the academic commitments that this absence entails.

In Secondary, the students must make sure the justified absence follow-up format in which the activities that the student must develop in order to catch up are recorded by the teachers. If the justified absence coincides with an evaluation, it will be re-scheduled by the teacher responsible for that specific subject.

In case of sick leave or impediment to participate in the activities of physical education, a written note that is signed by both parents and / or a medical certificate must be presented to the Physical Education Teacher. In cases considered necessary, the teacher will proceed to assign the student a differentiated activity based on the specific indications and / or restrictions from the professional physician. After 2 absences due to incorrect uniform or due to sick leave from a Physical Education class during the same unit of inquiry, student should attend a reinforcement / recovery class. In case of absence due to sports commitments, the High Performance Sportsmen Policy will apply.

**Departure Prior to the End of the School Day:** It is the duty of all parents to wait for the day to end before withdrawing their child from any class. Medical or dental appointments should be scheduled outside of school hours, unless there is an exceptional excuse.

Permits to leave the School during class hours are authorized only in exceptional cases by the Head of Section or the Deputy Head; the permits will be given to the Section Secretary in Primary and Classroom Teacher in Early Childhood and if possible, must be requested at least one day in advance.

In Secondary, if a permit is required during school hours, parents are responsible for requesting permission from the Head of Section specifying the reason for the request, including the corresponding supports (i.e., letter from the club for sporting event, proof of appointment at the embassy, etc.).

## ASSISTANCE OR SUPERVISION OF STUDENT EVALUATIONS FOR THE DIPLOMA PROGRAM DURING HEALTH EMERGENCY

Given the situation of the health emergency due to COVID 19, families have been able to choose whether their children attend in person or remotely.

In grades 11 and 12, young people participate in the International Baccalaureate program where one of the principles is the ability of students to personally demonstrate their critical thinking, analysis and evaluation skills. Another important principle of the IB and the CCB is academic honesty and being able to verify that the work received by teachers is the authentic and unique work of the student.

The evaluation conditions in the homes open up options for assisted work, and make it difficult for the teacher to evaluate the student and give precise feedback on the level achieved. For this reason, in grades 11 and 12, the expectation is that students take their exams and assessments in person at school. In the case of a limiting health situation, following IB recommendations, the family must be willing to receive a supervisor at home, respecting biosecurity rules to administer the exam. The need for an in-house proctor may vary depending on the nature of the exam. In the case of not taking an exam under the required conditions, the student will not be able to receive a passing grade in the evaluation.

## PUNCTUALITY

Respecting the schedule is part of education. Education begins at home, at school we only complement it. Punctuality is a way of respecting others and showing politeness.

The community must observe strict punctuality in assemblies, classes, cultural and sports activities, according to the programming presented by the School. Students must attend all classes promptly. It will be considered as lack of punctuality if a student arrives late, with no acceptable excuse, either at the beginning of the day, between classes or after breaks.

When a student is late to a class it creates interruptions for everyone and often causes the student to miss important instructions.

## CONSEQUENCES

**In Secondary:** Students arriving after 7:40 a.m. must report to the Section office, where the Secondary Sections secretary asks the student to prepare a written report of the reasons for their non-compliance with punctuality and their commitment. After completing the form, she will give them authorization to enter class.

In the event that they come by bus that is late to the CCB, this authorization will be issued by the bus lady.

For those who come by private vehicle, late arrival due to traffic is not justified.

In case of arriving after 7:40 without justified excuse, the following procedure must be implemented:

- **First time:** The teacher registers the student as late and talks with the student to remind his commitment to arrive on time.



- **Second time:** The Coexistence Coordination, Section Assistant or Section Head will apply the disciplinary procedure for minor offenses.

In the event of recurrence of the procedure and the pedagogical correction, it will be assimilated to the occurrence of a serious disciplinary situation (see paragraph 4.3.2).

In case of arriving between 7:26 and 7:40 a.m., or arriving late to a class and / or scheduled activity during the school day, the following procedure must be implemented:

- **First time:** The teacher registers the student as late and asks the student to prepare a written report of the reasons for their non-compliance and their commitment.
- **Second time:** The teacher asks the student to prepare a written report of the reasons for their non-compliance and their commitment, delivers the report to the Secretary of the Section, and informs the parents. The teacher must advance the disciplinary procedure for minor offenses. The applicable pedagogical corrective is an afternoon detention with the teacher.

If they recur, the teacher refers the situation to the Coordination of Coexistence or Section Assistant, who carries out the procedure for serious disciplinary situations. (see section 4.3.2).

### **Consequence in Secondary during remote learning:**

Punctuality on the days that students receive remote or alternate education will have the following procedure:

First and second time:

1. The teacher will register in phidias and inquire about the difficulty in arriving on time.
2. The teacher will register in phidias, inquire about the difficulty in arriving on time and report to the coexistence coordinator.

Third time on:

1. The coexistence coordinator verifies information with parents via email and establishes agreements.
2. If necessary, telephone contact will be established by the Deputy Head to find out details of the situation.

In the event that there are no justified reasons after the inquiry process, the procedure of minor disciplinary situations will be followed, initially applying a process of virtual reflection space programmed by the coexistence coordinator.

**In Primaria:** Students who arrive at the class after the start (when the bell rings) will have the following consequences:

- a. With each tardy, the teacher gives a verbal warning to the student.
- b. In the event of recurrences, on the third tardy arrival, without an acceptable excuse, the student will be punished with detention.
- c. In the event of recurrence, on the sixth tardy, without an acceptable excuse, the Head of Section sends a letter to the parents.
- d. In the event of recurrence, on the ninth tardy, without acceptable excuse, the Head of Section shall

summon the parents and the student.

**En Early Childhood:** Given the age of the children, the responsibility of arriving on time is of the parents.

- a. Teachers will send a note home after the third tardy.
- b. In the event of recurrence, after the sixth tardy, the Head of Section sends a letter to the parents.
- c. In the event of recurrence, on the ninth tardy, with no acceptable excuse, the Head of Section shall summon the parents and the student.

### **3.11. BELONGINGS**

During the period of health emergency due to Covid 19, students should not bring objects to the school that are not strictly necessary for the scheduled activities.

Rules applicable to belongings once the health emergency due to Covid 19 ends:

We encourage our students to take responsibility for their personal belongings. Students who have lockers should leave their belongings inside their lockers, and not share their keys with anyone. During the activities developed in the sports areas, students should make use of the lockers arranged outside the locker rooms. All belongings must be clearly marked with the name of the owner.

Students should not bring valuable objects to school. The CCB is not responsible for toys, jewellery, cell phones of any kind, tablets, music players, laptops, money or other personal items.

Lost and/or found items must be submitted to the section secretaries. The objects found will be deposited at the P.T.A. Lost and Found (For Early Childhood, Primary and Secondary). In order to claim the objects, the student must comply with the PTA regulations. The PTA will charge a student with a financial penalty.

Unclaimed objects will be donated periodically. Valuables (electronic devices, jewellery, etc.) will be delivered to the Department of Security.

#### **Policy on the use of electronic devices:**

Early Childhood students and Primary students until grade 4 are not allowed to bring cell phones, smartwatches, electronic equipment, and toys to school unless expressly requested by their teachers.

Students from 5th grade to 7th grade are not allowed to use electronic equipment such as cell phones, Smartwatches, music players, headsets, or any other electronic equipment, during the school day (including section activities, extracurriculars, reinforcements, etc.), unless expressly requested by their teachers. Their care is the sole responsibility of the student.

Students from 4th grade to 12th grade may bring computers or tablets to School, under their own care and responsibility. These must be properly stored during class periods, unless expressly requested by their teachers. Their care is the sole responsibility of the student. The school asks parents not to buy data plan for the tablets of grades 4, 5 and 6 students. Likewise, the school asks parents and students to refrain from installing virtual private networks (VPN).

## PROHIBITED SALES

It is strictly forbidden to buy and/or sell any kind of items within the school grounds, outside the sales established by the Institution. The School will confiscate products that are sold without authorization, the money proceeds from the sale and will be delivered to the Head of Section, who will donate it to the COS.

### 3.12. UNIFORM

#### 3.12.1. DAILY UNIFORM IN THE EARLY CHILDHOOD, PRIMARY AND SECONDARY SECTIONS DURING THE HEALTH EMERGENCY BY COVID

During remote learning supported by ICTs, students will not have the need to wear the school uniform.

The dress code for students in class in remote (virtual) scheme is: Clothing suitable for the street and the use of pajamas as wardrobe for classes is prohibited.

For PE and Dance classes, students will be required to wear appropriate sportswear and footwear.

While the health emergency lasts, when students will come to school with:

- Physical Education T-shirt or House T-shirt.
- Dark sweatshirt or leggings. Parents may choose to send their children with the PE shorts. (The medical department recommends wearing a sweatshirt or leggings to avoid exposing students' skin).
- Marked face mask.

The School recommends that parents to acquire face masks that:

1. Comply with national or international standards. For its correct use it is recommended to review the "General guidelines for the use of conventional face masks and high efficiency masks" of the Ministry of Health and Social Protection. <https://www.minsalud.gov.co/Ministerio/Institucional/Procesos%20y%20procedures/GIPS18.pdf>
2. If you choose to use a cloth mask, it is suggested:
  - Simple, washable, with a minimum of 3 layers that includes antifeud or a fabric that repels liquids and allows reuse.
  - Preferably they have a nasal or spring clip for nasal sealing and that they fit well to the face.
  - With appropriate design or stamping to avoid possible loan between students.  
It is left to the discretion of the user to choose whether to use disposable masks, always remembering our responsibility to the environment.
3. Face masks must not have an exhalation valve.

### 3.12.1. DAILY UNIFORM IN THE EARLY CHILDHOOD, PRIMARY AND SECONDARY SECTIONS WHEN THE HEALTH EMERGENCY BY COVID ENDS

Students must come in the required uniform every day and wear it correctly. The gala uniform is to be worn on the requested days and for special events.

Early Childhood and Primary students may attend wearing the Physical Education uniform on the assigned days.

Parents should ensure that all parts of the uniform and shoes are marked with the student's name. The use of piercings, except earrings suitable for school activities, is not allowed.

Students must be aware of their personal hygiene and public health rules that preserve the well-being of the educational community, in accordance with current health regulations.

#### DAILY UNIFORM

##### Common elements:

- **Socks:** Dark green.
- **Shoes:** Leather shoes, completely black, moccasin type or closed with shoe laces. Clogs, crocs, sandals, open-heel shoes, high-heeled or cloth shoes are not allowed. The only exception will be students who have medical conditions that prevent them from wearing closed shoes, who instead must wear a black clog.
- **Cardigans/Jackets:** Students can use a dark green thread woven cardigan with the School's coat of arms on the left side, a grey sweater with pockets on the sides, the CCB logo on the left side, and a hood with the institutional green colour on the inner side, or a green jacket with pockets on the sides with the CCB logo on the left side.
  - In Secondary the use of the Seniors Jacket of the current year or previous years is authorized.
  - In grade 12, the use of a hoodie-type jacket alluding to the promotion of the current year is allowed. Wearing the hoodie is an exclusive privilege for seniors.
  - The design of the jacket and / or hoodie must have the institutional colours white, green, grey, or black. It must have the shield of the CCB. It can have the flags of Colombia and the United Kingdom (they must be both).
  - The use of other sweaters / cardigans / jackets is not allowed.
  - For safety reasons, Early Childhood Section students will not use their cardigans or jackets tied in the waist.

#### EARLY CHILDHOOD

**Toddlers and Nursery:** Students wear the PE uniform as a daily uniform.

**From Prekinder onwards:**

**Girls:** White Oxford cotton, short-sleeved shirt, with round neck, with suspender strips, to be used tucked

into the skirt. A green ribbon is used on the neck. Medium grey skirt, with pleats, and crossed straps on the back. Girls may use grey lycra shorts under the skirt.

**Boys:** White Oxford cotton, short-sleeved shirt, grey inner collar, left side pocket with CCB logo embroidered in white, grey trim on the sides and straight edge to be used untucked. Medium grey shorts with waistband.

## PRIMARY

**Girls Grades Second to Fourth:** White Oxford cotton, short-sleeved shirt, with round neck, with suspender strips, to be used tucked into the skirt. Medium grey skirt, with pleats, and crossed straps on the back. Girls may use grey lycra shorts under the skirt. Medium grey skirt, with pleats, and crossed straps on the back. Girls may use grey lycra shorts under the skirt.

**Girls Grades Fifth:** Students will wear the daily uniform for Secondary students. Girls may use grey lycra shorts under the skirt.

**Boys Grades Two to Four:** White Oxford cotton, short-sleeved shirt, grey inner collar, left side pocket with CCB monogram embroidered in white, grey trim on the sides and straight edge to be used untucked. Medium grey shorts with waistband.

**Boys Grades Fifth:** Students will wear daily uniform for Secondary students.

## BACHILLERATO

**Female Students:** White Oxford cotton, short-sleeved shirt, left side pocket with CCB monogram embroidered in white, grey trim on the sides and straight edge for use outside the skirt. Medium grey skirt with pockets at the sides and hard waistband, fanlike pleat on the back. The skirt will have the CCB monogram embroidered in grey. The length of the skirt should be appropriate for school activities, 10 cm above the knee. Girls may use grey lycra shorts under the skirt.

**Male Students:** White Oxford cotton, short-sleeved shirt, left side pocket with CCB monogram embroidered in white, grey trim on the sides and straight edge for use outside the pants. Medium grey long pants with waistband. Secondary students can wear PE uniform, on PE day, theatre day, and Wednesday.

### 3.12.3. GALA UNIFORM

On gala occasions, Primary (from 4th grade) and Secondary students will wear a green jacket (blazer), and a grey tie with green oblique stripes with their daily uniform. Jacket Description: Green cloth, two patch pockets, left upper pocket with school coat of arms; metallic gold buttons, opening in the centre (not to be crossed).

### 3.12.4. PHYSICAL EDUCATION UNIFORM

Students must attend physical education classes with the following uniform:

V-neck T-shirt in green smart fabric, white stripes on the shoulder and the CCB monogram on the left side. The t-shirt will be cut depending on the gender of the user.

Shorts in grey cloth, white on the sides, with the CCB monogram embroidered on the right leg. The cut of the shorts conforms to the gender of the user. It will be optional to wear sweatshirt trousers from the CCB.

Green socks and tennis shoes. Tennis shoes should be suitable for sports, with laces to avoid risk of injury and to facilitate the practice of activities such as running and jumping. Students in Toddlers, Nursery y Prekinder may use tennis shoes with Velcro.

For all outdoors sports activities students must use sun screen unless they have a medical restriction.

### **3.12.5. SWIMMING UNIFORM**

Students may only enter the swimming class or the scheduled activity when they appear in the corresponding uniform and wear it properly:

All students must wear the correct swim wear bearing the CCB logo. Girls who prefer to wear regular swim wear may do so.

All Early Childhood and elementary students must wear a long sleeve swimming vest as well as adequate sun protection.

No jewellery or accessory items should be worn during swimming lessons, as this may present a hazard to themselves and to others and can also disrupt the lesson.

Pool users with long hair must wear a swimming cap whilst in the pool.

Sun protection must be applied before entering the pool unless there is a medical exception.

**Note:** All personal belongings (pants, bathing suits, towels and sweatshirts) must be clearly labelled with the student's name. For all outdoors sports activities students must use sun screen unless they have medical restriction.

### **3.12.6. UNIFORM FOR EXTRACURRICULAR ACTIVITIES, OFFICIAL DELEGATIONS AND SPORTS TEAMS**

All students who participate in extracurricular sports activities or Representative Teams must wear the uniform established for each sports discipline for competitions.

For practices the physical education uniform will be allowed except in swimming and gymnastics.

Students must have protection elements, for the practice of sports that require protection elements, such as gloves, shin guards, helmet, protection for hands, elbows and knees. If students do not have the required items, they can purchase them at the PTA.

The designs of the uniforms of Extracurricular, Official Delegations and Representative Teams must be approved by the Directive Council. The colours used in the uniform must be institutional colours.

- **Basketball:** Shorts, jersey shirts and boot appropriate for this sport.
- **Football:** Shorts, jersey shirt, football socks, soccer cleats and shin guards.
- **Gymnastics:** CCB Leotards and shorts (optional).
- **Volleyball:** Volleyball uniform and trainers.
- **Judo:** Judogi that includes the jacket, trousers and belt.
- **Swimming:** CCB swimwear, swim cap. Girls can also use regular swimwear if they prefer.
- **Skating:** Skating uniform, skates, helmet and hand/elbow/knee protection.
- **Table tennis and ultimate:** PE uniform and sports shoes.

For all outdoors sports activities students must use sun screen and insect repellent unless they have a medical restriction.

CCB Students attending internal, local or national events must be dressed in compliance with the school P.E uniform (shorts and t-shirt) or sweatshirt (trousers and jacket).

### 3.12.7. HOUSE UNIFORM

Periodically, the CCB plans traditional events throughout the year that include academic, cultural and sport activities in the 3 sections of the school (Early Childhood, Primary and Secondary section). Students are grouped by houses and are expected to wear their P.E shorts together with their corresponding house shirt for these events (red for Canning, yellow for Ferguson, dark blue for Rook and green for O Leary). The T-shirts' colours will be predominantly of the house, with a white stripe across the front bearing the name and logo of the House on the left-hand side.

These shirts are specially designed with a smart fabric.

The use of House t-shirts will be for days in which house activities are programmed.

In Primary students may wear the house t-shirt the day they have dance.

In Secondary, students must wear their House T-shirt on days when there is House activity.

### 3.12.8. LABORATORY UNIFORM

Students must use the following protective wear when handling chemical substances: white coat, goggles and gloves. Practitioners should wear a full-face respirator or goggles, a white coat or full overalls, and protective boots.

### **3.13. IDENTIFICATION CARDS**

Visitors must display the VISITORS name card in a visible place.

During the health emergency due to Covid 19, students must bring the card with the QR code every day they attend the School.

Students must carry a Valid Digital Health Passport.

### **3.14. STANDARDS AND POLICIES FOR USE OF SCHOOL AREAS**

All members of the educational community must follow the terms and conditions that are stated in the current School Handbook. Copies are readily available in numerous areas throughout the school.

Members of the educational community must behave in accordance to the rules of good conduct and civility in all units of the School. Members must respect others and participate in the care and maintenance of school assets and facilities of the institution.

During the health emergency period, all members of the educational community must comply with all Biosafety regulations in all facilities.

During the health emergency period, only the following can enter the school:

1. Students on authorized days.
2. Parents or guardians who attend individually by appointment of the school in cases where it is essential eg. pick up your child in case of illness.
3. Teachers and employees with the schedule defined by their Head of Section.

Parent meetings will be held virtually.

#### **3.14.1. STANDARDS IN THE CAFETERIA**

13.14.1.1. During the health emergency period due to Covid 19, all cafeteria users must comply with the rules of the PROTOCOLS FOR THE PROVISION OF THE EDUCATION SERVICE UNDER THE SCHEME OF ALTERNATION AND THE IMPLEMENTATION OF SAFETY PRACTICES IN THE CCB.

All users of the cafeteria must respect the lines, the organization and spacing of chairs and tables that guarantee social distancing, wash or disinfect hands, maintain order, follow instructions from teachers and adults in charge, among others. The mask (face mask) should only be removed when eating solid or liquid food.

Children from the Early Childhood Section will not use the school cafeteria, with the exception of First Grade children as of March 8, for the snack.

Primary and Secondary students can use the cafeteria only during breaks in their section with the main purpose of consuming their food.



Elementary and High School students who do not buy food in the cafeteria will have designated places to eat food.

Once they finish consuming their food, they must put on the mask and go to the designated areas in each section.

In the cafeteria, the only way to pay for meals is with the Pay go card.

All Cafeteria users, including parents and visitors, must respect and wait in line for their turn, maintain proper order and show respect by leaving their area clean and tidy. Trays, used plates, containers and glasses need to be taken to the washing area. The cafeteria is only available for the use of students during their section's break time. Disposables and garbage should be left in the established places.

Students may use the Cafeteria only during their section breaks.

Students who do not use the cafeteria and stay in extra-curricular activities must bring a lunch box or snack to be able to perform the activity in healthily conditions. In case of not bringing a snack, the cafeteria will provide food, the Extracurricular Coordinator will inform parents and the value of the food will be charged. During the Covid 19 pandemic EC and Primary students that participate in extracurriculars must bring their snack from home.

### **3.14.2. RULES IN THE EXPLORATORIUM AND DESIGN LABS**

1. Students must only use the computers and computer room if they are accompanied by a teacher, and must follow all instructions given by the teacher.
2. Personal items such as briefcases, bags, electronic items, folders, or other objects, must be left in the designated area or where instructed by the teacher.
3. No changes are to be made to the school's current software, hardware and cabling without consulting beforehand the Coordinator of Educational Technology Integration (Primary) / Design Coordinator (secondary) or teacher responsible for that classroom.
4. It is illegal to share, copy or distribute software owned by the school.
5. Computers must be switched off properly and be put away accordingly, ready for the next class.
6. It is the responsibility of the teacher when he/she leaves the room, to verify that the room is properly closed.
7. Any anomaly or damage must be reported immediately to the Coordinator of Educational Technology Integration (Primary) / Design Coordinator (Secondary). The student who is at fault must take full responsibility and bear the cost for the damage caused.

During the period of health emergency due to Covid 19, as far as possible, students should not share equipment and materials. If necessary, the teacher in charge will ensure that the equipment to be shared is disinfected following the instructions so as not to damage them.

### 3.14.3. STANDARDS AT THE JOHN PATRICK CUSHNAN INFORMATION CENTRE

The JPC Information Centre consists of; libraries, resource rooms and audio-visual rooms in the second floor of the Infocentre. Managers, teachers, students, employees and in special cases, alumni's and parents of the Institution are considered users of this Information Centre.

#### 3.14.3.1. POLICIES AND PROCEDURES IN LIBRARIES

During the period of health emergency due to Covid 19, the use of the library should only be when defined by a teacher or for the withdrawal of bibliographic material. We recommend using the online resources that the school has.

In Secondary and Primary, during the alternation scheme, there must be a prior reservation for the use of the library, this must be made through the librarians who will confirm the quota for the space in order not to exceed the established capacity.

1. Users should follow the terms and conditions for the library and make use of this facility without hindering the work of others.
2. In the libraries, it is not allowed to enter thermoses, lunch boxes, briefcases, laptop cases or bags. These items should preferably be left in lockers, or on shelves provided outside the libraries.
3. In no case, must the libraries be used as places to carry out punishments or penalties.
4. The consultation terminals are designed to the access of the database of the Information Centre and information already in place must, under no circumstance, be altered.
5. When a teacher with his / her group needs any of the libraries, he / she must make a reservation in the weekly schedule prior to the day of use.
6. Student groups must be accompanied by their corresponding teacher, who is responsible for enforcing disciplinary rules and order; and make good use of material and facilities. Five minutes before the end of the period, students must organize their personal belongings and leave tables clean and seats in their place.
7. Those who misuse the library facilities, whether due to misconduct, lack of civility or cause damage to furniture or equipment, must be reported to their Section Head (or Coexistence Coordinator in Secondary), who will then determine the action to be taken as established in the Chapter regulating the Formative and Disciplinary Process of this Handbook.

**Secondary Libraries:** Teachers can reserve the Secondary Library for research work with their students and request previous bibliography of the subject to be investigated. Only one group per period is allowed, considering the space available. In class hours, teachers can submit to the Secondary Library, under their responsibility, up to three students to perform bibliographic research, using the GI-BI-FT-01 format, after verifying the availability of the space.

**Book Loans:** Users must sign the loan cards that will be stamped with the return date. This makes them responsible for the material loaned by the school. Students from Secondary must present their school ID card to access the loan of books and materials.

If the material is not returned on the due date, a fine will apply for each business day that registers the absence of these materials. The user will not be able to borrow other material from any library until it is returned and updated on the database.

User who lose or return equipment, teaching materials or books in bad condition, must pay the commercial value of that time for the replacement plus an additional 15% for technical processing of the book and shipping costs, in the case of imported books.

Reference Books will only circulate internally. Reserved books will only be held and reserved up until the first hour of the following school day; other books are provided for renewable periods, except when required for a special investigation and are given a “standby” treatment.

During the Christmas and Easter holidays, books will be lent to users who have made good use of the loan service and continue their enrolment with the School.

Students up to grade 9, administrative and service staff can simultaneously deliver up to three books / journals for a renewable two-week period. Students in grades 10 to 12 can borrow up to five books for the same period. Teachers can borrow up to five reference books or material items from the resource room with a one-month time limit, which is renewable if other users do not need such material. Before expiration, libraries will send a reminder note to users and their parents.

Books loans made in universities and/or university libraries, have agreements in which are governed by norms established, and the loan will be made through the responsible librarian. Users who intentionally remove materials from libraries without signing the corresponding loan cards will lose the privilege of using this service. The duration of this restriction will need to be agreed and authorized by the Head of the Information Centre and the Head of the corresponding Section.

For Secondary students, reservations made from Destiny have a period of 24 hours for which they need to be withdrawn from the library otherwise the reservation will be cancelled.

At the end of the school year, there will be a cut-off date for all users to gather their material and return them together with the safety requirements documents for libraries and resource rooms. Once this requirement is fulfilled, the Information Centre will sign the corresponding Good Standing certificate.

**Donations Policy:** The Information Centre reserves the right to enter into its collected donations that correspond to the school's approach and curricular reach. In turn, those materials that are discharged in their inventories will be donated to requesting institutions.

### 3.14.3.2. CCB RESEARCH POLICY

The research policy, at the Colombo Británico School, seeks to meet the following objectives:

1. Through the formative investigation, the student must be able to construct own knowledge in independent form. Likewise, these skills are part of the set of competencies that a student, when graduating, must possess to participate in an intelligent and active way in the university, professional

and in the society.

2. Research must support the academic educational processes not only for the generation of knowledge that feed the curricular contents, but also for the way in which the research culture enriches the methodologies and the perspectives to approach objects of study.
3. The learning that is carried out through research, culminating in each stage with a final work, should contribute to the development of the characteristics described in the profile of the learning community of the International Baccalaureate.
4. This policy reaffirms the School's commitment to academic integrity to achieve integrity in research processes, ethical awareness and copyright protection.
5. The Information Centre, through its libraries and resource rooms, is a fundamental support in the research process, both in its collections and in the services of its staff; to assist students in their research projects, and to teachers in their curriculum planning processes. The information centre has databases and reliable virtual libraries, refined and revised for their users to carry out research and academic bibliographic searches.

#### 3.14.3.3. POLICY AND PROCEDURES IN RESOURCE ROOMS

No person may remove equipment from the School without written permission from the Head of Section, Headmaster or Administrative Director.

All users must return, to the resource rooms, all books and implements provided by the Institution before the end of the school year, in the same good state in which they were received.

If for some reason they no longer have them, or have caused partial or total damages, they must pay their corresponding commercial value in Treasury plus an additional 15% per Technical Processing of the book and shipping costs in the case of imported books. This is a prerequisite for the no debt certificate signature of students and teachers. Normal wear deterioration is considered according to the age of the users.

Audio-visual resources are provided to teachers when it is necessary for the programming of their classes. Teachers must personally return audio-visual material at the end of the class.

#### 3.14.4. POLICY AND PROCEDURES IN THE COPY CENTRE

Services for academic use have priority over services for personal use. The latter must be cancelled in advance in accordance with current rates. All works of publications of academic nature of the School, whether prints, photocopies, ring or laminated, must be accompanied by the corresponding receipt specifying the number of copies, name of the budget and the signature of the authorized person of the section or department.

The work is done on the same order of arrival. Therefore, it is important to request them with due anticipation and verify the good condition of the original document to be photocopied.

The Information Centre sends a monthly consumption report of publications to Section Coordinators and Heads of Department.

### 3.14.5. STANDARDS IN MEETING ROOMS AND AUDITORIUMS

During the alternation scheme, a prior reservation must be made for the use of these spaces, taking into account the maximum capacity allowed, guaranteeing social distancing.

Audio-visual resources and equipment of meeting rooms, and auditoriums are oriented towards the support of the academic structure and are not provided for personal use outside the Institution. They must not be managed by students.

Students must be accompanied by a teacher or member of staff when using the meeting rooms and auditoriums, and must leave in an orderly and silent manner. It is not permitted to raise feet onto seats.

Teachers must ensure that the student's behaviour is appropriate while making use of the audio-visual equipment and furniture. Those in charge of conducting activities must ensure the careful handling of the equipment and that these are properly switched off. They must ensure that the room/facility is securely closed.

No material or equipment is to be removed from the meeting rooms or auditoriums without the corresponding permission or consent.

The logistic enlistment and the audio-visual support for the meeting rooms are requested by Order of Service, to the Office of Maintenance and what is pertinent to the operation of the computer equipment is requested to the IT department.

Those interested in using the meeting rooms must make their reservations at the appropriate times, in the following places:

**The AEB Laurence Auditorium** with the Audio-visuals Assistant, at 555 5350 or extension 350.

**The LA Maldonado Auditorium** in the Secondary Office.

**The meeting rooms** (AV1 & AV2) in the Information Centre in the Secondary library.

**The Dome**, in the Library of Pre-primary.

**The Early Childhood Drama Hall** in the Early Childhood Office.

**The Planning Room** in Early Childhood at the Office of Early Childhood.

### 3.14.6. SAFETY STANDARDS FOR PHYSICS, CHEMISTRY, BIOLOGY AND COMBINED SCIENCES LABORATORIES

General rules for teachers, and particularly for students, that guarantee safety during work in the laboratory:

#### 3.14.6.1. CLOTHING TO WORK IN THE LABORATORY

1. Wear a robe (preferably cotton) with long sleeves and knee length, always well buttoned, to protect clothing and skin.

2. Do not use hanging accessories (earrings, bracelets, necklaces).
3. Store outerwear and personal items.
4. Do not wear scarves, long scarves, or clothing or objects that hinder mobility.
5. For safety, bind long hair.

#### 3.14.6.2. ACT RESPONSIBLY IN THE LABORATORY

1. Students can only enter the labs when the teacher is present.
2. The essential standard in the laboratory is self-care and self-responsibility.
3. Keep the teacher informed of any event that occurs.
4. Students must carefully follow the teacher's instructions. Clarify any doubts with the teacher.
5. Stay quiet and focus on the work you are doing.
6. Work without haste, thinking every moment about what is being done.
7. Avoid jokes in the laboratory.
8. Students must walk carefully inside the labs, always leaving the hallways clear. Running, playing, pushing is prohibited, these behaviours can cause accidents.
9. The laboratory should not carry out work other than those authorized by the responsible teacher.
10. Use personal protective equipment correctly. The use of safety glasses is mandatory whenever practice requires it, or the teacher so provides. Contact lenses should not be worn during laboratory practice because splashing into the eye can aggravate the injury. If necessary, use prescription safety glasses.
11. Students may not enter the work areas of science teachers. Students may not enter the chemical store or preparation room without authorization.
12. Remain standing in the laboratory while the practice is being carried out, when sitting there is a risk of spilling substances.
13. Any damage to equipment must be reported immediately to the teacher or laboratory assistant. Any loss, breakage or damage will be borne by the user.
14. Students may not ask laboratory technicians to carry out all or part of the practices assigned by the teachers.

#### 3.14.6.3. ATTENTION TO THE UNKNOWN

1. Before starting a lab practice, you must know and understand the processes to be carried out.
2. Refrain from using chemical reagent bottles that have lost their label.
3. Without permission from the teacher in charge, one chemical should not be substituted for another in an experiment.
4. Avoid using equipment without having received prior training and without supervision during its use.

#### 3.14.6.4. HANDLING OF CHEMICALS

1. Avoid inhaling chemical vapours. Never bring your nose close to inhale directly from the test tube. If on

any occasion you have to smell a substance, the correct way to smell it is to direct a little of the steam towards your nose, helping yourself with your hand.

2. Never return the leftovers of the used products to the original bottles without consulting the teacher.
3. Both apparatus and chemical reagents should be away from the edge of the table.
4. Keep flammable substances away from the flames of lighters.
5. If tubes are required to be heated with these products, it will be done in a water bath, never directly on the flame.
6. To prevent splashing, never look into the mouth of test tubes or flasks when a reaction is running.
7. When products are mixed, it should generally be done in small amounts and slowly.
8. When diluting acids, always deposit the acid on the water, being careful.
9. Use the hood during practices where poisonous gases are released.
10. As a general rule, do not take any chemicals. The teacher will provide it.
11. Pipetting chemical reagents by mouth is strictly prohibited. A special device must be used for pipetting liquids.
12. Use only the amount of product that is needed for the laboratory experience.

#### 3.14.6.5. HYGIENIC STANDARDS

1. Eating or drinking is not allowed, as food or drink can become contaminated.
2. For legal, hygienic and mainly safety reasons, smoking is prohibited in the laboratory.
3. Make-up is not allowed when in the laboratory.
4. Careful washing of arms, hands and nails, with soap and water, after any laboratory manipulation and before leaving the laboratory. If there is any wound, it should be covered.

#### 3.14.6.6. WORK WITH ORDER AND CLEANLINESS

1. Students must keep their workplace clean and orderly and suitcases must be located in their assigned place. It is essential to maintain order and cleanliness, to avoid accidents.
2. Only books and notebooks strictly necessary should be placed on the laboratory counter.
3. Surfaces with chemical spills should be cleaned immediately.
4. The materials and equipment must be thoroughly cleaned in each practice after use.

#### 3.14.6.7. GLASS HANDLING

1. The use of tweezers or pliers is essential to avoid burns from hot glass implements.
2. Glass equipment that is cracked or broken should never be used.
3. Broken glassware should be placed in a glass container, never in the bin.

#### 3.14.6.8. USE OF GAS LIGHTERS

1. If using a Bunsen burner, or other intense source of heat, containers with chemical reagents should be moved away from the burner.
2. Never heat flammable liquids with a lighter.
3. Close the lighter and the gas tap when not in use.
4. If you smell gas, refrain from: operating switches, turning on electrical appliances, lighting matches or lighters. Doors and windows should be opened, and the general key to the laboratory closed.

#### 3.14.6.9. LIQUID HEATING

1. Never heat a totally closed container.
2. Always direct the mouth of the container away from nearby people.

#### 3.14.6.10. CHEMICAL REAGENT TRANSPORT

1. Avoid unnecessary transport of chemical reagents from one site to another in the laboratory.
2. The reagent containers must be held by the bottom (base), never from the lid, and do not put them close to the body during handling or transport.

#### 3.14.6.11. OTHER STANDARDS

1. The Chemistry laboratory must have properly labelled containers for the deposit of organic and inorganic waste.
2. All reagents, prepared materials and solutions must have their respective label, with relevant information such as: content, date of preparation, responsible, etc.

#### 3.14.6.12. ELECTRICAL SAFETY IN THE PHYSICS LABORATORY

1. Any experiment with electricity must be guided by the responsible teacher.
2. To avoid accidental electric shock, strictly follow the operating and handling instructions of the equipment.
3. Never plug equipment in an ungrounded plug or with cables or connections in poor condition.
4. When handling the inside of an appliance, always check that it is disconnected from the power source. It is forbidden to manipulate the inside of an appliance if it is being supplied with power.
5. When handling electrical appliances, always be dry (even without sweat) and wear shoes. Do not get electrical appliances wet.
6. Always consider that conductive cables carry electrical current.
7. The assembly or disassembly of a circuit must be done without passing current.
8. Whenever an electrical circuit is created or tampered with, it should be possible to interrupt the current.
9. Periodically, cables and plugs should be checked.



10. If when handling an electrical device, a current is perceived, its use must be terminated and the responsible teacher notified.
11. In the event of a short circuit, immediately go to the teacher in charge of the laboratory.
12. Turn off the light and electrical appliances at the end of the laboratory practice.

#### 3.14.6.13. LABORATORY STANDARDS FOR TEACHING STAFF

The teacher responsible for the laboratory practices must additionally comply with the following standards:

1. Supervise the proper functioning of the laboratory.
2. Coordinate the activities that take place inside the laboratory.
3. Monitor the administration and proper management of equipment, resources, substances, chemicals, waste and physical spaces thereof.
4. Promote and verify compliance with safety regulations by students.
5. Ensure and verify the use of personal protective equipment by the students. Ensure safe work within the laboratory and supervise the practices that are carried out in the laboratory, where there are should be at least two people.
6. Ensure compliance with regulations related to the use of equipment, as well as the handling of materials, use of instruments and / or reagents, as well as safety measures, by the students who carry out the laboratory experiences.
7. Verify the status of the connections and obsolete electrical wiring that may cause electrical shorts or fires and report to the maintenance area in a timely manner.
8. Avoid the presence of toxic gases in closed or unventilated spaces, where students or any other personnel are doing activities.
9. The laboratory room must allow the continuous flow of air in one direction.
10. Limit access to the chemistry laboratory to non-staff.
11. Give information to students on safe handling and behaviour around chemicals.
12. Apply and verify compliance with the standards related to the comprehensive management of laboratory waste (chemical, ordinary, toxic).
13. Promote the implementation of practices for the efficient use of water and energy.
14. Keep at hand the safety sheets of the chemical products and chemical residues used in each laboratory practice.
15. Make sure that the containers of the chemical substances are in good condition and with the corresponding label (name of the product, hazard pictograms).
16. Observe the incompatibilities of each chemical substance.
17. At the end of each laboratory experience, the lights should be turned off, check that the gas valves and water taps are closed, as well as the windows and doors.
18. Have equipment - kit to deal with spills and chemical substances.

#### 3.14.6.14. RULES FOR THE TEACHER RESPONSIBLE FOR THE LABORATORY

1. Make sure that the chemical substances are properly labeled. If there is no label, prepare the label that allows the sample to be identified.
2. It is relevant to warn about the need to store solutions of bases or acids in plastic or glass bottles respectively and not to store them in ground-mouth balloons. These containers must be properly labelled informing about their content, date of preparation and responsible person.
3. Use a dedicated storage site for chemicals.
4. Check that the storage site is kept in good order and clean condition.
5. Verify that chemicals are stored taking compatibility into account, by avoiding the expiration of stored chemicals.
6. Identify, according to the nature of the solvent and according to the compatibility table, the safe storage place in the laboratory for chemical substances.
7. Verify the requirements that the chemical storage site must have: drainage systems, ventilation, lighting, signalling, structure and security systems (against fire and for health).
8. Reagents that require refrigeration should be tightly closed and in safe, food-free refrigerators.
9. Avoid overloading the shelves.
10. Verify that the storage spaces of the substances present safe conditions, such as: adequate ventilation, away from hot areas and sunlight, connections and electrical sources. Keep a control and inventory of the substances that enter, use or expire at the laboratory.
11. Store chemicals in safe spaces and heights, in closets or on stable shelves (anchored to the wall) at a height above eye level. Chemicals should not be stored at floor level.
12. Do not accept donations of chemical substances that are not required within the procedures developed by the laboratory because these will become a potential chemical waste.
13. Keep in mind the location of the safety data sheets and review them carefully.
14. Keep in mind the location of equipment, devices and emergency exits.
15. Receive training and update with a frequency not exceeding one year, on issues related to the processes of reception, classification, transfer and storage of chemical substances.
16. Handle items with personal protective equipment.
17. For large quantities of flammable liquids, store outside the laboratory in a safe space.

#### 3.14.7. STANDARDS IN THE MEDICAL DEPARTMENT

1. During the health emergency period due to Covid 19:
  - Students and workers must fill out every day the “**Self-report of health conditions**” survey before leaving home or before starting their virtual activities, which is mandatory.  
For students, there are two (2) mandatory surveys which will be completed by their parents prior to entering school transport or the CCB: the first survey is carried out through the Phidias academic

platform, section **“Community > Follow-ups> COVID-19”** or through our Mobile App in the item COVID-19; and the second survey according to CIRCULAR No. 4143.010.22.2.0012.000824 of February 1, 2021 **“Format signs and symptoms of the family nucleus”** through the link: <https://docs.google.com/forms/d/e/1FAIpQLSc6xZmZM44HZA1zAhHobzih2o3eXx2DuOohwRb5rrX6ydSiag/viewform>, which must be completed on a mandatory basis, three (3) days a week in an interspersed manner, reporting the health conditions in which the family nucleus is found.

For workers, the link to the survey (<https://forms.gle/9DthBr7xE7LtABS86>) will be sent daily to their institutional emails. The completion of this survey is an essential requirement to be able to authorize admission to the school.

- In case of symptoms, you must fill the survey for the due report to Occupational Health and Safety Department, the Medical Department and promptly inform your health service (EPS). Workers will also report via email to the immediate boss. You can only resume your classes or face-to-face activities, when the symptoms of the student, worker or family member have disappeared and a possible infection of COVID-19 is ruled out with paraclinical evidence or medical certificate; in case of obtaining a positive result, the student, worker and their family nucleus must be isolated for 14 days.
- In the event that the student, worker or member of the family nucleus presents fever, cough, difficulty or pain in breathing, sore throat, headache, loss of smell and / or taste, physical fatigue or lack of strength or with symptoms acute respiratory or gastrointestinal disease (abdominal pain, vomiting, diarrhea), the student or worker should not attend the school in person, in order to avoid contagion. Parents must report to the group director and the CCB Medical Department and in turn, they must seek guidance from the health service (EPS). Employees must report to the Occupational Health and Safety department and their immediate boss.
- If a student suffers from allergies that can be confused with symptoms of Covid 19, parents must send the certificate of the treating physician to Dr. Marcela Velasco ([medico@ccbcali.edu.co](mailto:medico@ccbcali.edu.co)) to avoid a situation arising in the that your child is not authorized to enter school premises or sent home. The adults in charge (Head of section, teachers etc) will be notified about it.

In cases where non-compliance with this provision is evidenced, the respective section head and the headmaster will be notified immediately to define the corresponding disciplinary measures.

- It is the duty of parents and employees to report to the CCB, any case of Covid 19 contagion that occurs in their family, people with whom they live or in their close environment, so that the institution can adopt the corresponding measures, as well how to fulfill the disability or isolation that your health service has indicated.
- People with symptoms such as cough, fever, difficulty or pain in breathing, sore throat, headache, loss of smell and / or taste, physical fatigue or lack of strength, or gastrointestinal symptoms (abdominal pain, vomiting, diarrhea), will not be allowed to enter and remain in the school and they must return to their homes consulting their respective health service in the shortest possible time, so that the proper diagnosis and management can be carried out.
- Students, workers or contractors who during the academic day present suspicious symptoms of COVID-19 will be directed to the isolation area designated by the School, taking extreme security measures. In the case of students, and after being assessed, the parents will be informed immediately so that they can come in a maximum of (1) hour to pick them up at school. If you present severe symptoms, your respective health service will be contacted and immediately the School's protected area ambulance service will be requested for transfer to the nearest authorized health institution. In

the case of workers or contractors, they will be referred to their respective health services.

- In the presence of probable or confirmed cases of Covid-19, the Medical Department and / or the Office of Occupational Health and Safety, will carry out an epidemiological analysis in order to establish a possible infectious nexus and identify the people with whom the allegedly affected individual had close contact, in order to notify them, follow up and validate if other people who had contact have symptoms, activating the protocol defined by the health authorities and the school, for this type of event.
- It is the parents' duty to promptly notify the Medical Department, if the student presents any underlying comorbidity that implies a high risk of Acute Respiratory Infection (ARI) and COVID-19 as well as disabling conditions. These students must continue their educational process from home, virtually, in order to protect their health. For the above, the CCB establishes the virtual vulnerability (comorbidities) survey, which is confidential and exclusively managed by the Medical Department. It is the parents' responsibility to fill it out truthfully and completely.
- Workers must promptly report to the Medical Department and OH&S, if they present any underlying comorbidity that implies a high risk of Acute Respiratory Infection (ARI) and COVID-19.

2. When students are enrolled in the school, parents must fill out and / or update the medical history format online through the School website.

Parents should update any change of information regarding their child's health status. These measures are essential to contribute to the safety and adequate medical care of the students.

3. It is the responsibility of the parents to ensure that their child is in good health before sending them to school. Sick children or those who are presenting illness symptoms should not attend school. Those that persist with illness must be taken to their corresponding health care service so to prevent further complications.

In case of absence due to illness, parents must inform the school and provide a sick leave certificate from their doctor. Children who experience illness symptoms will be escorted to the Medical Department, where they will remain until they are picked up by their parents or until they are sent back to class. The decision will be made according to the medical professional's criteria.

4. The Medical Department attends medical emergencies that occur during the school day, extracurricular, or Saturday School Sports.
5. The Medical Department can only manage and supply medications for minor discomforts, and minor trauma. In the cases of greater complexity, the required medical assistance will be provided until the student is referred to a medical centre.
6. If a student needs to take prescription medications during the day, they must present the prescription from their doctor to the school's medical department. Teachers are not authorized to administer any medication. Parents must inform teachers in writing of any medical condition.
7. In case of illness during school, the student must collect a signed authorisation note from their teacher before the leave the classroom. If the student is taking part in an extracurricular activity or in case of an accident, the student must be accompanied by the teacher in charge or an adult from the section.
8. The doctor and / or nurse will provide medical assistance and administer relief medication if necessary. A medical report / note will be given to the student with a brief description of what treatment and medication if any was given to the student up until the when they leave the medical department. This report needs to be passed on by the student to the teacher. Serious cases should be reported to the

corresponding Head of Section.

9. If the student is unable to stay in the school, the physician and / or nurse must locate one or both parents or legal guardian so that they can pick up the student. In an emergency situation the school will require authorisation from the parents before transferring him or her to a health care facility. It is the parents' duty to pick up their sick child or send another responsible adult to do so, within a reasonable time.
10. A medical report will be issued and passed on to the corresponding parent. The School Doctor must notify the Head or Section Assistant who will be in charge of authorizing the student's departure.
11. In case of a serious emergency where the student is injured, he or she should not be moved; the doctor and / or nurse will be called to attend the student at the site of the accident and they will inform the parents and the Head of section about the incident.
12. The doctor and / or nurse informs the corresponding section, when a student repeatedly enters the infirmary without just cause.
13. Early Childhood children will be escorted by an adult whenever they need to visit the Medical Department.
14. When parents fail to comply with their duty to care for their child's health such as: not taking him for timely medical attention when he presents symptoms, sending him sick to the school, or not picking him up when the doctor has reported that he should do so in a reasonable time, the doctor will follow the following procedure:
  - **First Time:** Report the situation to the Head of Section, who will request a written explanation from the parents.
  - **Second Time:** Report the situation to the Head of Section and the Headmaster, who will summon the parents to provide an explanation of the causes for which this situation is repeatedly occurring and presentation of possible solutions.
  - **Third Time:** Report the situation to the Head of Section and to the Headmaster, who will proceed to report what happened to the Child Protection Committee.
  - The Child Protection Committee will analyse the situation and define the actions it considers pertinent, and may include the report to the local authorities

### 3.14.8. STANDARDS IN THE TEACHERS ROOMS AND OFFICES

During the health emergency period due to Covid 19, it must be used in strict accordance with the Biosafety Protocols and distancing rules (Page 9).

1. Students are not allowed to enter their classrooms without prior authorization from their teacher unless they are due to begin a class.
2. Students should not use the landline telephones that situated in offices, except in the case of an emergency. Prior permission is required from the Head of Section.
3. Teachers or students cannot be interrupted during classes to receive private phone calls, unless there is an emergency situation. Telephone messages for students should only come from their parents.
4. Only in emergency situation may the student enter the administrative or academic offices during class periods.
5. Teachers will be responsible for keeping their room in order, keeping kitchen implements clean and

turning off computers after use.

### 3.14.9. STANDARDS IN CLASSROOMS, HALLS AND LOCKERS

During the health emergency due to Covid 19, all members of the Educational Community must comply with the Biosafety Protocols including:

1. Permanently wear the face mask correctly, it cannot be removed at any time.
2. Respect social distancing, for this they must remain in the assigned spaces and not make modifications to them.
3. When interacting with any member of the educational community, a minimum distance of 2 meters must be maintained.

In Secondary and primary, lockers and cubicles will remain in the corridors and they should only be used if it is essential, and avoiding any type of crowding.

In the case of teaching a remote class, teachers may remove the mask only if it is in a closed space and it is the only person in that place.

1. Students are not allowed to stay in classrooms during recess unless they have been granted permission from their teacher.
2. Classrooms must be tidied up before the end of each class. Students will only be allowed to leave once these duties have been completed.
3. At the beginning of the school year, each student is assigned a locker that will meet the standards and that are in good conditions. The student is responsible for keeping it clean and tidy and must sign it back to the school in the same conditions. Students from secondary must secure their lockers with their own lock. The lockers are the property of the school and it has access to the lockers at the time it requires the student.
4. In the Secondary it is compulsory to use the cubicles that are inside the classrooms, students must leave their bag there and inside it their cell phones, Apple Watch or other material that could interrupt the normal development of the class. Students must bring all the materials that are required in the class.
5. Students must not run in the classrooms and hallways, nor engage in games that may go against the personal well-being and environment of each section. Students should not sit in the hallways obstructing the entrance to classrooms, offices and restrooms.
6. Most sports facilities in the school offer student's temporary lockers for their personal use. Each student must carry an additional lock with them.
7. Adequate use of garbage cans should be made. Waste classification must be carried out for recycling.
8. Students must remain in the assigned areas corresponding to their section.
9. In Primary and Early Childhood, it is not allowed to organize birthday parties in classrooms (send invitations, bring surprises, piñatas, shows, etc.). Upon prior request, the teacher may authorize a sharing of a cake during the recess break with the student's class, without affecting the academic day.
10. In the Secondary, teachers can authorize students to exit a room, only when it is a class that is not immediately after recess, the student must go alone, he/she cannot take his/her cell phone. Teacher will not authorize students to go out to collect materials that have been forgotten.

11. In Secondary and Primary, it is forbidden to buy at food outlets at times other than lunch and recess. Students can only buy at the cafeteria point located or assigned to their section.

### **3.14.10. RULES IN THE SPORTS ZONE**

During the health emergency period due to Covid 19, the sports areas should only be used for physical education classes in person. The space for each of the students will be delimited and demarcated.

Sports or contact games should not be played.

Children will not be able to use the equipment in the outdoor play areas. These must be properly closed and marked.

All users of the Sports Zone must:

- Always use the locker rooms for changing clothes.
- Make good use of materials and facilities intended for physical-sport activities, both during physical education classes and in training and special events in the company of their teachers or people responsible for the activity.
- Show behaviour and discipline in accordance with the provisions of this School Handbook.

The Colegio Colombo Británico is not responsible for the loss of items that have been left in the Gym and / or other Sports Facilities.

The users must enter with suitable footwear: soccer cleats for the football fields, sneakers for the machines and gym, Multisport Gym and other multisport fields. Those who are going to use of the football fields must warm up outside in the green zone.

Sports zones are prioritized for the students and collaborators of the CCB who are carrying out curricular and extracurricular activities.

When sports zones are not being used in curricular and extracurricular activities of the students or of the collaborators, they can be rendered to members of the educational community: Students, Parents, Employees, Professors and Alumni. These loans may be during the school day, extracurricular and school sport days (7:30 a.m. to 5:00 p.m. from Monday to Friday and Saturdays from 9 am to 12 pm), or outside these hours and must be adjusted to the specific regulations established for this purpose.

The loan will be made free of charge provided that the activity does not involve additional expenses for the School, such as maintenance services, security, etc., which must be borne by the user.

In the case of activities not being programmed by the school as special events, requests that require access to sports areas after the school day will be analysed by the Headmaster's Office with the assistance of the PYP P.E. Coordinator and/or Coordinator of Extracurricular Activities, and must comply with all current rules of discipline. The rules that govern these cases are listed in subsection 12, which contain rules for use and loan of facilities.

### 3.14.10.1. STANDARDS IN THE MULTISPORT GYM

The Multisport Gym has been designed to fulfil the following duties: physical education classes, extracurricular sports activities, development of official internal and external tournaments, cultural programs and special programs of the Colombo Británico community.

Schedules and arrangements for the use of these facilities will be managed by the PYP P.E. Coordinator and/or Coordinator of Extracurricular Activities and Head of Section according to its level of priority.

Special events, extraordinary requests and other exceptional situations will be analysed and defined by the Headmaster.

The stage, lighting and sound logistics, will be management by the maintenance department upon request. The academic section will require authorization from the PYP P.E. Coordinator and/or Head of Extracurricular Activities.

No entry or consumption of food or beverages is allowed in the Multisport Gym area. Any exceptions should be approved by the Headmaster's Office.

Users will only be able to enter the Multisport Gym facilities with the appropriate clothing and with prior authorization from a teacher or trainer that is assigned for that date and time.

For security reasons, students are only allowed to enter during recess if they are under the supervision of a teacher.

Under no circumstance are games allowed that go against the physical integrity of others.

All personnel that use the Multisport Gym should consider following the adequate care and maintenance, that is stated in this document.

The cancellation of a program planned in the facilities of the Multiple Gym, must be notified 15 days in advance, so that it can be offered to others interested in using the facility.

### 3.14.10.2. TERMS OF USE FOR THE POOL

The school has not authorized the use of the pools during the health emergency period due to COVID 19.

In accordance with Law 1209 of 2008, in Art. 4 subsection B.2), the CCB swimming pool is of restricted use. The following provisions apply to the use and loan of the pool:

1. Entry into the pool area is not allowed when it is under maintenance.
2. The entrance and exit is only by the access doors.
3. The entrance to the area should be done without shoes and making use of the Foot Shower, making sure not to contaminate the area surrounding the pool to ensure compliance with established hygiene and sanitary requirements.



4. People with infectious diseases cannot use the pool.
5. Individual or collective entrance to the pool must be authorized and in the presence of a teacher or coach who will be responsible for supervising the students, facilities and activity at the assigned time. The teacher in charge must remain in the pool until all the students have retired.
6. All students must wear the CCB swimming uniform to be able to enter the pool or scheduled activity.
7. All pool users should shower before and after entering pool.
8. It is recommended to use sun blockers or sunscreens. The use of suntan lotion is not allowed.
9. In the pool should not wear jewellery or items that interfere with the normal development of the class.
10. Toddlers children enter the pool accompanied by the swimming teacher, and a teacher. Nursery and Pre-kinder children enter the pool accompanied by the swimming teacher, and a teacher whose role will be determined at the beginning of the school year according to the characteristics of each group. The school has a pool specially built for these ages.
11. The pool and the area around it are aimed at learning and training. There is no reason to allow games that compromise physical integrity, for example: running, or throwing yourself in a “bomb”.
12. Within these facilities only suitable implements for the use in the swimming pools and that are authorized by the responsible teacher should be.
13. It is not allowed to enter or eat food or drinks in the pool area or chewing gum.
14. For security reasons, the entry of containers or glass containers is not allowed.

**Hours:** During the weekdays from Monday to Friday between 7:00 am and 5:00 pm, and Saturdays mornings until 12.00 m. The pool service hours go according to the schedule established by the Swimming Coordinator.

#### 3.14.10.3. APPROPRIATE USE OF THE GYM EQUIPMENT - GYMNASTICS AREA - JUDO

1. Access to the gym is not permitted when the area is under maintenance.
2. You may use the gym facilities with the authorization and supervision from a physical education teacher or qualified trainer. A specific training program will be specially tailored and designed for each user. Any medical restrictions must be notified to the trainer or teacher in charge.
3. All equipment used must be left in their corresponding place. The teacher or trainer in charge of supervising will also responsible for the equipment.
4. For safety reasons, devices and equipment must be unloaded.
5. The person responsible for damages to any equipment or material will have to reimburse the school with the cost of repairs or for the replacement.
6. Those that use the facilities are expected to maintain good relationship with other users by showing a respectful and tolerant attitude when carrying out their activities.
7. Appropriate behaviour is expected from all facility users.
8. The consumption of food or substances inside the facilities is not permitted, including drugs that stimulate muscular hypertrophy and / or mood.
9. For safety reasons, no glass containers or bottles are allowed in the facility.
10. No chewing gum is permitted.

11. The Gym is intended for the use of authorized sports and cultural activities.
12. The CCB is not responsible for personal injuries caused by inappropriate use within the gymnasium; those who do not follow instructions from the professional in charge; those who have not reported any important medical information.
13. Refrain from using the gym if you have any type of wound or injury or when experiencing symptoms of any infectious illness that can affect the community's health.
14. Follow the set schedule for the authorized activities.
15. Appropriate clothing must be worn when using the facilities: Trainers (clean indoor trainers), T-shirt, sweatshirt, pants, sports socks and personal towel. No shoes or socks are allowed in the gymnastics and judo areas.
16. For hygiene reasons, all equipment (benches, mats and machines) should be cleaned and disinfected by using the alcohol spray that is provided and located by each machine.

#### 3.14.10.4. SPORTS EQUIPMENT LOANS

Students and teachers (users) who wish to use sports equipment during breaks such as balls, hoops, rackets, etc., must present an identification document or student card to the personnel in charge of the warehouse, which will be returned to them when they deliver the implements, at the end of the break.

The user who loses or returns implements in poor condition, must pay the commercial value of replacement of the material at that time, so that the identification document is returned.

The user can lend the material for a period of up to a week, once this time has ended, if he has not returned the material, he must assume the commercial value of replacement at that moment.

For the use of implements in classes of P.E and Extracurricular, teachers must fill out the format assigned to the manager of the warehouse on Fridays before 3:00 pm with all the material required for the coming week. If there is any issue, it will be noted in the format.

### **3.15. TRANSPORT STANDARDS**

#### **3.15.1. BUS SERVICE**

The bus transport only provides a door to door service to students who live within the urban perimeter, as long as the vehicle has safe access to the residence, without involving the execution of risky manoeuvres.

In accordance with the regulations in the Traffic Code, the transportation service for students residing in residential units will be provided to the unit's gate, if entering their home involves dangerous and illegal manoeuvres. The driver is the person competent to determine such risks in accordance to his experience and education.

Additionally, and in accordance with the regulations in the Traffic Code, as it is considered a dangerous and illegal manoeuvre, the bus is not allowed to enter the door or doors of residence in reverse, therefore in

these cases the family must deliver and / or receive the student at the point closest to the gate without performing dangerous manoeuvres.

The routes are arranged so that students who live further away from school will be the first to be picked up and the last to be dropped off.

The school will provide an estimated student pick up and drop off time however these times may vary depending on the traffic along the route.

Bus routes and schedules may change throughout the year in order to accommodate new students, changes in students' home address, or heavy traffic in a specific part of the route. If this is the case all parents will be notified in advance.

Students need to be ready 5 minutes before the pick-up time at the agreed location. The bus will not wait for students who are not present at the bus stop and it will be the responsibility of the parents to take the student to school.

Since the transportation contract is annualized, parents will only be able to enter the transportation service for their children at the beginning of the school year in the month of August for the August-December period and in January for the January-June period. Applications that arrive after the beginning of the school year will be subject to availability of space on the route.

The suspension or withdrawal of the transport service by the parents during the period requires the payment of the contracted service during the entire period (August-December or January to May).

Permanent changes of address or changes of caregivers must be communicated at least eight business days in advance to the transport office, through the Phidias platform, in which the new pick-up and / or drop-off address or the name of the caregiver and the date from which the change begins to have effect. The change of address during the school year will be subject to availability of space on the route.

When a student who uses the transport service for any situation is not going to attend school, parents must immediately inform the Transportation office about said news so that the bus does not go to the residence, through an email if it is the day before and if it is in the morning through a call between 5:45 am and 6:15 am to the Transportation Coordinator (321 8086113) or to the Head of General Services (312 2793400).

The driver or companion are only authorized to accept transporting items at the request of families or students to be delivered to the School. It is not allowed to receive items to be delivered to another destination.

In the case of separated parents, the change will be accepted when it is issued by the parent who holds custody, reported to the school at the beginning of the year. If they are not separated, the communication can be sent by either parent. The change of address during the school year will be subject to availability of space on the route.

Students transported after extracurricular activities that end at 5:00 pm can only be dropped off at the residence address.

The school may pick up or drop off students in the residence addresses agreed on the registration form. The change of address during the school year will be subject to availability of space on the route.

In the case of separated parents who require the transportation service to different addresses on a recurring basis, given that the service is provided under allocation of quotas and in order to guarantee said service, families may choose to contract the additional transportation service from the beginning, otherwise, they may request the service under the modality of Journeys, which will be subject to the availability of space on the route.

Failure to pay the obligations relating to the value of the transport service for more than two months will lead to the suspension of the service. The suspension of the service will be carried out on the first (01) business day of the third billing month, prior notification to the family by the transportation area on the previous week.

The school may occasionally provide students daily transport service with a fee that will depend on the number of routes for that month (see table), as long as it is within the urban perimeter, the address is in one of the existing routes and there is availability of seats on the route. The request must be made with at least a week in advance.

This request must be made through the Phidias platform from Monday to Friday. Once the service is requested and confirmed by the Transportation Office, the respective charge will be made.

The school will provide bus transportation to students who belong to a CCB Sports Teams and that are participating in official CCB sports events and Model UN, if there is availability on the route.

The transportation service is provided within the established routes hours (5:00 pm) to students who participate in the School Musical, if there is availability on the route.

### **3.15.2. CONDUCT ON BUSES**

During the period of health emergency due to Covid 19:

In the document: PROTOCOLS FOR THE PROVISION OF THE EDUCATION SERVICE UNDER THE SCHEME OF ALTERNATION AND THE IMPLEMENTATION OF SECURITY PRACTICES IN THE CCB. Numeral 4.3 are the new norms and provisions of Transportation.

Any person who uses the transport service must wear a face mask, respect the allocation of the chair and the face mask cannot be removed at any time during the tour.

The respective social distancing of 2 meters must be kept while queuing both to board the bus and when descending. Parents must accompany their children while waiting for the bus to arrive and when getting off the bus to ensure that they keep the physical distance of 2 meters.

Anyone who does not belong to the CCB community cannot under any circumstance board the school buses unless there is an authorisation notice from the transport department and school office.

Stationed buses will remain with their doors shut while at the school gate, until the bus attendant and driver are with them. Students will not be allowed to pass the gates located in the parking area until the bus is completely stopped, and the bus lady

Students should not sit or lie down, or leave luggage in the exit corridor when boarding the buses, since this makes boarding difficult.

During the routes, everyone must remain seated and use the seat belt for their protection. Once a passenger boarding the bus is seated, the driver will start the bus.

Students should place their bags and belongings under their own seat and should not leave anything by the driver's seat. Students are responsible for taking their personal items before leaving the vehicle.

Doors should remain closed when buses are in motion. Only one door is opened for passengers to exit. Students may not pass through the security gate without permission and may only exit the bus at the address on the registration form.

There are no reserved seats on the bus and seating should be according to age. Older students use the back of the bus, younger students sit toward the front. Early Childhood children should not sit in the first row of the bus. The adult supervisor will assign the seats, if necessary.

Students must wear School uniforms during bus rides. For extracurricular activities, the uniform for that activity is to be worn.

Hands, arms and extremities must remain inside the bus at all times. Do not reach out of the windows. Dispose of all trash properly and do not leave any trash on the bus and do not throw trash outside the bus.

Horse play, eating and drinking are not allowed on the bus, given the risk that this implies for the physical integrity of the users. Students can only drink water when the bus is stopped.

The bus attendant and the drivers represent the authority of the School, and students must show them respect and comply with their instructions.

In the event of any inappropriate behavior of a student while on the bus, the Formative and Disciplinary procedure established in Chapter 4 will be followed.

School transportation services are not provided to students who, because of disciplinary action, must attend school after school hours. Transportation service will only be provided to students in detention, as well as those who stay to carry out activities other than extracurriculars, if there is space available on the route.

Teachers must travel on the bus assigned by the Transportation Coordinator and must support passengers in all matters related to the standards required on the buses.

Teachers who travel by bus have the duty to help with the surveillance and safety of students when they are in the parking area and inside the bus.

### 3.15.3. NORMAS DE TRANSPORTE PARA LOS ESTUDIANTES DE EARLY CHILDHOOD

During the health emergency period due to Covid 19, in addition to the aspects dealt with in the document "Protocols for alternation in the CCB" under point 4.3. For the cases of transport services provided by the CCB buses:

- If the Early Childhood children cannot get on the bus alone, the chaperone will support them following the safety / hygiene protocols.
- Each child should take his suitcase or belongings and organize them in the place assigned for him on the bus.

Children under 4 should travel in seats suitable for their age and size.

Nursery students, with the prior written permission of their parents, may use the conventional bus seats, with proper use of the seat belt.

Upon the arrival of the Toddlers and Nursery children, the teachers and the companions accompany the children to their classrooms, delivering them directly to the corresponding teacher.

Bus ladies take Pre-kinder, Kinder and First grade children to the Section.

On their way home, Early Childhood teachers accompany their students to the bus area, making sure the bus chaperones are there to meet the children.

Bus ladies arrive promptly at 1:10 p.m. to meet these children.

Punctuality is required in the presence of the people who deliver the children at home in the morning. Otherwise, the child will not be picked up. It also requires punctuality in the presence of authorized persons who expect children at home in the afternoon. Otherwise, the child will not be left at home but will return to the school, and parents must pick them up.

### 3.15.4. ADDITIONAL RULES FOR DRIVERS AND BUS LADIES

1. Bus Drivers and bus ladies must follow and enforce the Biosafety Protocols.
2. Be friendly and professional to bus passengers. Both the driver and the companion should set a good example and if they have a disagreement it should not be in the presence of bus passengers. Go to General Service to try to resolve any such disagreements.
3. Check the forms that register each student assigned to a bus and verify that all children boarding the bus are registered. In case of missing a student please notify the office.
4. Help children get on and off buses. Children should be given to the authorized person. Upon arrival in the home, if these individuals are not available, Early Childhood children and Second grade students must return to School.
5. When seating the young children on the bus do not sit them in the first row for safety reasons. Do not allow students to be transported on the side bench. Adjust the seatbelt to fit the children, especially the smallest.

6. Check the bus after each route and deliver the forgotten items to the person or the secretary of the corresponding section.
7. Do not take money from students, for any reason.
8. Check that the rules are followed during the bus rides.
9. Deliver the correspondence entrusted to them carefully.
10. Record in the control book all the irregularities that are observed in the route: physical discomfort, failure to comply with the traffic regulations on the part of the driver, bad behavior of the students, etc.
11. In case of general indiscipline, stop the bus until the situation is resolved.
12. Read daily the report of absences and record changes before starting the tour and verify that all students are on the bus.
13. Air conditioning in the bus will be set at an average temperature.
14. Students may not pass the gates in the parking section until the bus has fully stopped.

### 3.16. STANDARDS FOR STUDENTS NOT USING SCHOOL TRANSPORTATION

1. During the health emergency period due to Covid 19:
  - Students will not be allowed to leave the school together to attend Parties.
  - No more than 4 people will be allowed in a car.
2. Students who do not use bus transportation must arrive and be picked up promptly by their parents or previously authorized personnel in the designated entrance, according to the section that belongs to the youngest sibling. Students should not be dropped off or picked up outside the School premises.
3. Parents and students in Grades 11 and 12 may request permission to get to and from school driving their private vehicle and to use the school parking lot for grade 12 students.

The Section will issue 3 different cards:

- **Type A:** 12th grade students - Drivers (only authorized to carpool 12th grade students and their siblings). Seniors who are authorized to drive in and out of the school should only transport their siblings and other senior classmates who have a car permit.
- **Type B:** 12th grade students and siblings of 12th grade students - Passengers.
- **Type C:** 11th grade students - Drivers (they are not allowed to take other students).

Said request will be authorized by the Head of Section, considering the following criteria:

- A. For students in grade 12, the section may authorize the use of private vehicles as driver or passenger, under the following conditions:
  1. That the parents grant written authorization and assume responsibility for what happens on the way and in the parking lot.
  2. Have a driver's license.
  3. Parking of student vehicles is in the section assigned by the school, under the responsibility of the parents. The student must comply with the rules established in numeral 3.17 for the use of the parking lot.
  4. Students can only bring in their car their siblings and grade 12 classmates duly authorized

with a type B permit.

5. The student must meet all the academic and disciplinary requirements established by the section.
  6. This privilege may be suspended by the section if the student fails to comply with any of the conditions.
- B. For students in grade 11, the section may authorize the use of private vehicles, under the following conditions:
1. That there is space in the parking lot for 12th grade students.
  2. That the parents grant written authorization and assume responsibility for what happens on the way and in the parking lot.
  3. Have a driver's license.
  4. Parking of student vehicles is in the section assigned by the school, under the responsibility of the parents. The student must comply with the rules established in numeral 3.17 for the use of the parking lot.
  5. Students can only bring their siblings in the car that are authorized with a type B permit.
  6. The student must meet all the academic and disciplinary requirements established by the section.
  7. This privilege may be suspended by the section if the student fails to comply with any of the conditions.
4. Parents may not pick up unauthorized students. In case of breach of this rule, they will be responsible for all events that occur once the student gets into their vehicle. The School may apply to parents the penalty for non-compliance with parking regulations.
  5. The school is not responsible for events that occur to students once they leave their premises or for any accident involving a student traveling or driving a particular vehicle.
  6. Vehicles that pick-up children should be located in the exit assigned to their Section and the driver should not get out of the car. Students must leave using only the exit corresponding to their Section. When they are brothers, they must exit through the section assigned to the younger brother.
  7. In Early Childhood parents can park to get down to tie their children's belt.

#### **Authorization to Enter or Depart walking**

1. Secondary students, who live 1 km around the School and are authorized by their parents, will be able to enter the School and walk out after 3:15 pm, with authorization from Headmaster's Office and with the corresponding waiver.
2. Primary students, who live 1 km around the School and are authorized by their parents, may enter the school and walk out after 3:15 pm, accompanied by a responsible adult, with prior authorization of the Headmaster's Office and with the corresponding disclaimer.
3. The School is not responsible for events that happen to students once they leave the premises.

#### **Authorization to Depart in Private Vehicles**

1. Students of Primary and Secondary who usually use private transportation, must be present at the exit



shown on their authorization card provided by the section.

2. For students who occasionally use private transportation, parents must submit in writing using the format established an authorization, endorsed by the Head of the corresponding Section or the person he designates, to pick up their children at the School.

- **In Early Childhood:** Parents must send the exit permit by e-mail to the classroom teacher, section secretary ([ecs@ccbcali.edu.co](mailto:ecs@ccbcali.edu.co)), and to the Department of Transportation ([transporte@ccbcali.edu.co](mailto:transporte@ccbcali.edu.co)), specifying the time of departure and name and identification of the person who picks up the child, before 9:00 a.m.

When the children are to be grouped together for a children's party, the hosts should pick them up at the Early Childhood Section Office.

- **In Primary:** Teachers pick up permits and send them to the office.
- **In Secundar:** Students must submit permits at the section office before the first recess ends. Authorized students must submit the special permit before leaving the School.

### 3. Departure Schedule in Private Vehicles:

**During the period of health emergency due to Covid 19**, the doors are closed after 20 minutes of departure time, and parents must go to the Section Office to pick them up.

The children will be delivered by the designated teachers who control the exit process, between 1:10 - 1:25 p.m. and 3:00 - 3:15 p.m.

**Early Childhood:** Access to the Early Childhood. The Early Childhood exit closes at 1:30 p.m.

**Primary Section:** Access to Primary. The Primary exit closes at 1:25 p.m. and 3:15 p.m. If, after that time, the children of Early Childhood and Primary have not been picked up, they will be taken to the corresponding office and will remain with the Secretary, Section Assistant or Extracurricular Coordinator.

Early Childhood and Primary students who stay for extracurricular activities will be picked up by their parents promptly at 3:00 p.m., in the place assigned for each section.

Secondary Students will be able to leave between 3:05 - 3:20 p.m. (exit by the main parking – Avenida La Maria).

On Fridays, all staff leaves at 3:20 p.m. Parents must pick up their children no later than 3:05 p.m. In case of delay, the students will be in the company of the assigned teacher.

Students who attend Sports School on Saturdays must be picked up at entrance No. 4 (Avenida La Maria) by their parents from 12:00 - 12:15 p.m.

Parents are reminded that from Monday to Friday, from 5:00 p.m., and on Saturdays after 12:15 p.m., there is no school staff other than security guards.

### **3.17. PARKING LOT RULES**

1. Early Childhood parents must use the entrance located in front of Calle 10 (Entry No. 5), to drop off and pick up their children. The exit is on Calle 10A.
2. Secondary and Primary parents can use entrances No. 4 (Avenida La María) and Entrance No. 9 (Avenida El Banco) to leave their children in the morning.
3. In the afternoon, Primary parents can only use entry No. 9 to pick up their children.
4. Parents who have children in different sections must leave and pick up their children for the entry assigned to the youngest child.
5. Parents are not allowed to park or leave students outside the school. All parents or guardians who want to leave or pick up students must do so inside the school.
6. The main entrance (gate No. 4) has two access lanes, which must remain in circulation (drivers must not park in any of them).
7. The Main Parking (parking for parents), located in front of Avenida La María, has four traffic lanes and four parallel parking areas, two on the right side and two on the left side.
8. Parents of all sections that come to school for meetings or to perform errands must park in the parking areas located in the main parking lot.
9. It is forbidden to park in the right lane (next to the Cafeteria) between 7:00 a.m. at 8:00 a.m. and from 1:00 p.m. at 3:30 p.m.
10. Parents cannot park their vehicles in parking lots reserved for school staff (during working hours).
11. EC and Primary Entrances (gates 5 and 9) are only to drop off and pick up students. It is not allowed to park at these areas to attend meetings or perform other errands in the school.
12. The maximum speed allowed inside the CCB is 10 km per hour.
13. In the parking lots and vehicular roads inside the CCB, pedestrians have the priority.
14. Children must descend from vehicles only on the side of the platform. Everyone must walk along the platform and cross in the speed reducers (zebras).
15. It is strictly forbidden to park on the traffic lanes, drivers can only park in the parking spaces next to the platforms.

#### **Penalties for non-compliance**

The CCB has adopted the system for detecting offenders through the use of photographic evidence, which will be applied as follows:

1. Filmic and / or photographic evidence is obtained in which the unsafe act or infraction in which the person incurs is evidenced.
2. A call of pedagogical attention to the offender is made informing him that it is the first call of attention and that he must respect the parking lot rules.
3. In case of recidivism of an infraction for non-compliance with the parking lot regulations in the same school year, an economic penalty of \$ 50,000 pesos will be applied, in accordance with the provisions of the Coexistence Manual, Section 10.2, Other Collections (page 96), which will be charged with the

payment of the following monthly payment. In the case of a new infraction in the same school year, the applicable fine for each infraction will be \$ 100,000. These penalties will be notified in writing within 5 business days of the occurrence of the infraction.

4. Once the infraction has been notified, the parent has the right to the defense and to present evidence, within 5 business days of receiving the notification of the infraction.

Once the evidence is analyzed, the Head of Security will inform the final decision in writing. This decision will have recourse to the Headmaster within the next 5 business days of notification and appeal to the CCB Directive Council.

The monies raised are assigned to the Parent Council to constitute a fund for workshops for parents.

### **Compliance with traffic regulations**

Drivers who access the parking lots of the Colegio Colombo Británico must always observe the rules of behavior established in the National Traffic Code. In the event of any type of infraction generated by imprudence or lack of expertise by the driver, which in turn generates injuries to people, collisions or breakdowns to vehicles and / or goods of the CCB or third parties, the driver or person responsible for the harmful act must respond legally and economically for the damages caused by their acts.

### **3.18. STANDARDS FOR PEDAGOGICAL, SPORTS, CULTURAL AND OTHER PROJECTS**

The following extracurricular activities are developed in pedagogical, sporting, cultural and other projects that are developed during the school year, as a complement to the Institutional Educational Project and the included curriculum (Musical, UN Model, sports outings, Friendship Cup).

Any interested student can participate, voluntarily, according to their interests and strengths, but with the commitment that these projects demand.

Requirements:

1. Commitment in the attendance and punctuality to the sessions of test, training or preparation, as the case may be, programmed by the coordination of the project.
2. Demonstrate skills and interest to improve in their process, according to the nature of the project with which they commit.
3. Willingness for teamwork and respect for peers.
4. Be up to date with all academic obligations, approve all your subjects and fulfill all the commitments that this requires.
5. Not having a disciplinary consequence consisting of suspension on the day of the activity. When trips involve overnight stay, the section may refrain from authorizing participation in the trip when the student has had serious or very serious disciplinary consequences.
6. Take responsibility for catching up on the academic work that has been missed due to commitments generated by the project.

7. Assume the costs involved in the project, according to its nature. Parents will be notified of these costs in due course.
8. To comply with the internal regulations that the project has in its policies or protocol Handbooks.

**Note:** When a student fails with any of the aforementioned commitments, the teacher responsible for the project will report the situation to the Section Head to make necessary correctives, which may include appointment with the student, and/ or appointment with the parents. In the event that the student does not have the necessary corrective measures, the student may be withdrawn from said activity.

### 3.18.1. CAS (CREATIVITY ACTIVITY AND SERVICE)

This is a social service program designed to involve Diploma Program students in the design of projects that are based on the needs of others and on the possibility of developing the sympathetic and empathetic emotions of the students. In developing such projects, they identify the purpose of their work by planning the activities that enable them to be achieved and accompany this process with continuous reflection. It is necessary to emphasize that the student makes use of his / her qualities and strengths of creative form to contribute to the well-being of the community to which it serves. Likewise, the student benefits from this experience by contributing to his / her integral formation process, giving the best of himself / herself through a voluntary service, which implies, among other aspects, taking on new and different challenges in contexts that are foreign to their daily lives.

During the health emergency period due to Covid 19, activities will be scheduled in accordance with biosafety regulations.

### 3.18.2. STANDARDS OF EXTRACURRICULAR ACTIVITIES, TEAMS AND SPORTS SCHOOL

Any student who has an interest, whose age falls within the stipulated ranges, can be admitted to the activities offered in extracurricular hours and Sports School, according to the specific characteristics for each area of the program.

#### 3.18.2.1. REQUIREMENTS FOR ENTRY AND/OR WITHDRAWAL:

1. Fill out the registration form, which officially enrolls you.
2. Have written authorization from the parents to make their relationship effective.
3. Have presented medical certificate at the time of enrolment and that it is in the Medical Department of the School.
4. Students wishing to enter the program must apply for admission on the day of enrolment or before the 20th of each month through the registration form, after validating availability in the activity with the Extracurricular Coordinator.
5. The periods for withdrawal of these activities will be in the months of August (September) to January and February to June, without exception. The only justified reason for the withdrawal from the extracurricular program and sports school is medical disability.
6. The withdrawal of extracurricular activities and sports school for the period from February to June,

must be filed before January 20 in the Extracurricular office, by means of a written request signed by the parent.

### 3.18.2.2. DUTIES OF STUDENTS IN EXTRACURRICULAR ACTIVITIES AND SPORTS SCHOOL:

1. To attend to its activities and practices. Failure to attend classes on 3 occasions during the month, without just cause, will cause calls for attention of the student and parents, if it is continuous it may generate the withdrawal from the extracurricular program or Sports School.
2. Comply with the schedule stipulated by the School to start and end the activities.
3. Do not leave the class until the end of it. In case of urgent need for early retirement, it must have the teacher's authorization.
4. Comply with the delivery of the necessary documents for the preparation of the corresponding card, which entitles you to participate in the tournaments that take place, delivering birth registration and 4 photos.
5. Attend classes or practice sessions with the uniform established for each sport discipline.
6. Participate fully in the activities and events to which students are invited, showing a sense of belonging to the group and strengthening the team.
7. Attend classes keeping standards of personal cleanliness.
8. Maintain order and discipline in facilities where extracurricular activities take place.
9. Maintain good conduct by complying with the rules and regulations of the program.
10. In order to maintain the academic performance required by the Colombo Británico, but at the same time favour sports practice, students in Primary and Secondary must attend academic reinforcements called on by their teachers. Once the period of reinforcement or recuperation is completed, students will resume their extracurricular activities following the usual timetable, and they will be considered for future school teams and for student exchange field trips.
11. Comply with other rules that are that are determined by the Extracurricular Activities Coordinator during program development.
12. It is important to keep in mind that non-compliance with these rules, personal, disciplinary, academic performance and/or attitude, will limit the possibility of participating in official tournaments or events in which the School will participate in.  
In Primary, the teacher (CRT) will inform the student and parents of this determination.  
In Baccalaureate, the Head of Section or his delegate together with the Extracurricular Coordinator or the teacher in charge of the activity will inform the student and the parents of this determination.
13. Not attending extracurricular activities and sports school if you have sick leave.

### 3.18.2.3. SCHOOL TEAMS

Students elected to represent the school in sports events must:

1. Be enrolled in the Extracurricular Program and meet the requirements established to be selected in the representative teams.

2. Students who agree to be part of the School's Sports Teams will be required to sign together with their parents a form in which they accept their commitment as representative athletes in the different events to which they were summoned.

Attend on time and participate in the training to which he was quoted, constantly striving to improve his sports results and justify his absences properly if any occur. Compliance with Attendance and Punctuality requirements (Subsection 3.18.2.2 School Handbook).

3. Athletes of Leagues / Clubs / Schools of sports that duly certify their attendance to the training sessions can be part of the representative teams if the coach or coordinator of the area considers it.
4. In team sports, these students must attend training sessions with their fellow teammates, in order to make any adjustments that are considered necessary.
5. Be up-to-date in the performance of your academic duties and have good disciplinary behaviour.
6. Use the appropriate clothing and requirements of your sport discipline.
7. In case of sick leave, the recovery processes will be followed up, and authorization from the physician will be required in order to resume their workouts.
8. Have good discipline, behaviour and respect towards your teammates, adversaries, teachers, judges, managers and be attentive to the teacher's instructions.
9. Comply with Fair-Play in its entirety.

The outings of students participating in extracurricular activities, school teams and Sports School will be subject to the policies for Pedagogical Projects and Pedagogical Outings provided in this Handbook.

#### 3.18.2.4. DUTIES OF TEACHERS IN EXTRACURRICULAR ACTIVITIES, TEAMS AND SPORTS SCHOOL

1. To elaborate and to apply the corresponding programs for the extracurricular activities, Sports School offered by CCB.
2. To promote the development of the attributes of the profile in the sports or playful practices, keeping in consistency with the educational program of the School.
3. Comply with the established deadlines to fill out and deliver documentation required by the school such as planning, attendance lists and reports of accidents or disciplinary situations.
4. To foster the progress made by each student.
5. To prepare implements that will be used in class or during activities and once these have been completed, return them in their entirety to its original place of storage.
6. To initiate and finalize the work sessions on time.
7. To maintain adequate personal appearance, wearing the complete uniform in all activities promoted and organized by the School.
8. To give a courteous and appropriate treatment to the students, teachers, parents and people related to the program.
9. The teacher should ensure that students, after practice, are located on the corresponding bus route or in the appropriate place to be picked up in a private vehicle.
10. In case of accident or illness of a student, you must follow the Procedure for use by the Medical

Department.

11. To ensure good use of facilities and materials.
12. To make sure the School disseminate the achievements at individual and collective level through its assemblies, bulletins, and website.

### 3.18.2.5. PARENTAL DUTIES AND OBLIGATIONS IN EXTRACURRICULAR ACTIVITIES, TEAMS AND SPORTS SCHOOL

1. Support your children during established practices and schedules.
2. Guarantee the permanent and continuous assistance of your child.
3. Communicate in a timely manner to the School when your child is unable to perform sports activities or practices.
4. Comply with the deadlines established when handing in the authorization for your son/daughter to participate in the event they have been invited to.
5. Collaborate with good presentation, personal grooming and care of your child's sports uniform.
6. Use the regular channels offered by the program, to solve possible problems that arise during practice (teacher, sports area coordinator, assistant for extracurricular coordination and Extracurricular Coordinator).
7. Provide ideas and offer permanent support and collaboration for the benefit and development of the programmed activities.
8. Refrain from giving directions to your children during activities, which may distract or confuse students in relation to those already provided by the teacher in charge.
9. Use the spaces designated for parents by the Head of Extracurriculars and Sports School during sports practices.
10. Request that your children be sent home when they have a medical disability or are ill.
11. Ensure adequate rest for your children on Fridays, when they are part of the Sports School, bear in mind the physical implications that an inadequate rest entail.

### 3.19. STANDARDS FOR SPORTS PARTICIPATION

In the case of student athletes wishing to participate in sporting events that interfere with the school day, it is established as the corresponding procedure for the processing of applications for authorization of such participation considering that there are 2 possible cases:

1. Sports students who perform their training at the Colombo Británico School within the Program of Extracurricular Activities and / or Sports Teams and wish to participate in sporting events on behalf of the Colombo Británico School. This case is considered a Sports Project, so it is governed by the Rules for Pedagogical Outings and the specific rules established for Extracurricular Activities, Teams and Sports School.
2. Sports students who train in Clubs, Sports Leagues or Sports Training Schools, and do not take part in the Program of Extracurricular Activities and / or Sports Teams and wish to participate in sporting events on their own or the Colombo Británico School. The CCB will support and cooperate with a request of

this nature, when it receives a letter from the institution confirming the invitation, and a letter from the parents requesting authorization and committing themselves to assume supervision and security during the event, and the approval of the corresponding Section with respect to the compliance by the student with the profile and academic and disciplinary requirements.

### **3.20. STANDARDS FOR PEDAGOGICAL OUTINGS**

Annex 5 of the Educational Institutional Project (PEI), Instructive of Pedagogical Outings, aims to establish the guidelines and policies related to the administration of these in the School and to comply with the guidelines of the Ministry of National Education.

#### **Procedure:**

The sections deliver on the established dates the Format Program of Pedagogical Outings (published in the PEI) to the secretary of Headmaster's Office. This information will be submitted to the Directive Council for approval.

Once this schedule is approved, the School Procurement Department is sent to implement the Purchasing Process Plan (published in the Staff Handbook) and the Headmaster's Office notifies the Ministry of Education, on the established date.

#### **The steps to be taken before each educational outing are as follows:**

1. Sections inform parents or guardians in advance about the educational outing and must have their written authorization for the participation of their children.
2. The Headmaster's Office verifies that the sites to be visited have adequate safety and sanitation conditions, as well as to apply the Purchasing Process Plan in the event that an outsourcing is chosen in the transport service.
3. The Sections notify the Administrative Coordinator, the Head of Security and the Human Resources Coordinator, the names of the participants at the outing (students and teachers), dates and places, so that the collective student protection policies and the teachers' ARP adequately cover them.
4. In the event that a pedagogical outing not included in the Program of Pedagogical Outings will be programmed to the Ministry of Education, the Headmaster's Office must, prior approval from the Directive Council, request a special permit before the regulatory team of the Municipal Education Secretariat. If the permit is approved, it is included in the Program of Pedagogical Departures and the same procedure is applied. If not, the pedagogical outing is cancelled. Therefore, this type of additional outings will only be considered when presented with a minimum of 10 days in advance.

#### **Note:**

1. For safety reasons, all those attending the educational outings must leave the School, and return to the same, in the official transport established by the School.
2. It is only possible to program a pedagogical outing per grade, in each academic year, when it involves air transportation and is for all students in the grade.
3. For any sports, cultural or academic leave or invitation that the School will make, parents will be informed at least 8 days before. When it involves overnight stays, parents must be informed at least one month in advance.



4. The participation of the students in the educational outings must be authorized in writing by the parents, accepting the conditions established and assuming the commitments to which it may result.
5. In the pedagogical outings in which the section defines that there must be accompanying parents, the following rules apply:
  - Parents accompanying the educational outings receive an informative instruction about the role they must play in these, which they must sign.
  - The parents must support the teachers in the fieldtrips, being responsible for assuming the tasks assigned by the Coordinator of the fieldtrip.
  - Accompanying parents can only take pictures of their children, unless requested by the Fieldtrip Coordinator.

### **3.21. HOUSE SYSTEM RULES**

For sporting and disciplinary purposes, in October 1956, students were divided into four HOUSES.

THE HOUSES were named with the names of 4 British heroes who participated in the liberating campaign: Canning - Red, Ferguson - Yellow, O'Leary - Green and Rook - Blue.

All students enrolled in the Colombo Británico School participate. During HOUSES the rules of the Coexistence Manual apply.

In case of absences due to leave or unexcused absences, the student must recover the day in a special activity that will be scheduled on Fridays from 3-4pm. If the student fails to recover, he will be cited again.

In Early Childhood HOUSES activities are introduced in order to foster a sense of belonging, but these are not competitive. Given the ages of children, teachers are not assigned to any particular HOUSE.

#### **Justification**

- Sense of belonging to the CCB.
- Relationship with Great Britain.
- Ties of fraternity between students, alumni, directors, teachers and parents.
- Core values and attributes of the CCB. / IB community profile.
- Constructive use of free time and prevention of addictive and / or abusive behaviour.
- Motivation towards the satisfaction of the goal achieved with effort and perseverance, giving the best of themselves.

#### **3.21.1. HOUSE CAPTAINS**

HOUSE Captains are responsible, together with the HOUSE Coordinator and HOUSE Heads, to plan and execute the activities of each HOUSE.

In Secondary the House Captains will be 10th grade students, elected by the members of their HOUSE from

the whole section, in a democratic election. The House Captains will have support in class representatives.

In Primary and Secondary this function will be exercised by students of each HOUSE of each grade, chosen by the members of each HOUSE, in each grade. In Secondary, for this election, at least 3 students who meet the established profile will apply. House Captains will have support in class representatives.

### **Profile of HOUSE Captains of Primary and Secondary**

- Curious by nature, promotes the enjoyment of the activities carried out, has initiative and is able to solve problems and make decisions.
- Comprehends and expresses ideas and reliable information. Defend what you believe with valid arguments, courage and eloquence.
- Is willing to collaborate effectively, acts with integrity and honesty, has a deep sense of equity, justice and respect for the dignity of individuals, groups and the community in general.
- Assumes responsibility for their actions and the consequences derived from them, usually considers different points of view and is willing to learn from experience.
- Shows empathy for sensitivity and respect for the needs and feelings of others. Is personally committed to helping the members of their house and influences positively.
- Understands the importance of physical, mental and emotional balance to achieve personal well-being and that of others.
- Is able to recognize and understand their qualities and limitations, celebrating with enthusiasm and reassurance the triumphs and recognizing defeat as a learning experience.

### **3.21.2. PROFILE OF HOUSE HEADS**

They are full-time teachers, chosen by the Section Head of Secondary, having as parameter the following profile.

- Excellent relationship with colleagues and friends. Works in an integrated way with other colleagues, in such a way that projects the union, collaboration and benefit for the educational community.
- Dynamic, collaborator, with initiative, good group management, orderly, open-minded and good communicator.
- Promoter of the sense of belonging to the HOUSES, according to their philosophy and values.
- Reports periodically the activities carried out to the Head of Section or his delegate.
- Evaluate together with the HOUSE Captains the planned activities and apply the necessary corrective measures.
- Has the ability to provide critical judgments and possible solutions to help improve and improve the components of the home.
- **Will have the support of the Section Head, Matters Coordinators and Degree Coordinators, in the planning, organization and development of the different events.**

### **3.21.3. SCORING AND ACKNOWLEDGMENTS**

Some of the academic, sports and cultural activities will be conceived as a competition.

The HOUSES are awarded with points distributed as follows: 10 points at 1º, 7 points at 2º, 5 points at 3º and 3 points at 4º, which must be added every semester and published on the Bulletins and billboards and in the assemblies of the sections, in which they will have a preponderant place.

At the end of the year, in a closing ceremony, a trophy is given to the captain of the winning HOUSE in the cultural and sports activities. The cup is rotated and each year the winner's plate is added.

#### **3.21.4. HOUSE UNIFORM**

In accordance with subsection 3.12 Uniform, students will wear the uniform for their HOUSES when the section determines. In the event that the student is not wearing the right House uniform, the provisions established by the Section for the lack of uniform will be applied.

#### **3.22. TRAVEL, UNAUTHORIZED ACTIVITIES OR PARTIES**

The name or logo of the School may not be used for events not authorized by the CCB.

No member of the educational community will be able to organize, advertise, or charge for unauthorized events both inside and outside the School premises, on behalf of the Institution.

Parents are strongly advised to check carefully before allowing their children to participate in such events.

The School is not responsible for the organization, development, supervision or situations derived from unauthorized activities.

## 4. FORMATIVE AND DISCIPLINARY PROCESS

The CCB seeks that students act in a manner consistent with what is established as institutional foundations and supports them to develop behaviours that exemplify and are congruent with these fundamentals, resulting in an indispensable aspect of the educational experience.

At CCB we are committed not only to the cognitive development of our students, but also to their physical, moral, emotional and psychological development.

Since it is considered that the rules are part of the construction of autonomy and education in values, the formative and disciplinary procedure is designed to foster a space for reflection so that the student:

- a. Understand what happened (how your behaviour affects him and the community).
- b. Find and implement alternatives for adequate solution, amendment or repair.
- c. Reflect on how you can make better decisions in the future and commit to acting differently.

We expect parents to contribute appropriately to the disciplinary process and to accept the final decision of the corresponding educational authorities to which they belong, regarding disciplinary situations, and may in any case ask for due process.

When families make the decision to enrol their children in the CCB, they are committed to our philosophy and the corresponding behaviours, since it is indispensable that the School and the Family work as a team. Parents must maintain rules at home that are compatible with those established at the School. Students are confused when they must develop certain patterns of behaviour at their homes, different from those established in the School. The boundaries and structures we provide in the CCB are designed to help students clarify social expectations and guide them in meeting our learning objectives.

School consequences for disciplinary situations vary, as do other contexts. The disciplinary history will be considered when assessing the disciplinary situation and defining the pedagogical corrective.

The entire process must be fully complied with and a written record signed by the parties involved. At the end of the disciplinary process, the student and his parents will be notified of the decision.

### 4.1. FORMATIVE PROCESS IN EARLY CHILDHOOD, PRIMARY AND SECONDARY

In the framework of the permanent care of the health of our students and teachers, as well as of the personnel that make up the learning community, the safety and hygiene regulations must be observed without exception. It will be up to the Head of Section and Deputy Head to apply disciplinary measures, in the event that these rules are violated.

Whenever a disciplinary situation is committed, a space for reflection is provided so that the student understands what happened, seeks and implements alternative solutions, amendment or remedial action and undertakes not to repeat such behaviour.

In the formative process the guidelines of the Coexistence law are accepted Decree 1965 of 2013 and Law 1620 of 2013.

Consequences at the school for disciplinary situations vary, as well as in other contexts. The disciplinary history will be taken into account when evaluating the disciplinary situation and defining the pedagogical corrective, always in order to maintain one hundred percent of the safety and hygiene standards that social distancing imposes.

#### 4.1.1. GUARANTEE OF RIGHTS AND APPLICATION OF PRINCIPLES

In all actions carried out in the development of the Formative and Disciplinary Process, the following principles must be guaranteed (Decree 1965 art 35 and 41):

- Comprehensive protection, including the right not to be victimized. Establish 4 actions: 1. Recognition of children and adolescents as subjects of law. 2. Ensure compliance. 3. Prevent their threat or violation and 4. Ensure their immediate reestablishment. Re victimization is a situation that occurs when exposing to new abuses or situations of vulnerability to a person attacked, by the people who must provide care or support (Guide 49 of MEN)
- Higher interest of children and adolescents: It refers to the well-being of children and adolescents (UNICEF, 2005).
- Prevalence of rights: When the rights of two or more people or the exercise of two or more rights enter into a dilemma or conflict, the prevalence principle requires that the actions that are carried out give priority, guarantee and take care of certain rights or groups of people over others. (MEN Guide 49).
- Stewardship: It is the responsibility that two or more people share with the conditions in which a particular situation develops. It implies the recognition of obligations shared by different people facing the coexistence, the promotion and protection of their own and others' rights, both in maintaining the desired conditions for welfare and in the generation of adverse conditions and the effects that this generates in the quality of life in people. (MEN Guide 49).
- Enforceability of rights: The realization of rights imposes obligations on the State for its materialization, protection and respect (Ombudsman's Office, 2001). Three types of social, political and legal enforcement are recognized. (MEN Guide 49).
- Gender perspective: The gender approach means deepening the ways in which relationships between men and women are constructed, and as they are determined by the social belief system of the context in which they are found. It allows analysing relationships and facilitates generating opportunities for reflection and encouraging affirmative actions to equate educational opportunities (HEGOA & ACSUR, 2008) (MEN Guide 49).
- Rights of children, adolescents and ethnic groups.
- Proportionality in the measures taken in situations that affect coexistence: This principle requires that corrective measures taken in any situation, are proportional and not excessive. That is, the punishments imposed are adequate to achieve the purpose that justifies them and the least serious possible. It implies prioritising corrective formative actions. (MEN Guide 49).
- Data protection to guarantee the right to privacy and confidentiality of documents in physical or electronic environment, as well as information provided by the persons involved in the proceedings and all

information generated within them.

- Participants in the process must guarantee the right to privacy and confidentiality of documents in physical or electronic media, as well as information provided by the persons involved in the proceedings and any information generated within the proceedings. Themselves.
- The School will be attentive to protect those who report on the occurrence of situations that affect school life and the exercise of rights, also evaluating the risk involved in the situation for members of the educational community.

#### **4.1.2. APPROPRIATE CHANNELS FOR THE TREATMENT OF DISCIPLINARY SITUATIONS**

The regular conduit for the treatment of disciplinary situations should be:

Student - Teacher - Grade Coordinator or Coexistence Coordinator in Secondary as needed- Psychology in EC and Primary if required – Deputy Head - Head of Section or Extracurricular Activity Coordinator - Headmaster – Directive Council.

When a parent wishes to report a disciplinary situation that affects coexistence and the exercise of rights he should address the classroom teacher in Early Childhood and Primary; In Secondary parents should contact the Coexistence Coordinator.

#### **4.1.3. EARLY CHILDHOOD FORMATIVE PROCEDURE**

At these ages the children are in a process of learning in which the moral conscience is still in formation and many of its behaviours are proper and expected of the age in which they are.

The implementation of the organizational agreements that will make it possible to acquire the rules at an early age is carried out considering the moment of children's development and their learning processes.

In the Early Childhood Section, minor and serious disciplinary situations are handled within the procedures proposed by Restorative Practices with the punctual follow-up for each case. All Early Childhood Section teachers are trained to complete a Restorative Practices process.

The implementation of the Restorative Practices allows the internalization of the norm and the construction of social capital in these ages. This process pursues the following objectives:

- Encourage socialization and relationship building.
- Reorienting conflicts and interventions around them.
- Develop a sense of belonging and community.
- Restore damage caused by conflict and relationships between those affected.

#### **4.2. MINOR DISCIPLINARY SITUATIONS**

These are those that contradict the basic rules of the School. These are the incidents that show the failure to meet the expectations of behaviour in the classroom and in the School. When one of these is presented,

there must be an immediate response from the teacher in charge. The following are considered minor disciplinary situations:

#### **4.2.1. MINOR DISCIPLINARY SITUATIONS IN PREKINDER, KINDER & FIRST GRADE**

##### **4.2.1.1. MINOR DISCIPLINARY SITUATIONS:**

1. Being late for class or other academic activity.
2. Repeatedly interrupting the regular course of academic activities by talking or distracting peers.
3. Not following directions given by adults.
4. Not wearing the uniforms according to the provisions of this handbook or dressing inappropriately during remote classes; for example, being in underwear or pyjamas.
5. Making use of wireless communication devices (cell phones), music players, electronic tablets, among others, during the academic day. (The School is not responsible for misplacement or loss of any object).
6. Bringing toys to presential or remote lessons without permission from the institution or using them at unauthorized times.
7. Buying at the school cafeteria without having been authorized to do so.
8. Making sales in the School.
9. Carry out any behaviour that violates the basic norms of the school whether in presential or remote learning, the library, the cafeteria, the playground, the auditorium, on the buses or outside the School in scheduled activities.

##### **4.2.1.2. CONTROL AND REPARATION PROCEDURE FOR MINOR DISCIPLINARY SITUATIONS AND PEDAGOGICAL CORRECTIVES:**

1. The teacher and/or psychologist and the Deputy Head intervene with the child by pointing out his or her behaviour, with the aim of having him or her reflect on the attitude or conduct, offering alternative solutions, showing the consequences of the actions, exploring feelings and accompanying the child to repair the damage. With older children, attempts are made to establish verbal commitments that lead to the improvement of their behaviour.
2. The teacher in charge at the time is responsible for communicating to the parents the process that began after the offense committed and requesting their support as part of the reflection at home.
3. If the inadequate conduct persists, different measures and strategies are established, such as not taking part in the activities and inviting them to observe and reflect on the appropriate behaviour of their peers with the permanent accompaniment of the adult, either of the teachers and/or Psychologist and/or Deputy Head.
4. If the behaviour begins to repeatedly affect the relationship with your peers and the functioning of the group, parents are summoned to inform them of the child's behaviour, attitude or action, and agree on strategies to address the issue at home, seeking consistency and coherence with the School. Parents should commit to following the recommendations suggested at the meeting.

5. If the behaviour or attitude of the child persists, parents are again reminded to follow up and establish new agreements and strategies that favour the overall student process.
6. Meetings will be held with parents, in order to analyse and propose a continuous parents-school work.
7. Should the rule not be complied with, the toy, cell phone, music player, iPod, or any other electronic device, will be confiscated and returned the following school day at the end of the day; should the behaviour persist, the item will be confiscated for 5 school days; in case of another repetition, the item will be confiscated for 10 school days. In all cases parents must go to the school to pick the item up.

If the situation occurs during remote activities, the child will be summoned to one of the individual follow-up spaces to discuss the situation and reach agreements. If the situation persists, the parents will be summoned to establish agreements for the organization of the remote learning space at home.

## 4.2.2. MINOR DISCIPLINARY SITUATIONS IN THE PRIMARY SECTION

### 4.2.2.1. MINOR DISCIPLINARY SITUATIONS:

1. Tardy arrival to school, to class, or to any other scheduled activity, without justified cause.
2. Repeatedly interrupting the development of academic activities, assemblies or any other scheduled activity.
3. Failure to comply with the uniform's or other rules concerning the personal appearance.
4. Buy in the cafeteria outside recess or lunch time.
5. Eating or drinking in areas not designated for this purpose (except water).
6. Chewing gum.
7. Not complying with classroom work or homework without a justified cause.
8. Not delivering the School correspondence to the parents.
9. Not following the teacher's instructions.
10. Traer al Colegio juguetes sin permiso de la institución o utilizarlos en momentos no autorizados.
11. Ignoring the rule about electronic devices like smartphones, smartwatches, tablets, or any other electronic device, during the academic day, extracurricular activities or tutorials.
12. Repeatedly using bad words as a colloquial form of conversation without intention to insult.
13. Not complying with waste disposal regulations.
14. Behaving in a way that contravenes the basic norms of the School, whether in the classroom, library, cafeteria, playground, auditorium, on buses or outside the School in scheduled activities.



**During the period of health emergency due to Covid 19, the following are also considered minor disciplinary situations:**

1. Inappropriate use of personal protection elements or disinfection and care resources.
2. Do not bring the disinfection kit to the school.
3. Failure to comply with the routines of disinfection, hand washing and preventive distancing rules (1m in classrooms and 2m in common areas).
4. Unexcused absence from the virtual or face-to-face classroom or any scheduled activity inside or outside the school.
5. Carry out any act that endangers the biosafety protocols for himself or for another.
6. Neglect of biosecurity instructions in the classroom, transportation, cafeteria or during breaks.
7. Entering or leaving the CCB facilities or buses without due compliance with the monitoring mechanisms.
8. Violating the rules of online etiquette established by the school.
9. Inciting to carry out acts that violate biosafety protocols.
10. [https://drive.google.com/file/d/1h7uZdVG70pCFjSulzPHA6JkMoFwzIjF\\_/view?usp=sharing](https://drive.google.com/file/d/1h7uZdVG70pCFjSulzPHA6JkMoFwzIjF_/view?usp=sharing)

#### **4.2.2.2. CONTROL AND REPARATION PROCEDURE FOR MINOR DISCIPLINARY SITUATIONS:**

1. The teacher dialogues with the student, draws his attention, invites him to reflect and establishes a verbal agreement. If the teacher or tutor deems it necessary, the student must sign a letter of commitment.
2. Upon re-offending, in the same disciplinary situation, the teacher imposes a pedagogical punishment / corrective (see below).
3. Parents and student may challenge the evidence and bring in those they deem necessary within 3 business days.
4. The teacher reviews and defines the pedagogical corrective in accordance with the evidence provided.
5. The teacher notifies the pedagogical to the parents and the student, by electronic mail.
6. When the disciplinary situation has been committed with a specialist, the teacher informs the tutor.
7. If the student's attitude persists, the procedure and pedagogical correctives will be assimilated to the occurrence of a serious disciplinary situation.

#### 4.2.2.3. POSSIBLE PEDAGOGICAL CORRECTIVES FOR MINOR DISCIPLINARY SITUATIONS:

1. **Detention:** When the consequence is a detention, the teacher imposes it.

2. **Suspension:**

The accumulation of three detentions, in the same school year, for minor disciplinary situations, generates a day of suspension of internal or external activities.

The reluctance to change attitude and repeated ignorance of the rules, despite the calls to action, reflections and previous correctives, makes the student incur in a consequence of 1 to 3 days' suspension.

When the consequence is suspension, it is imposed by the Head of Section or his Assistant.

3. Should the established norm be not complied, the electronic device, i.e. cell phone, smartwatch, music reproducer will be confiscated and delivered to the other school day at the end of the day: if it happens again, the item will be confiscated for 5 school days, in case of a new repetition, the item will be delivered after 10 school days. In all cases of repetition, the electronic device will be given to the parents.

4. Failure to comply with the uniform rule will have the following consequences:

**The first time:** Written reflection and commitment to comply with the uniform rule, signed by students and parents.

**In case of recurrence:** Detention with the teacher and reminder to the parents of the consequences.

#### 4.2.3. MINOR DISCIPLINARY SITUATIONS IN THE SECONDARY SECTION

##### 4.2.3.1. MINOR DISCIPLINARY SITUATIONS:

1. Tardy arrival to school, to class, or to any other scheduled activity, without justified cause.

2. Shop at the cafeteria outside of recess or lunch hours.

3. Failure to comply with bringing the implements and / or class materials.

4. Make public expressions of affection that are specific to the intimacy of the couple's relationship (kisses in the mouth, caresses, etc).

5. Ignoring the rule about electronic devices during the academic day, extracurricular activities or tutorials.

6. Not complying with classroom work or homework without a justified cause.

7. The use of independent study hours for purposes other than study or other appropriate activity for a DP student during the school day. In the independent study period, DP students will only be able to shop in the cafeteria in the section.

8. Failure to comply with the uniform's or other rules concerning the personal appearance.

9. Interrupting the development of academic activities, assemblies or any other scheduled activity.

10. Eating or drinking in class, except for water.

11. Eating or drinking in a place not defined for that purpose.
12. Chewing gum.
13. Not delivering the School correspondence to the parents.
14. Repeatedly using bad words as a colloquial form of conversation without intention to insult.
15. Not complying with waste disposal regulations.
16. Inducing any of the foregoing disciplinary situations.
17. In general, any behaviour that contravenes the basic norms of the school and policies of use of school areas (3.14), on buses or outside the School in scheduled activities.

**During the period of health emergency due to Covid 19, the following are also considered minor disciplinary situations:**

1. The teacher talks to the student, calls his attention, invites him to reflect, and establishes a verbal agreement.
2. If the teacher considers it necessary, he asks the student to make a written report of what happened.
3. The teacher notifies the disciplinary situation to the parents by electronic means and makes the electronic record in the student's coexistence observer.
4. Parents and student may challenge the evidence and bring in what they deem necessary within 3 business days.
5. The teacher reviews and defines the pedagogical corrective in accordance with the evidence provided.
6. The teacher notifies the pedagogical corrective by electronic means. to the parents, the student and the Coexistence Coordinator.
7. The information regarding the disciplinary situation and corrective pedagogy is sent to the office and filed on the student's curriculum.
8. Violating the rules of online etiquette established by the school.
9. Inciting to carry out acts that violate biosafety protocols.
10. [https://drive.google.com/file/d/1h7uZdVG70pCFjSulzPHA6JkMoFwzLJf\\_/view?usp=sharing](https://drive.google.com/file/d/1h7uZdVG70pCFjSulzPHA6JkMoFwzLJf_/view?usp=sharing)

**4.2.3.2. CONTROL AND REPAIR PROCEDURE FOR MINOR DISCIPLINARY SITUATIONS:**

1. The teacher talks to the student, calls his attention, invites him to reflect, and establishes a verbal agreement.
2. If the teacher considers it necessary, he asks the student to make a written report of what happened.
3. The teacher notifies the disciplinary situation to the parents by electronic means and makes the electronic record in the student's coexistence observer.
4. Parents and student may challenge the evidence and bring in what they deem necessary within 3 business days.

5. The teacher reviews and defines the pedagogical corrective in accordance with the evidence provided.
6. The teacher notifies the pedagogical corrective by electronic means. to the parents, the student and the Coexistence Coordinator.
7. The information regarding the disciplinary situation and corrective pedagogy is sent to the office and filed on the student's curriculum.

#### 4.2.3.2. POSSIBLE PEDAGOGICAL CORRECTIVES FOR MINOR DISCIPLINARY SITUATIONS:

1. Detention.
2. Suspension: The reluctance to change attitude and repeated ignorance of the rule, despite the calls for attention and previous reflections makes the student worthy of a penalty / pedagogical corrective of one to three days of internal or external suspension.
3. If the student's attitude persists, the procedure and the pedagogical correctives will be assimilated to the occurrence of a serious disciplinary situation and the situation is referred to the Coexistence Coordinator, Section Assistant or Head of Section.
4. In case of not complying with the rule for electronic devices and sweaters (different than those authorised), these will be seized by the teacher.
 

**First time:** The item will be returned at the end of the school day in the office to the student and a report will be sent home.

**Second time:** The item will be returned after one week with a report home and mandatory reflection time with the Coexistence Coordinator.

**Third time:** The item will be returned to the parents after 30 days. If the student reoffends, it will be considered a serious disciplinary situation. If the student continues repeating the offense the object will be confiscated for 30 days each time.
5. In case of non-compliance with the assigned assignments within the established period, the student must be summoned by his / her teacher, no later than the week following the end of the deadline, to a detention. During the time of detention, the student must advance the work that has not been delivered. What the student delivers at the end of the detention will be assessed.
6. Failure to comply with the Uniform rules will have the following consequences:
 

**The first time:** Reflection and commitment to comply with the standard of uniform, signed by students and parents. The student must go to the PTA and change to the uniform, assuming the cost of purchasing or renting the outfit. The teacher sends a reminder to parents of the consequences.

**In case of repeating this situatio:** Detention with the teacher and reminder to parents of the consequences. The student must go to the PTA and change to the uniform, assuming the cost of purchasing or renting the outfit.

In case of recidivism the fine may be up to \$ 50,000 pesos.
7. In the case of throwing garbage in the wrong place, or leaving garbage on the tables, the student will receive a pedagogical corrective to support the school recycling project in an extracurricular schedule.

### 4.3. SERIOUS DISCIPLINARY SITUATIONS

They are those that threaten the harmony of the institutional community. When one of these is presented there must be an immediate response by the teacher in charge, followed by the record of the disciplinary situation.

#### 4.3.1. SERIOUS DISCIPLINARY SITUATIONS IN PREKINDER, KINDER, FIRST GRADE

##### 4.3.1.1. SERIOUS DISCIPLINARY SITUATIONS:

1. Being absent from the site where the activity is taking place, or from the boundaries of the Early Childhood Section without the teacher's permission in presential education.
2. Type I Situations: Physical, verbal, written, gestural, relational, or electronic aggression or disrespect (insulting or using bad words) against any member of the educational community, which does not harm the body or health, within the School, in the buses, or during any activity organized, promoted, and/or sponsored by the school outside its facilities, or that being outside the facilities affects the school climate.  

The use of digital technology in remote education can generate opportunities for aggression or bullying, for this reason, any expression of disrespect, whether in words, graphics or gestures, in remote activities will be considered a serious offense.
3. Intentional aggression through play.
4. Any damage to the property of others or to the School's materials and resources.
5. Altering any communication sent to parents.
6. Taking or hiding the property of others.
7. Reiterating of minor disciplinary situations in the same school year.
8. Being an accomplice to any of the above.

**Note:** Cases of repeated violation of the rules will be considered a Very Serious Disciplinary Situation and the corresponding procedure will apply.

##### 4.3.1.2. CONTROL AND REPARATION PROCEDURE FOR SERIOUS DISCIPLINARY SITUATIONS:

1. The teacher and / or psychologist or the Deputy Head intervenes with the child, pointing out his behaviour and leading him to reflect on his attitude or behaviour, offering him alternative solutions, showing him the consequences of his actions, exploring feelings and accompanying him to repair the damage.  

If the situation occurs in remote learning spaces, whoever is involved in monitoring the individual spaces will be summoned to carry out the process.
2. The Head of Section and / or Deputy Head informs the parents about the disciplinary situation presented.
3. Parents and student may challenge the evidence and bring in whatever evidence they deem necessary within 3 business days.

4. If applicable, the Head of Section shall notify the Headmaster of the need to summon the Coexistence Committee and parents are notified.

In addition to the disciplinary procedure, in the case of Type 1 Situations or those affecting coexistence: The Restorative Practices procedure will apply (Numeral 4.8).

5. The pedagogical corrective is notified to the student and the parents.  
Responsible: The Head of Section decides the consequence.

#### **4.3.1.3. POSSIBLE PEDAGOGICAL CORRECTIVES FOR SERIOUS DISCIPLINARY SITUATIONS:**

1. Suspension of the right to participate in complementary extracurricular activities such as sports, cultural exchanges, etc.
2. Internal Suspension for one or more days.
3. External suspension for one or more days.

#### **4.3.2. SERIOUS DISCIPLINARY SITUATIONS IN THE PRIMARY AND SECONDARY SECTIONS**

##### **4.3.2.1. SERIOUS DISCIPLINARY SITUATIONS:**

1. Being absent or leaving the School or the place in which any scheduled activity of the school is taking place (including extracurricular activities), without following the procedure and without proper authorization.
2. Attending without authorization the extracurricular activities of the school that are developed inside or outside the CCB. (matches, Friendship Cup, etc).
3. Disregarding the rules or instructions of the teacher or adults with responsibility in the CCB.
4. Disrespecting a member of the educational community inside or outside the CCB.
5. The lack of respect for persons outside the CCB who are in the school premises or in any activity organized, promoted, and/or sponsored by the school outside its facilities.
6. Any violation of the Academic Probity policy, for example: Plagiarism, Cheating, Copying, and Falsifying.
7. Using a wireless communication device during an exam.
8. Hiding or taking someone else's objects without permission.
9. Causing damage to the property of CCB or someone else's objects.
10. Possessing or distributing pornography.
11. Violating the Acceptable use of TIC policy.
12. Using computer equipment for illegal activities or infringement of copyright.
13. Deleting, adding, personalizing or modifying the installed hardware or software.
14. Accessing school facilities without authorization.

15. To remain in the school after the school day without authorization.
16. Hide or Alter any communication between the school and parents, or any other institution.
17. Participating in sales in the school without authorization (buying or selling).
18. Drawing or writing on walls or on someone else's property.
19. Threatening, inciting or provoking Physical or verbal aggression or discrimination inside or outside the School.
20. Type I Situations: Physical, verbal, written, gestural, relational, electronic aggression or discrimination against any member of the educational community, which does not harm the body or health, within the school, in the buses, or during any activity organized, promoted, and/or sponsored by the school outside its facilities, or that being outside the facilities affects the school climate, causing no damage whatsoever to the body or health.
21. Intentional aggression through play.
22. Dangerous behaviour that puts your health and / or physical integrity or that of a member of the community at risk.
23. Sending emails or messages over the network that are insulting, abusive or threatening.
24. Acts that violate the moral or good name of the School inside or outside of it.
25. Failure to comply with a detention.
26. Being an accomplice to the above.
27. Unfairly implicating another student for a disciplinary situation that he has not committed.
28. Inciting any of the above.
29. Reiterating minor disciplinary situations in the same school year.

**During the period of health emergency due to Covid 19, the following are also considered serious disciplinary situations:**

1. Reiterate non-compliance with biosafety measures including, among others:
  - Improper use of personal protection items, disinfection and care resources.
  - Hand washing and disinfection routines
  - Preventive distancing (2 meters).
  - Neglect of biosecurity instructions in transportation or in the cafeteria.
  - Entering or leaving the CCB facilities or buses without proper compliance with the monitoring mechanisms.
2. Accumulation of three unexcused absences to the remote or face-to-face classroom or to any activity programmed by the School.
3. Failure to comply with the directive to go and stay in the Covid isolation zone when there is a medical indication.

4. Alter, destroy or vandalize in any way:
  - The school's safety signs
  - The resources available for disinfection and hand washing
5. Make discriminatory, offensive or reckless comments about the health status of any member of the educational community.
6. Reiterate non-compliance with the rules of online etiquette.

#### **4.3.2.2 CONTROL AND REPARATION PROCEDURE – PROTOCOL FOR SERIOUS DISCIPLINARY SITUATIONS:**

1. The teacher talks to the student.
2. The student makes a written statement of the incident and reflects on what happened in writing.
3. The teacher informs the Head of Section, the Deputy Head or the Coexistence Coordinator of the Situation.  
Disciplinary situations related to Academic Probity in Secondary are reported to the Area Coordinator, who will be in charge of carrying out the disciplinary process.
4. The Head of Section, the Deputy Head, the Coexistence Coordinator or Area Coordinator, speaks with the student.
5. The Head of Section, the Deputy Head, the Coexistence Coordinator or Area Coordinator notifies the situation to the student and the parents directly or via e-mail or in a presential way.
6. Parents and student may challenge the evidence and bring in whatever evidence they deem necessary within 3 business days.
7. If applicable, the Head of Section shall notify the Headmaster of the need to summon the Coexistence Committee.  
When the Area Coordinator considers that there is evidence of a lack of Academic Probity, he / she will report what happened to the IB Program Coordinator and the Head of Section or his Assistant.
8. Once the Head of Section imposes the corrective, it will be notified to the parents and the student, by him, his Assistant or delegate.  
In disciplinary situations related to academic honesty, the Head of Section together with the Area Coordinator will determine the pedagogical corrections and remedial activities that should be applied.  
In the event that the Head of Section or the Deputy Head deems that the applicable corrective is either Conditional Enrolment subject to complying with Coexistence Agreements, or Non-Renewal of Enrolment, such decision will be made by the Headmaster. The Headmaster will listen to the students involved in the disciplinary process and the parents of the offender and the victim (if applicable).
9. In addition to the steps contemplated in this procedure, for those situations that affect coexistence and type 1 situations, the Restorative Practices procedure numeral 4.8 will apply.
10. The student must come to school with his or her parents on the set day and time (when the case calls for it).



11. The information regarding the disciplinary situation and the pedagogical correctives is informed to the tutor/advisor and filed in the curriculum.

#### **4.3.2.3. POSSIBLE PEDAGOGICAL CORRECTIVES FOR SERIOUS DISCIPLINARY SITUATIONS:**

1. Internal or External Suspension for a period of up to ten (10) business days.
2. Suspension of the right to participate in extracurricular or complementary activities such as: sports, cultural exchanges, graduation ceremony, etc.
3. Conditioning of the Registration Renewal to the fulfilment of Coexistence Agreements.
4. No Renewal of Registration.

#### **4.4. VERY SEVERE DISCIPLINARY SITUATIONS**

Very severe disciplinary situations are those that represent physical or psychological danger to the school community, inside or outside the School. When one of these arises, there must be an immediate response by the teacher in charge, followed by a record of the disciplinary situation.

##### **4.4.1. VERY SEVERE DISCIPLINARY SITUATIONS IN PREKINDER, KINDER & FIRST GRADE**

###### **4.4.1.1. VERY SEVERE DISCIPLINARY SITUATIONS:**

1. Type II Situations: School Aggression, Bullying or Cyberbullying, that is repeated or systematic, or harms the body or the health of the victim without generating disability.
2. Repetition of serious disciplinary situations in the same school year.
3. Type III Situations: Situations regarding school aggression, which constitute alleged crimes, as well as any act deemed a crime or felony by Colombian law.

**During the period of health emergency due to Covid 19, the following are also considered serious disciplinary situations:**

1. Refuse to use biosafety protocols (face mask, hand disinfection).
2. Deliberately not maintaining the distance established in the biosafety protocol.
3. Reiterate serious remote learning situations in the same school year.

###### **4.4.1.1.1. CONTROL AND REPARATION PROCEDURE - PROTOCOL FOR VERY SEVERE DISCIPLINARY SITUATIONS:**

1. The teacher and / or psychologist or the Deputy Head intervenes with the child, pointing out his behaviour and leading him to reflect on his attitude or behaviour, offering him alternative solutions, showing him the consequences of his actions, exploring feelings and accompanying him to repair the damage.
2. The Head of Section and / or Deputy Head informs the parents about the disciplinary situation presented.

3. The parents and student may challenge the evidence and bring in whatever evidence they deem necessary within 3 working days.
4. If applicable, the Head of Section will notify the Head Master of the need to convene the Coexistence Committee and will notify the parents.
5. The Pedagogical Corrective Action is notified to the student, parents and teachers.

In addition to the steps contemplated in this procedure, the following will apply:

- a. For type II and type III situations, the procedure set forth in section 4.9 will apply.
- b. For those situations that affect coexistence, the Restorative Practices procedure set forth in numeral 4.8 will apply.

#### **4.4.1.2. POSSIBLE PEDAGOGICAL CORRECTIVES FOR SEVERE DISCIPLINARY SITUATIONS DEPENDING ON THE SERIOUSNESS OR REITERATION OF THE DISCIPLINARY SITUATION:**

1. Internal or external suspension.  
The Head of Section or the Deputy Head will define whether to apply internal or external suspension.  
The Head of Section or the Deputy Head meets with the family to notify the pedagogical correction.
2. Conditional Enrolment subject to complying with Coexistence Agreements.
3. Non-Renewal of Enrolment.
4. Suspension for one or more days of remote learning activities.
5. Non presential attendance.

In the event that the Head of Section or the Deputy Head deems that the applicable pedagogical corrective is either Conditional Enrolment subject to complying with Coexistence Agreements, or Non-Renewal of Enrolment, such decision will be made by the Headmaster.

The Headmaster may to listen to the students involved in the disciplinary process and the parents of the aggressor and the victim (if applicable).

The Headmaster and the Section Head meet with the family to notify the pedagogical corrective.

#### **4.4.2. VERY SEVERE DISCIPLINARY SITUATIONS IN THE PRIMARY AND SECONDARY SECTIONS**

##### **4.4.2.1. VERY SEVERE DISCIPLINARY SITUATIONS:**

1. To take and/or divulge photos or videos of members of the educational community for purposes other than the academic, the disciplinary, or the archival and dissemination by official CCB media.
2. Type II: School aggression, bullying or cyberbullying, which is repeated or systematic, or that causes harm to the body or health but without generating any disability (inside or outside CCB premises).
3. Type III Situations: Type III Situations: Situations regarding school aggression, which constitute alleged crimes, as well as any act deemed a crime or felony by Colombian law (inside or outside CCB premises).
4. Any type of harassment or sexual violence.

5. Proven Robbery / Theft (taking an object that belongs to another person to benefit from it for oneself or for others, unless it is returned to the owner in less than 24 hours without causing harm to or damaging the object).
6. Drinking, being under the influence or carrying alcohol, smoking or carrying traditional or electronic cigarettes (vapor), or consuming or carrying psychoactive substances that have not been prescribed, on school premises, buses, or in school activities, or in any organized activity, promoted, and/or sponsored by the school outside its facilities.
7. Buying, selling or renting traditional or electronic cigarettes (vape pen), alcohol or psychoactive substances with members of the educational community, inside or outside school premises.
8. Possessing or using explosives or chemical compounds in the school (including fireworks).
9. Carrying weapons in the school (including knives).
10. Being an accomplice to any of the above.
11. Conceal severe or very severe pedagogical situations.
12. Failure to comply with the pedagogical correctives that have been set.
13. Inciting others to commit any of the previous disciplinary situations.
14. Repetition of conducts contrary to the coexistence standards or serious or very severe disciplinary situations.

#### **4.4.2.2. CONTROL AND REPARATION PROCEDURE - PROTOCOL FOR VERY SEVERE DISCIPLINARY SITUATIONS:**

1. The teacher dialogues with the student.
2. The student makes a written statement of the incident and reflection on what happened in writing and delivers it to the teacher.
3. The teacher informs the Head of Section, the Deputy Head or the Coexistence Coordinator of the Situation.
4. The Head of Section, the Deputy Head or the Coexistence Coordinator speak with the student.
5. The Head of Section, the Deputy Head or the Coexistence Coordinator speak with the student will inform the parents of the student via electronic means or in a presential way.
6. The parents and student may challenge the evidence and bring in whatever evidence they deem necessary within 3 working days.
7. If applicable, the Head of Section will notify the Headmaster of the need to convene the Coexistence Committee.

8. Once the Head of Section defines the pedagogical corrective, it will be notified to the parents and the student, by him, his Deputy Head or delegate.

In the event that the pedagogical corrective considered, in the opinion of the Head of Section or the Deputy Head, is the Conditioning of the Renewal of Enrolment to the fulfilment of Coexistence Agreements, No Renewal of Enrolment, Unschooling, Cancellation of Enrolment, the decision will be made the Headmaster.

The Headmaster may listen to the students involved in the disciplinary process and the parents of the aggressor and the victim (if applicable).

9. In addition to the steps contemplated in the procedure for control and amendment, the following will apply:
  - a. For type II and type III situations, the procedure provided in subsection 4.9 applies.
  - b. The Restorative Practices procedure provided in subsection 4.8 applies for those disciplinary situations that affect the coexistence.

10. The student must come to school with his or her parents on the set day and time.

11. The information regarding the disciplinary situation and the pedagogical corrective is informed to the classroom teacher/ Advisor and filed in the curriculum.

#### **4.4.2.3. POSSIBLE PEDAGOGICAL CORRECTIVES FOR SEVERE DISCIPLINARY SITUATIONS:**

1. Suspension of school activities that may exceed 10 academic days, including the right to participate in complementary extracurricular activities such as sports, cultural exchanges, graduation ceremony, etc.  
In case the penalty is suspension, the Head of Section imposes the pedagogical corrective, which will be notified to the parents and the student, by him, his Assistant or the Coexistence Coordinator.

2. It will be possible to condition the renewal of a student's Enrolment to the fulfilment of coexistence agreements established with the parents and the student.

3. Non-Renewal of Enrolment.

4. Unschooling.

5. Cancellation of Enrolment.

In the event that the Head of Section or the Assistant deems that the applicable pedagogical corrective is either "Conditional Enrolment", "Unschooling", "Cancellation of Enrolment" or "Non-Renewal of Enrolment", such decision will be made by the Headmaster. The Headmaster and the Head of Section meet with the family to notify the pedagogical corrective

## 4.5. DISCIPLINARY SITUATIONS OR DISCIPLINARY SITUATIONS IN THE TRANSPORT SERVICE

### 4.5.1. DISCIPLINARY SITUATIONS IN THE TRANSPORT SERVICE

Disciplinary situations in the transport service are graded and pedagogical correctives apply the same way as the disciplinary situations committed in the facilities of the School, as follows:

**Minor Disciplinary situations:** Those that contradict the basic rules.

**Serious Disciplinary situations:** Those that threaten the harmony of the school community.

**Very severe disciplinary situations:** Those that pose physical or psychological danger to the school community.

Examples of some of the disciplinary situations in the Transport Service: Putting your arm out the window, throwing trash through the window or inside the bus and refusing to pick it up, eating food and drinks, refusing to wear a seat belt, talking loudly, stealing, proven theft, harassment, cyberbullying, disrespect to the bus assistant or driver, preventing someone from sitting next to you, not complying with biosecurity protocols for bus service (see biosecurity protocols).

### 4.5.2. CONTROL AND REPARATION PROCEDURE – PROTOCOL FOR DISCIPLINARY SITUATIONS IN THE TRANSPORT SERVICE

1. The bus lady reflects with the student and comes to a verbal agreement and a written commitment to improvement, which should be sent to the classroom teacher or Deputy Head in EC and Primary or the coexistence coordinator in secondary.
2. The Classroom Teacher and Deputy Head (in Early Childhood and Primary) or Coexistence Coordinator (in Secondary), speaks with the student to know his or her version of the facts, establishing the causes (if necessary).
3. The Classroom Teachers, Deputy Head, Head of Section or the Coexistence Coordinator, inform the parents by email of the occurrence of the disciplinary situation.
4. The parents and the student can dispute the evidence and submit those they deem necessary within 3 working days.
5. In the case of minor disciplinary situations, the Classroom Teacher (in Early Childhood and Primary), the Deputy Head or Coexistence Coordinator (in Secondary) define the pedagogical corrective according to the pedagogical corrections provided for the situation.  
In the case of serious or very severe disciplinary situations, the Head of Section or Deputy Head, define the pedagogical corrective according to the behaviour.
6. The pedagogical corrective is imposed and the students and parents are notified.

7. In addition to the steps contemplated in the procedure for control and amendment, the following will apply:
  - a. For type II and type III situations, the procedure provided in section 4.9
  - b. For those situations that affect coexistence, the Restorative Practices the procedure provided numeral 4.8.

In the case of minor faults in compliance with the rules on the bus, the psychologist and / or the Deputy Head (in EC or Primary) or the Coexistence Coordinator in Secondary will proceed to carry out a restorative practice among the students involved and the bus lady.

#### **4.5.3. POSSIBLE PEDAGOGICAL CORRECTIVES:**

1. Suspension of the Transport Service: If it is a repetition of a minor disciplinary situation, the Head of Section or Deputy Head, or Coexistence Coordinator (in Secondary) sends a letter home, to notify the suspension of bus service from one to five days.

When the student shows repeatedly ignores the rules, or when he or she incurs in a serious or very severe misconduct, the suspension may be for more than 5 days.

2. Suspension of Extracurricular Activities.

3. Internal or External Suspension.

4. Conditional Enrolment.

5. Non-Renewal of Enrolment.

6. Cancellation of Enrolment.

7. De Schooling.

#### **VERY SERIOUS SITUATIONS OF BREACH OF BIOSECURITY RULES BY PARENTS**

1. Failure to provide or hide information of their own health status or that of their family nucleus and close environment in a timely manner, or alter communications between the School and families on this matter.
2. Coming to the School sick, or with acute symptoms of a respiratory illness, gastrointestinal illness and / or feverish, or when the student or a member of his immediate family presents these symptoms (until the risk of contagion is ruled out by means of a medical certificate).

In this case, the consequence will be that the student cannot attend alternately for a month (the student will have to receive the educational service under the remote modality). Additionally, a conditionality of the renewal of the registration will be generated. The College will notify the authorities of the situation.

The disciplinary processes and restorative practices can be carried out in person or remotely. When the processes are by videoconference, the school may record the meetings.

#### **4.6. EXPLANATION OF POSSIBLE PEDAGOGICAL CORRECTIVES**

Parents should talk to their child about the situation presented, commit to complying with the pedagogical

corrective and ensure compliance with the required work plan (if applicable).

#### **4.6.1. DETENTION**

This is a pedagogical corrective consisting of staying after school hours, from 1 to 3 hours. During the detention the student will reflect on the disciplinary situation that generated it, perform a task that has a positive impact on the community or a restorative activity.

In the event there are no scheduled transportation routes at the time the detention ends, parents must pick up students after the detention. When the detention implies a change in the departure time, the teachers in charge of the detention will inform the transportation section at least one day in advance

When the detention has been assigned due to non-compliance of the work assigned to be done in class or at home, or for non-compliance with the rules of the Physical Education uniform, assignments related to the subject may also be given. These detentions may be assigned on reinforcement days.

Secondary school detention may be applied during a portion of the Lunch period (Lunch Detention). Teachers will ensure that students are notified previously and to give them enough time for lunch (30 minutes).

#### **4.6.2. SUSPENSION OF TRANSPORT SERVICE**

The student may be suspended from the transportation service temporarily or permanently.

#### **4.6.3. SUSPENSION OF EXTRACURRICULAR ACTIVITIES**

In addition to the pedagogical correctives that may occur, the student may be suspended from the activity temporarily or permanently.

#### **4.6.4. INTERNAL SUSPENSION**

It is a pedagogical corrective consisting of attending school and carrying out work, separated from their peers, in an assigned area. In Early Childhood the internal suspension may be for periods, depending on the case.

#### **4.6.5. EXTERNAL SUSPENSION**

It is a pedagogical corrective consisting of prohibiting the student from attending one or more days of school activities and classes (curricular and extracurricular, such as sports and cultural events, graduation ceremonies, first communions, festivals, etc.). It implies the exclusion of the transport service.

The student is fully responsible for assignments, tasks, or community service work, etc., which must be handed in on the assigned date. In Secondary school, the teachers will deliver a work plan to the student, who must deliver it the day after their return to normal classes. In all cases of suspension from school or the transport service, costs will continue to be incurred by the family.

#### 4.6.6. CONDITIONAL ENROLMENT

It is a pedagogical corrective consisting in suspending the renewal of the enrolment contract to achieve exemplary disciplinary behaviour and other conditions applicable to the case. The period indicated by the pedagogical corrective can be extended to the following school year.

A space for reflection is provided so that the student understands what happened, seeks and implements alternative solutions, amendment or repair and undertakes the responsibility of not repeating such behaviour.

#### 4.6.7. NON-RENEWAL OF ENROLMENT

It is a pedagogical corrective consisting of not renewing the enrolment for the following school year. This pedagogical corrective may be applied for up to three academic years.

#### 4.6.8. DE-SCHOOLING

This is a pedagogical corrective consisting of non-renewal of enrolment, allowing the student to finish their current school year off campus.

#### 4.6.9. CANCELLATION OF ENROLMENT

This is a pedagogical corrective consisting in the immediate cancellation of the enrolment. This pedagogical corrective may be applied for up to three academic years.

In the event in which the student wishes to re-enter the School after a pedagogical corrective of non-renewal of enrolment, de-schooling or cancellation of registration, he must comply with all the requirements established in the admission process.

### 4.7. PROCEDURES FOR REVIEW OF DECISIONS

**Reconsideration:** The resolutions adopted by the teacher, Head of Section, Headmaster, or Directive Council can be challenged through a motion for reconsideration with the authority that defined the pedagogical corrective. This appeal must be submitted within five (5) business days from the date of notification of the pedagogical corrective.

**Appeal:** If the response to the motion for reconsideration is negative on the part of the authority making the decision, the student and his / her parents may file an appeal with the next higher authority. This appeal must be submitted within five (5) business days from the date of the response to the motion for Reconsideration.

**Note:** All procedures for review are granted without suspending the effects, that is that they do not suspend the execution of the pedagogical corrective, except in the case of the pedagogical corrective consisting of unschooling or cancellation of enrolment, in which case it will have a suspensive effect.



## 4.8. PROCEDURE FOR RESTORATIVE PRACTICES

Restorative practices seek to encourage and strengthen school life and the exercise of human rights, allowing members of the educational community to reflect and learn from their mistakes, respect diversity and resolve conflicts in a peaceful way.

### It is applicable:

- When there is a serious or very serious disciplinary situation and in which the relationship between two people or groups of people has been affected.
- In the case of complex group conflicts where the responsibility of the participants has yet to be determined.
- When an intimidation or bullying situation occurs.
- When there are individual or collective conflicts between members of the educational community.

**The team that works on the Restorative Practices process may consist of:** Offender, Offended, Parent, Teacher, Psychologist, Section Head or Assistant, General Assistant, Principal and Alternate, Primary Student Council representatives.

### The Restorative Process will consist of three stages:

1. **Pre-meeting:** It seeks to prepare the people involved in the restorative process. This promotes reflection and provides an individual emotional work space with the offended and the offender that allows the expression of emotions and reasons for their actions.
2. **Meeting:** It seeks that the parties involved can dialogue and recognize the other's point of view. The goal is to reach a restorative agreement.
3. **Post meeting:** It seeks to verify that the restorative act is fulfilled. The objective is to ensure the positive transformation of the conflict and to avoid its repetition.

**In any case, the school reserves the right to apply the pedagogical correctives that may apply.**

### Protocol - Procedure

1. Teachers, Section Head, Section Assistant, Coexistence Coordinator or Psychologist, listen to what happened from the people involved and a written account of events is recorded.
2. The students involved write their version of what happened, as detailed as possible. In Early Childhood, students draw or communicate their experience and the teacher writes it down.
3. The psychologist or trained person speaks with the offender to ensure that they are interested in participating in the restorative process. It is important for the offender to acknowledge his or her disciplinary situation. The psychologist or trained person talks to the offended person to verify that they are interested in participating in the restorative process.
4. The Head of Section or their representative will evaluate, together with the psychologist or trained person, if it is convenient to carry out a restorative practice process, according to the attitude and will of the students involved. In Early Childhood, restorative practice begins with the teacher who is responsible for resolving the conflict.

5. The Head of Section, Deputy Head, Coexistence Coordinator, teacher or psychologist offers the possibility of taking part in a restorative practice process to those involved. Parents will be informed of the restorative process and will be asked to support it.  
The psychologist, the Deputy Head and / or the Head of Section will accompany the process, giving continuity to the procedure, as the case may be.
6. The Head of the Section or the employee in whom he delegates, imposes and notifies the pedagogical corrective to the parents and the student.
7. The Psychologist or trained person participates in the initial individual appointments, with the offender and offended, in order to explore what the situation means to them and to allow each individual to express themselves freely.
8. When the psychologist or qualified person considers that both parties are willing, the restorative meeting is scheduled with the presence of the Section Head or their representative, when the situation requires it, to define the agreements and actions of reparation and to leave a formal act of commitment. Agreements and remedial actions are any agreement or action that seeks to amend and compensate for the damages caused to another person and restore relationships or the school environment with trust and solidarity.
9. The Head of Section and the teacher will be notified of the agreements by the person in charge of the process. The frequency and person responsible, for monitoring the commitments, will be defined.
10. The Section Head, assistant or Coexistence Coordinator notifies the parents of the students involved, of the agreements.
11. Subsequently, the Head of Section, their representative or Coexistence Coordinator follows up on the commitments recorded in the minutes, with the support of teachers and psychologists, according to the frequency agreed upon.
12. The Head of Section, assistant or Dean of Discipline informs the parents of the students involved and the Coexistence Committee regarding the progress of the process in the case of Type I (semester) situations, II (at the end of each period) and III (monthly).

#### **4.9. PROTOCOLS FOR THE ATTENTION OF TYPE II AND III SITUATIONS**

1. When school aggression causes harm to the physical body or person's health (Type II or Type III): The teacher or adult in charge, prioritize the medical care of the affected, carried out by the Medical Department of the CCB. The rules of the medical department will apply.
2. The teacher or person in charge immediately informs the Head of Section.
3. The Head of Section will inform the Headmaster as soon as possible. They shall jointly take the protective measures that they deem appropriate.
4. The Head of Section will report the situation to the parents of the students involved, recording the notification in writing.
5. The Headmaster will inform the Coexistence Committee about what happened:
  - a. The Coexistence Committee will analyse whether reinstatement measures are required (Law 1098 of 2006 article 50 et seq.); If it is necessary to refer the situation to the administrative authorities.
  - b. The School Coexistence Committee shall adopt measures to protect, within the scope of its authority,

those involved in the situation from possible actions against them.

- c. In case of a type III situation: The Head of Section will report if he considers that a situation by its intention or repetition of acts of aggression constitutes bullying, abuse, threat, violation or non-observance of the rights of children or adolescents.
  - d. If this type of circumstance is evidenced by the school authorities, the Coexistence Committee will recommend to the Headmaster to notify Family Welfare of the situation (if the aggressor is under the age of 14) or the Police of Adolescence and Childhood (if the aggressor is over 14 years old).
  - e. Otherwise, the Coexistence Committee will recommend giving management in accordance with what is established in this school handbook for Coexistence situations.
  - f. The Headmaster, will make the final decision as to whether to notify Family Welfare of the situation (if the aggressor is under 14 years) or the Police for Childhood and Adolescence (if the aggressor is over 14 years). This action shall be recorded in writing.
  - g. The School Committee of Coexistence will write an account of events and decisions taken. This record will be signed by the members of the committee who intervened.
6. The Head of Section, his or her assistant or their representatives will create spaces so that the students involved and their families can express and specify what happened, preserving in all cases the right to privacy, confidentiality and other rights.
  7. Apply the Restorative Practices Process provided in subsection 4.8 to identify restorative actions that seek reparation for damages, restoration of rights, and reconciliation in an environment of constructive relationships.
  8. The Headmaster, will report the information of the case, in the application of the Schools' Unified Coexistence Information System that has been implemented.
  9. The School Coexistence Committee will carry out analysis and follow-up of type II and type III situations, in order to verify if the solution was effective or if it is required to go to another protocol; Type II (at the end of each period) and Type III (monthly).

## 5. SCHOOL GOVERNMENT

### 5.1. SCHOOL GOVERNMENT BODIES

The School Government of the CCB consists of the following bodies:

- **Board of Directors**, is the directing body elected every two years at the General Shareholders' Meeting in accordance with the bylaws of the Colombo Británico Corporation and with the duties assigned thereto. The Board of Directors has several committees such as: Financial Committee, Legal Committee, Admissions Committee, Solidarity Committee, Development Committee, and others that the Board and Headmaster deem necessary.
- **Directive Council (Consejo Directivo)**, is the directing body in charge of the educational community and academic and administrative orientation of the establishment, with the duties assigned in this School Handbook.
- **The Academic Council**, is in charge of participating in the educational guidance of the establishment, with the duties assigned in this School Handbook.
- **The Headmaster**, is the representative of the school authorities and the executor of the decisions of the School Government.
- **The Ethics and Good Corporate Governance Committee**, as an authority before which violations of the Code of Ethics are processed.

During the health emergency caused by Covid 19, the school governing bodies will meet through a virtual platform such as Zoom, Meet or another that is equivalent.

All decisions taken will be recorded in the minutes. The minutes will be signed by the person who chairs the meeting and the secretary. Once transcribed, they will be shared electronically with all members of the respective school government body.

#### 5.1.1. DIRECTIVE COUNCIL

It is formed within the 60 calendar days following commencement of classes, by:

- The Headmaster.
- The Learning Support Coordinator, with voice but without vote.
- Section heads, with voice but no vote.
- A representative of Early Childhood Section staff.
- A representative of Primary Section Staff.
- A representative of Secondary Section staff.
- A representative of the International teaching staff.
- The President of the Primary and Secondary Student Council, or his alternate.
- The Head Boy and Head Girl, who chair the Secondary Student Council.

- The President or Vice-president of the Parent Council.
- The President or Vice-president of the PTA.
- A representative of the Alumni Association in the Board or his delegate assigned by the Alumni Association.
- A representative of the local productive sector assigned by the Board of Directors.
- The President or Vice President of the Board of Directors.
- The General Assistant, who will be the Secretary - Attends with voice but without vote.
- The 12th grade Spokesperson (Personero) or his/her alternate, when required, with voice but without vote.

When one of the members is unable to attend, he will be responsible for delegating the attendance to an alternate.

### **Duties of the Directive Council**

1. Make decisions that affect the operation of the institution and that do not fall under the authority of another authority.
2. Serve as a mediator in the resolution of conflicts between teachers and administrators with students of the school and after having exhausted the procedures stipulated in the regulations or School Handbook.
3. Adopt the school handbook and school regulations.
4. To defend and guarantee the rights of the educational community when any of its members feels offended or wronged.
5. Participate in the planning and evaluation of the institutional educational project of the curriculum and educational syllabus and submit them for the consideration of the corresponding Ministry of Education or of the body that acts to verify compliance with the requirements established in the Law and the regulations.
6. Stimulate and control the proper functioning of the educational institution.
7. Establish incentives or pedagogical correctives for the academic and social performance of the students that should be incorporated into the School Handbook. In no case may they be contrary to the dignity of the student. (Decide disciplinary pedagogical correctives that imply non-renewal or cancellation of registration - second instance).
8. To recommend criteria for the participation of the institution in community, cultural, sports and recreational activities.
9. Promote academic, sports and cultural relations with other educational institutions and the formation of youth organizations.
10. Encourage the formation of parents and students' associations.
11. Regulate the electoral processes predicted in the Law.
12. Approve Educational Costs. (Doc. 2253/1995).
13. Approve uniforms and lists of tools and texts (Law 1269/2008).
14. To approve the Pedagogical Outings.

15. To approve the advanced promotion of students.
16. Approve the school calendar.
17. Serve as a committee responsible for reviewing the issues related to the Integrated Management Plan for Solid Waste (PGIRS) and Environmental Plan:
  - a. To evaluate the execution of the plan and to make the pertinent adjustments that allow its fulfilment.
  - b. Carry out the environmental and sanitary situation diagnosis in relation to waste management.
  - c. To formulate a clear, realistic and true institutional and sanitary commitment with proposals of continuous improvement of the processes, oriented to the minimization of risks to health and the environment. The commitment should be widely disseminated and answer the questions what, how, when, where, why, what for, and with whom.
  - d. Design the Integral Management Plan for Hospital and Similar Waste.
  - e. Design the functional structure and assign specific responsibilities that guarantee its execution.
  - f. Define and establish coordination mechanisms to ensure the implementation of the plan.
  - g. Manage the budget for the execution of the plan.
  - h. Ensure the execution of PGIRS and PGIRSH.
  - i. Prepare information and reports to the monitoring and control authorities.
  - j. The others that are the responsibility of the Committee.

**Note:** The Directive Council may delegate one or more of the duties to the PGIRS Delegate Committee, made up of the Headmaster, Administrative Director, Head of General Services, Physician and Administrative Assistant, who will report to the Directive Council.

18. Serve as committee responsible for the review, follow-up and decision making on the issues related to the Strategic Road Safety Plan:
  - a. Analyse the results obtained in the initial diagnosis and formulate the roadmap to follow, leading to reinforce the favourable aspects found, mitigate the risks and design actions to ensure a change of attitude in the various transport participants in the institution.
  - b. Identify the risk factors and establish a customized action plan for each of them.
  - c. Present, discuss and determine the academic programs to be developed with the different participants.
  - d. Consider adopting a safety standard, which guarantees the integrity and well-being and minimizes the risks of a traffic accident.
  - e. Evaluate the requirements and available supply, against suppliers and workshops for the processes of diagnosis, preventive maintenance and corrective maintenance of vehicles..
  - f. Schedule dates, times and places for training drivers, their work teams and other members of the institution.
  - g. To determine the control actions or road audits that they consider pertinent.
  - h. Present the campaigns and accompanying actions to be developed throughout the year.

- i. Establish the schedules of the various activities to be carried out and follow up on them.
- j. Prepare periodic reports for the Transit Authority or other interested parties, informing the actions of the programs, advanced and to be executed, analysing the impact, cost-benefit and contribution in the generation of habits, behaviours and behaviours conducive to the road security of the country.
- k. Leading the process of creation and implementation of the Road Safety Strategic Plan (PESV) and the Road Safety Education Framework Programs (PMESV).
- l. Involve a representative from each area of the institution to participate in the creation and dissemination of road safety objectives.
- m. Define the roles and duties of each member of the institution to meet the objectives outlined in the PESV and the PMESV.
- n. Participate in the financing of the PESV and the PMESV, ensuring the necessary budget for the implementation of the different measures that will be adopted.
- o. Establish an agile, dynamic and effective process of participation of those directly responsible for the implementation of the PESV and the PMESV.
- p. Ensure working groups the time they need for their meetings.
- q. To take the necessary decisions to ensure that the proposed measures are carried out successfully.
- r. Ensure that the personnel working in each area comply with the provisions of the PESV and the PMESV, and the applicable related documents.

**Note:** The Directive Council may delegate one or more of the duties to the Subcommittee Strategic Road Safety Plan, made up of the Headmaster, Administrative Director, General Service Head and Administrative Assistant, who will report on their management to the Directive Council.

### 5.1.2. ACADEMIC COUNCIL

The Academic Council is composed of the Headmaster who chairs it, the Heads of Section or their Deputies, the IB program Coordinators, the Learning Support Program Coordinator, the area/subject coordinators and the grade coordinators of the sections and psychologists. The IB program Coordinators, the Learning Support Program Coordinator, Psychologists and Area / subject and Grade Coordinators will attend when required. The General Assistant, who will be the Secretary, attends with a voice but no vote.

#### Duties of the Academic Council

1. To serve as a consultative body of the Directing Council in the revision of the IEP proposal.
2. Study the curriculum and provide its continuous improvement, introducing the modifications and adjustments, according to the procedure established in the law.
3. Organize the curriculum and guide its implementation.
4. Participate in the annual institutional evaluation.
5. Integrate the teachers' councils for the periodic evaluation of the students' performance and for the promotion, assign them their duties and supervise the general process of evaluation.
6. Establish for each grade an evaluation and promotion committee to define the promotion of learners,

make recommendations and follow up reinforcement and improvement activities for students who present difficulties and promote the process of training the students. The Academic Council may delegate this power to the Section Heads.

7. Receive and decide the students' complaints about the educational evaluation.
8. The other duties related to or complementary to the duties assigned by the institutional educational project.

### **5.1.3. HEADMASTER**

The Headmaster will be chosen by the Board of Directors, and will have the following duties:

1. Guide the implementation of the IEP (Institutional Educational Project) and implement the decisions of the School Government.
2. To ensure the fulfilment of teaching duties and the timely provision of the necessary resources for the purpose.
3. Promote the continuous process of improving the quality of education in the CCB.
4. To maintain active relations with the educational authorities, with the sponsors of the institution and with the local community, for the continuous academic progress of the institution and the improvement of community life.
5. Establish communication channels between the different levels of the Educational Community.
6. To create a climate of respect, tolerance and mutual responsibility that favours the education of the student and positive relationships amongst the members of the Educational Community.
7. Leading the School Coexistence Committee.
8. Incorporate in the institutional planning processes the development of the prevention and promotion components, and the protocols or procedures established for the implementation of the Route for Comprehensive Care for School Coexistence.
9. Report cases of harassment and school violence and violation of sexual and reproductive rights of students of the School, in their capacity as president of the school coexistence committee, in accordance with current regulations and protocols defined in the Route for Comprehensive Care and to follow up on such cases.
10. Provide prompt response on irregularities reported by the different levels of the Educational Community.
11. Inform parents before or at the time of enrolment the characteristics of the Educational Institution, the principles that guide the IEP, the School Handbook, the curriculum, the basic pedagogical strategies, the evaluation system of the institution and the institutional improvement plan.
12. Listen respectfully and appropriately to the parents' opinions about the educational process of their children, the suitability of teachers and managers.
13. Inform parents about the results of the tests of evaluation of the quality of the educational service of CCB.
14. Guide the educational process with the assistance of the Academic Council.
15. To exercise the disciplinary duties attributed to him by the law, the regulations and the School Handbook.



16. Leading the review and adjustment to the IEP, the Coexistence Handbook and the institutional evaluation system annually, in a participatory process involving students and in general the educational community within the framework of the Institutional Improvement Plan.
17. Promote social benefit activities that link the establishment with the local community.
18. Apply the provisions set by the state, regarding the provision of public educational service.
19. Define the schedule of the school day and the periods of classes at the beginning of each school year.
20. Conduct the annual evaluation of the performance of the teachers, teaching and administrative directors that report to him/her.
21. The other duties related or complementary to the previous ones attributed to him by the IEP.

## 6. INSTANCES OF PARTICIPATION OF THE EDUCATIONAL COMMUNITY

### 6.1. STUDENT COUNCIL

The Student Council is the highest collegiate body of students, which ensures the guarantee and continuous exercise of participation by the students and to serve as a good example and model in the exercise of positive leadership in school life. It gives students the opportunity to participate in community projects, so before they proceed to their election, applicants must present their points of view and plans of work to their peers.

#### 6.1.1. REQUIREMENTS TO BE A STUDENT COUNCIL MEMBER AND SPOKESPERSON (PERSONERO)

1. To demonstrate the attributes of the Profile of the Educational Community. For aspiring Head Boy, Head Girl and Spokesperson this involves engaging in writing to submit the IB Diploma.
2. Be a student leader with a positive attitude. For Head Boy, Head Girl, Deputy Head Boy, Deputy Head Girl applicants this means having been a member of the Secondary Student Council for at least one year.
3. Being a conciliatory person in the face of the conflicts that sometimes arise in the educational community.
4. To demonstrate a good academic performance, for Secondary this implies a minimum average of 5.0 from 6th to 11th grade. The student who has a subject pending the previous year may not aspire to be a member of the Student Council or spokesperson (Personero).
5. Know how to listen to the observations of class mates, teachers and managers.
6. Have a keen sense of belonging to the CCB.
7. Have the disposition to fulfil responsibly the commitments acquired as a member of the Student Council.
8. Be up to date in all payments due to the CCB.
9. In Secondary, all candidates must register their candidacy by means of a letter addressed to the Head of Section. Candidates may not start a campaign until they receive the endorsement of compliance with the above requirements in writing.
10. In Secondary, the list of candidate candidates must be approved by a committee of teachers each year, who check that they meet points 1-9.
11. Use English in campaign speeches and other audiences that require it. Only the Personero may make the campaign speech in Spanish.
12. In Secondary, candidates must make a formal proposal to their classroom in English, in video format, power point, Prezi or other digital format which will be evaluated by the advisor, and the presentations and results will be shared with the head of section chief and this will count as part of the election.
13. Follow good behaviour, which serves as an example to the entire Institution. This implies not having had disciplinary sanctions for serious or very severe disciplinary situations during the previous school year.

#### 6.1.2. STUDENT COUNCIL ELECTIONS

Elections will take place during the first 4 weeks of the initiation of academic activities.

The Student Councils have as an adviser a teacher or manager appointed by the Head of Section.

In Secondary the teacher will accompany the council when necessary.

**The Primary Student Council:** It is made up of one representative per group from grade 2<sup>o</sup> onwards. One representative per group is chosen, using the simple majority system by secret ballot. The student that obtains the second place in number of votes will be designated as substitute.

**The Secondary Student Council:** It is made up of one representative per group from grades 6th to 12th. The student who obtains the second place in voting will be designated as a substitute. The election will be through the simple majority system and by secret ballot. If a tie is drawn, then the vote is repeated.

If blank/ white votes are the majority, the group will be given the option to nominate more candidates and the election will be repeated.

The 12th grade Spokesperson attends with voice but no vote.

### 6.1.3. DUTIES OF STUDENT COUNCIL MEMBERS

1. Create its own internal regulations, and submit them for approval by the corresponding Section Head.
2. In the Primary and Secondary Sections, when a teacher does not arrive in class promptly, the student representative of the group immediately reports this absence to the Section secretaries.
3. Promote the fulfilment of the rights and duties of students.
4. Collect the general opinion of the students about the conditions and services of the School and present suggestions to the directives for their improvement.
5. The Student Council can present ideas, positive criteria that contribute to the well-being of the whole Institution, but at no time will it have decision-making power over the policies and norms of the Institution.
6. Serve as a means of communication between students and the Student Council.
7. Transmit to students the importance of care for School facilities and assets.
8. Receive initiatives on the development of student life and other activities related to or complementary to the previous ones, attributed by the School Handbook.
9. Plan and coordinate social activities of the School previously authorized by the directives.
10. Schedule, conduct and attend meetings, at least 1 time per month.

#### In Secondary

1. Advise the President on the fulfilment of their duties as a member of the Governing Board of the School Government.
2. Appoint the Treasurer to manage Council funds and maintain a record of how they are used.
3. Coordinate activities with students from other schools, such as the exchange with the Anglo-

Colombiano school in Bogotá.

4. Coordinate the activities of the Assemblies that are agreed between the Student Council and the Head of Secondary.

The Student Council will meet at least once a month. In Secondary, Student Council meetings are organized by the President at times that do not interfere with school work. Minutes must be taken from each meeting. This record must be signed by the President in Secondary and the teacher in Primary. These minutes must be filed in the Student Council Archive of the corresponding section.

All ideas received from the Student Council are analysed as follows:

- From the Council to the Students, through the student representative.
- From Council to Headmaster and Section Heads, through the President at Primary and Head Boy & Head Girl at Secondary.

### **6.1.4. STUDENT COUNCIL PRESIDENT**

The President of the Student Council is in charge of leading the Student Council and complying with what is required of the Coexistence Manual and in his own Government Plan. The President is a student of 12. The President organizes his work advisory team, which must be made up of students of 11th and 12th grade. He must also choose his secretary, who must be a student of 10th. The President chooses the treasurer, who must be a 12th grade student.

Process for the election of President and Vice President:

1. Representatives to the Student Council of grades 11 and 12 campaign within the Student Council. In an assembly the candidates present their ideas to the other representatives.
2. The new president (12th grade student) and vice president (11th grade student) of the Student Council are elected through a voting process that is defined by simple majority and secret ballot.

Duties of the President:

1. Preside over the Student Council.
2. Organize logistics in assemblies and other events in the Community.
3. Assists the Coexistence Committee and Board of Directors with voice and vote.
4. Lead the execution of the Government Plan.
5. Work hand in hand with class representatives on the needs of each grade.

Duties of the Vice President:

1. Support the President in the exercise of his functions.
2. Replace the President in his temporary absences.

### **6.2. PREFECTS**

The position of Prefect is one of the highest dignities that a student of the School can aspire to. It is a

position of leadership that has its origins in the British educational tradition. It is a recognition of the academic excellence, leadership and promotion of the values of the CCB. It prepares students to meet the responsibilities of leadership and at the same time puts them in a position to lead or let themselves be led by their peers.

The Senior Prefects are eight students from twelfth grade. Candidates who postulate or are postulated by their peers and teachers should not have had serious or very serious disciplinary situations in grade 11. The student who has pending a subject from the previous year will not be able to aspire to be a Prefect.

### **6.2.1. ELECTION PROCESS FOR PREFECTS**

Elections will take place over the course of the last 8 weeks of grade 11.

Aspiring Prefects finalists are chosen by vote by the teachers in grades 9-11.

The 12 candidates with the highest vote will be interviewed by the Headmaster, Head of Section and the IB Diploma Coordinator.

The Headmaster, chooses 8 Prefects, taking into account the recommendations of those who attend the interviews, based on a previously defined rubric (they will take into account the trajectory of leadership and participation in activities of the educational community, academic performance and others). In the Prefects team there must be men and women.

### **6.2.2. DUTIES**

1. Organize and coordinate the other students who propose actions to carry out in order to celebrate the last year in the School for them and their classmates.
2. Fundraising for the graduation party and field trip.
3. Support the drafting of the Seniors Section in the Yearbook, and collection of yearbook advertising.
4. Support school authorities in compliance with disciplinary rules.
5. Give speeches at the Secondary Assemblies.

### **6.2.3. PROCESS FOR ELECTION OF HEAD BOY AND HEAD GIRL**

Of the 12th grade students elected as Prefects the Head Boy and Head Girl are appointed by the Headmaster after interviews, along with the Head of Secondary and the IB Diploma Coordinator.

#### **6.2.3.1. REQUIREMENTS TO APPLY TO BE HEAD BOY AND HEAD GIRL:**

1. Demonstrate the attributes of the Profile of the Educational Community.
2. Be a student leader with positive attitudes.
3. Be a conciliatory person in the face of conflicts that sometimes arise in your year.
4. Have a good academic performance. In Secondary, having good academic performance implies finishing

the previous school year with a minimum average of 5 from grades 6 to 10 and 6 in grade 11 at the end of the school year. The student who has a pending subject from the previous year will not be able to aspire to be elected as Head Boy or Head Girl.

5. Listen to the observations of classmates, teachers and managers.
6. Have a sense of belonging to the CCB.
7. Possess the disposition to responsibly fulfil the commitments acquired as Head Boy or Head Girl
8. Be in good standing with the CCB.
9. In Secondary, all candidates must register their candidacy by means of a letter addressed to the Head of Section. Candidates may not start the campaign until they receive written endorsement of compliance with the above requirements.
10. In Secondary, the list of aspiring candidates must be approved by a committee of 12 teachers, who check that they comply with points 1-9.
11. Use English in interviews and presentations to other audiences that require it.
12. Observe good behaviour, which serves as an example to the entire Institution. This implies not having had disciplinary sanctions for serious or very serious disciplinary situations during the previous school year.

### **6.2.3.2. DUTIES OF THE HEAD BOY AND THE HEAD GIRL**

1. Lead the Prefects team.
2. Coordinate the Friendship Cup with Colegio Bolívar.
3. Coordinate other senior events.
4. Attends Directive Council meetings with voice and vote.
5. Deliver the graduation speech at the graduation Ceremony (one in English, the other in Spanish).
6. Other functions similar to the previous ones assigned by the Headmaster or Head of Section.

### **6.3. SPOKESPERSONS (PERSONEROS)**

Students from Grades 6<sup>o</sup> to 12<sup>o</sup> choose by the system of simple majority and secret ballot:

- A Main Personero, who must be at that time in Grade 12th, and
- A Deputy Spokesperson, who must be at that time in grade 11, to work together and give continuity to the projects.
- A Spokesperson Delegate for each of 6th to 10th grade chosen by peers. Interested students send a letter of intent to the Spokesperson. The vote will not be revealed but the two candidates with the highest voting will go on to an interview with the Spokesperson, the Deputy Spokesperson, a teacher and two Prefects.
- The Spokesperson and Deputy Spokesperson elect the Spokesperson Delegate of each grade, taking into account the results of the voting, the interview and the opinions and suggestions of the teacher and the two Prefects. This process is carried out within 60 days after the election of the Spokesperson and Deputy Spokesperson. The Spokespersons delegates who participated in the team of Spokespersons in prior years may run again.

The Spokesperson and Deputy Spokesperson must be presented in formula and will be chosen within the thirty calendar days following the initiation of classes. Before elections, candidates must submit a project outline and their ideas to the Head of Secondary. Candidates for Spokespersons must be endorsed by Secondary's teaching staff.

### **Duties of the Spokesperson**

The Spokesperson is in charge of promoting the exercise of the duties and rights of students enshrined in the Constitution, laws, regulations and the School Handbook.

#### **The duties of Spokespersons are:**

1. To promote and analyse ideas that benefit the fulfilment of the rights and duties of the student, for which he may use the School's internal communication means, request the collaboration of the Student Council, organize forums or other forms of deliberation.
2. Receive and evaluate the complaints and claims that the students present regarding violations of their rights and those formulated by any person of the Educational Community on the breach of the obligations of the students;
3. To present to the Head of Secondary and the Headmaster, the requests that deemed necessary to protect the rights of the students and to facilitate the fulfilment of the duties.
4. To be a mediator before the appropriate channels, to whom the student can attend at the appropriate time and according to the duties that are his responsibility.
5. When deemed necessary, appeal to the appropriate person, the decisions regarding the petitions presented through him.
6. Meet at least once a month with the Head of Secondary and Headmaster for project analysis and evidence of work.
7. Work to promote and strengthen citizen culture and CCB culture.
8. Ensure and protect school facilities and the environment.
9. Direct and guide the Spokesperson team.
10. Attend the Directive Council when required.
11. Attend the Coexistence Committee, with voice and vote.
12. Attend the Student Council meetings, with voice but without vote.

### **Spokesperson Team**

The Spokesperson Team consists of one student of grades 6 to 10, elected as Spokespersons delegates. They will meet at least once a month. Meetings are organized by the Spokesperson, at times that do not interfere with school work. Minutes must be taken from each meeting. This record must be signed by the Spokesperson. These minutes must be filed in the Archive of Secondary Spokespersons.

#### **Duties**

1. The Spokespersons Delegates will fulfil the same duties as the Spokesperson in their corresponding

- years, except attending to the Directive Council or Coexistence Committee.
2. Work on projects proposed by the incumbent Spokesperson and Vice Spokesperson and provide continuity.
  3. When the incumbent Spokesperson cannot perform duties (for academic commitments, or having graduated), the Vice Spokesperson will replace him and the Spokesperson Delegate of Grade 10 will replace the Vice Spokesperson.
  4. Spokespersons Delegates may attend the Student Council with voice but no vote, when invited by the Student Council President.
  5. Spokespersons delegates should be an example of culture and leadership in their corresponding years.
  6. Confidentiality is crucial in this work.

#### **6.4. REVOCATION OF APPOINTMENT OF STUDENT REPRESENTATIVES**

The following shall be grounds for revoking the appointments of the Student Council, Prefects, Head Boy, Head Girl, Deputy Head boy, Deputy Head girl, Spokesperson, Deputy Spokeperson or Spokesperson delegate:

1. Failure to comply with any of the duties assigned.
2. Missing 3 meetings that must be attended, without justifiable cause. The Council Coordinator (accompanying teacher) or the Secondary Student Council Chair will endorse justifiable excuses for Student Council members.
3. Failure to turn over to the Treasurer the money that is due to the Student Council or Prefects, or not to present clarity in the collection of funds.
4. Committing a serious or very serious offense, sanctioned disciplinarily.
5. Commit fraud, or not maintaining confidentiality, on those matters of which they have knowledge, by reason of their duties.

The appointment will be revoked by the Head of Section and / or Headmaster, at his own discretion or according to the request and reports presented by members of the Educational Community:

In the event that the appointment of the Student Council is revoked, or if a resignation of a member is presented, he/she will be replaced by a classmate of the same group or grade, that had the second highest vote. In the event that only one candidate has stood for election, the Student Council will elect a student from the same group to replace him / her.

In the event that the Student Council President appointment is revoked, or he/she resigns, he will be replaced by the Vice President.

In the event that the appointment of the Head Boy or Head Girl is revoked, or he/she resigns, the Headmaster will choose his replacement from among the Prefects.

In the event that the appointment of the 12th grade Spokesperson's is revoked, or he/she resigns he/she may be replaced by the Deputy Spokesperson.



In the event that the appointment of the Deputy Spokesperson is revoked, or he/she resigns he/she may be replaced by a classmate of the same group or grade, who held the second highest vote in the elections. In the event that only one candidate has stood for election, the 12th grade Spokesperson will elect a student from the same group to replace him / her.

The student whose appointment is revoked may not apply for the Student Council, Prefect, Head Boy, Head Girl or Spokesperson for the following academic year.

## **6.5. PARENTS COUNCIL**

The Parent Council is an organ of parental involvement of the educational establishment intended to ensure its continued participation in the educational process and to raise the quality of service results. Its conformation is obligatory.

During the first month of the school year, counted from the date of initiation of academic activities, the Headmaster, through the Heads of Section, will call the parents to elect their representatives to the Parent Council.

The choice of the parents' representatives for the corresponding school year shall be made at the first meeting by grade, with at least fifty percent (50%) of parents or parents present after the first hour of the meeting.

The Head of section will invite the invites the Parent Council President or Vice President to explain the role and invites parents from each grade to register as candidates during the meeting.

Three (3) parents will be elected by vote for each grade (main and / or first or second substitute), who in turn will be appointed as representatives to the Evaluation and Promotion Committee of the corresponding grade. The parent who obtains the highest ballot shall be the principal and represent the grade. The parent who obtains the second place in the voting will be the first substitute, and will be summoned in the principal parent's absence or when the principal parent is prevented because of a case that involves their son. In each grade a second substitute will be elected, and will be the person that obtains the third place in votes, to substitute the representative and the substitute in the evaluation and promotion commission. In the event of a tie, a second round of voting shall be held to settle the tie at that time. In each grade a second alternate will be appointed, who will be the parent who obtains the third place in voting.

Nursery parents will choose a representative who will represent Toddlers and Nursery parents.

Parents' representatives must be parents of at least one student of the corresponding grade. A parent may not be a representative in more than one grade. Only parents who are in good standing with the CCB may apply.

Teachers, directors, employees or contractors of the School (or their spouses), or directives of the PTA (including their spouses) may not be representatives of the parents on the School Parent Council to avoid possible conflicts of interest.

The Parent Council shall meet at least every two months at the request of the Headmaster, or by convening the Chair of the Parent Council, following prior coordination with the Headmaster.

### 6.5.1. DUTIES OF THE PARENT COUNCIL

1. Contribute to the Headmaster in the analysis, dissemination and use of the results of periodic assessments of competences, State tests and IB Diploma Program.
2. To demand that the establishment with all its students participate in the tests of competences and state carried out by the Colombian Institute for the Promotion of Higher Education, Icfes (SABER Tests).
3. Support the artistic, scientific, technical and sports activities organized by the School, aimed at improving students' competences in different areas, including citizenship and creating a culture of legality.
4. Participate in the elaboration of improvement plans and in the achievement of the stated objectives.
5. Promote parenting activities aimed at developing strategies to accompany students in order to facilitate learning, promote the practice of out-of-school study habits, improve self-esteem and the environment of coexistence, especially those aimed at promoting the rights of the child.
6. To foster a climate of trust, understanding, integration, solidarity and consensus among all levels of the educational community.
7. The principal representative of each grade level will create a forum at the beginning of the school year in which the Head of Section, the Assistant, the representatives and alternates of each grade will participate, in order to have a more effective and timely communication. It will also create a forum for the grade and each classroom, which will be administered by the principal representative to the Parent Council, who will ensure compliance with the principles of communication.
8. Submit proposals for improvement of the School Handbook in the framework of the Constitution and the Law.
9. Collaborate in activities aimed at promoting the physical and mental health of learners, solving learning difficulties, detecting problems of school integration and improving the environment.
10. Present proposals for changes to the institutional educational project that arise from the parents in accordance with the provisions of the Law.
11. Elect the president of the Parent Council and his / her alternate. The President of the Parent Council shall be the representative of the parents on the Directive Council, the Coexistence Committee and the Ethics committee. Choose the representatives of Redpaz.
12. When there is an improper exercise of the duties of a representative to the Parent Council, a breach of the provisions of the School Handbook, or a disagreement or conflict between the principal and the alternate, affecting the performance of his duties, Parent Council will report the situation to the Parent Council. After analysing the situation, the Parent Council may decide that the principal or alternate representative cannot run as representatives in the following year.

**Paragraph 1º.** The Headmaster will provide all necessary information so that the Parent Council can fulfil its duties.

**Paragraph 2º.** The Parent Council will exercise these duties in direct coordination with the Headmaster and will require express authorization when assuming responsibilities that commit the School to other instances or authorities.

## **6.5.2. ELECTION OF THE PARENTS' REPRESENTATIVE ON THE DIRECTIVE COUNCIL**

The Parent Council shall, at a meeting convened for this purpose by the Headmaster, elect the Chair of the Parent Council and his / her alternate. The President of the Parent Council shall be the representative of the parents on the Directive Council.

The Parent elected as President or Alternate of the President must have been a principal member of the Parent Council for a minimum period of 2 years. The President may be re-elected for up to three (3) successive terms.

The parent representative, elected to serve on the Directive Council, will periodically report to the Parent Council on the most relevant aspects of his or her management and participation in the Directive Council.

The President of the Parent Council will be invited to some meetings of the Central Committee of the PTA to articulate the work of these 2 entities.

## **6.5.3. ABSENCES**

The representative who is absent from the Evaluation and Promotion Commission meeting, without just cause or prior notice to the corresponding Section Head, may not stand as a candidate and be elected in the following academic year. When the two parent grade representatives excuse themselves from attending the Evaluation and Promotion Commission, or are impeded, the Section Head or his / her Assistant shall convene another parent, preferably of the same grade, by calling the parents in Alphabetical order of last name. A representative who misses fifty percent (50%) of the Parent Council meetings, may not stand for election or be elected in the following academic year.

## **6.5.4. CONFIDENTIALITY**

The information to which the representatives of the Council of Parents in the Evaluation and Promotion Commission have access is confidential. The parent representative who releases information discussed in this Committee may not be a candidate or be elected in the following academic year as a violation of the reservation commitment that is required.

## **6.6. SCHOOL COEXISTENCE COMMITTEE**

### **6.6.1. FORMATION OF THE SCHOOL COEXISTENCE COMMITTEE**

- The Headmaster, who chairs the committee,
- The 12th Grade Student Spokesperson, who may be replaced by the Grade 11 Spokesperson.
- Psychologists of Secondary, Primary or Early Childhood, according to the topics to be discussed.
- The Section Head of Primary, or the Section Head of Secondary or Early Childhood, depending on the issues to be addressed.
- The President of the Parent Council, or his alternate.

- The President of the Student Council (Head Boy and Head Girl).
- Secondary Coordinator.
- The Assistant General is the Secretary and assists with a voice but no vote.

**Paragraph:** The Headmaster may invite members of the educational community with a voice but without vote, knowing the facts, with the purpose of expanding information.

## 6.6.2. DUTIES OF THE SCHOOL COEXISTENCE COMMITTEE

1. Identify, document, analyse and resolve conflicts between teachers and students, managers and students, and between students.
2. Analyse and make recommendations when conflicts arise between parents and members of the educational community.
3. To lead in the School the actions that foster coexistence, the construction of citizenship, the exercise of human, sexual and reproductive rights and the prevention and mitigation of school violence among members of the educational community.
4. To promote the School's association with strategies, programs and activities of coexistence and citizenship construction that are advanced in the region and that respond to the needs of its educational community.
5. Convene a space of conciliation for the resolution of conflictive situations that affect the coexistence of school, at the request of any member of the educational community or ex officio when deemed appropriate in order to avoid irremediable damages to the members of the Educational community. The student, will be accompanied by the father, mother of family, attendant or a companion of the educational establishment.
6. Create the Path of Comprehensive Care and Protocols and submit them for approval by the Directing Council, once the issue is regulated by the government.
7. Activate the Path of Comprehensive Care for School Coexistence defined in article 29 of the Law on School Coexistence (L 1620 of 2013), in the face of specific situations of conflict, of bullying, in relation to high-risk behaviour of school violence or Of violation of sexual and reproductive rights that cannot be solved by this committee in accordance with what is established in the School Handbook, because they transcend the school environment, and bear the characteristics of the Commission of a punishable conduct, reason why they must be attended By other instances or authorities that are part of the System and the Route.
8. Lead the development of strategies and instruments aimed at promoting and evaluating school life, the exercise of sexual and reproductive human rights.
9. Follow up on compliance with the provisions established in the School Handbook, and submit a report to the corresponding body that forms part of the structure of the National System of School Coexistence and Education for Human Rights, Education for Sexuality and Prevention and Mitigation of School Violence, of the cases or situations that the Committee has known.
10. Propose, analyse and make feasible pedagogical strategies that allow the flexibility of the pedagogical model and the articulation of different areas of study that read the educational context and its relevance in the community to determine more and better ways of relating in the construction of civility.

**Paragraph:** This committee should be given its own regulations, which should cover sessions and other procedural aspects, such as those related to the election and permanence in the committee of the teacher that leads processes or strategies of school coexistence.

### 6.6.3. PRINCIPLES OF THE NATIONAL SCHOOL COEXISTENCE AND EDUCATING FOR HUMAN RIGHTS, EDUCATION FOR SEXUALITY AND PREVENTION AND MITIGATION OF SCHOOL VIOLENCE SYSTEM

1. **Participation:** Institutions and educational establishments must guarantee their active participation in the coordination and harmonization of actions, in the exercise of their corresponding duties that allow the fulfilment of the purposes of the System. Educational establishments must guarantee the right of children and adolescents to participate in the development of strategies and actions that are carried out within the System's framework.
2. **Co-responsibility:** The family, educational establishments, society and the State are responsible for the formation of citizens, the promotion of school coexistence, education for the exercise of human, sexual and reproductive rights of children and adolescents. From their corresponding fields of action, around the objectives of the System and in accordance with what is enshrined in Article 44 of the Political Constitution and the Code of Children and Adolescents.
3. **Autonomy:** Individuals, territorial entities and educational institutions are Independent in accordance with the Political Constitution and within the limits set by laws, regulations and provisions.
4. **Diversity:** The system is based on the recognition, respect and appreciation of one's own and others' dignity, without discrimination based on gender, sexual orientation or identity, ethnicity or physical, social or cultural condition. Children and adolescents have the right to receive education based on a comprehensive conception of the human person and dignity in peaceful, democratic and inclusive environments.
5. **Completeness:** The philosophy of the system will be comprehensive, and will be oriented towards the promotion of education for self-regulation of the individual, education for social sanction and education in respect of the Constitution and laws.

### 6.6.4. DEFINITIONS

**Citizen competences:** It is one of the basic competences that is defined as the set of knowledge and cognitive, emotional and communicative skills that, articulated among themselves, make it possible for the citizen to act constructively in a democratic society.

We are active citizens who contribute to building a democratic, participatory, pluralistic and intercultural society that understands how the world works.

We promote the recognition, respect and appreciation of one's own and others' dignity, diversity and difference.

We follow the programs and philosophy of the International Baccalaureate and we strive for an educational community with an international mentality.

**Education for the exercise of human, sexual and reproductive rights:** It is aimed at forming people capable of recognizing themselves as active subjects with sexual and reproductive rights with which they will develop competences to relate to themselves and others, with criteria of respect for themselves, for the other and for the environment, with In order to achieve a state of physical, mental and social well-being that enables them to make assertive, informed and autonomous decisions to exercise a free, satisfactory, 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 relations.

**Restoring the rights of children and adolescents:** It is the set of administrative and other actions that are developed for the restoration of their dignity and integrity as subjects of rights, and their ability to effectively enjoy the rights that have been violated.

**Path of Comprehensive Care for School Coexistence:** The Path of Comprehensive Care for School Coexistence defines the processes and protocols that should be followed in all cases in which school coexistence and human, sexual and reproductive rights of students are affected, articulating an agile service offer, Integral and complementary. Immediate and relevant attention must be given to cases of school violence, harassment or violation of sexual and reproductive rights that occur in or around the School and involve children and adolescents, as well as cases of pregnancy in teenagers.

### **Components of the Path of Comprehensive Care for School Coexistence.**

The Path of Comprehensive Care will have at least four components:

- 1. The promotion component** focuses on the development of competencies and the exercise of human, sexual and reproductive rights. This component determines the quality of the school climate and defines the criteria of coexistence that the members of the educational community must follow in the different spaces of the educational establishment and the mechanisms and instances of their participation.
- 2. The prevention component** should be implemented through a continuous process of education for the integral development of children and adolescents, in order to reduce the impact of the economic, social, cultural and family context on their behaviour. It has an impact on the causes that may potentially give rise to the problem of school violence, its precipitating factors in the family and the spaces that substitute for family life, which are manifested in violent behaviors that violate the rights of others, and therefore those who are at potential risk of being subjected to violence or being agents of violence in the school context.
- 3. The care component** should develop strategies to assist the child, adolescent, parent, caregiver, or educator in an immediate, relevant, ethical, and integral manner, when a case of violence or bullying or aggressive behaviour occurs, violating human, sexual and reproductive rights, in accordance with the protocol and within the framework of the competencies and responsibilities of the institutions and entities that make up the National School System for Coexistence and Education for Human Rights, Education for sexuality and prevention and mitigation of school violence. This component involves actors different from those of the educational community only when the gravity of the fact is reported, the circumstances surrounding it or the physical and psychological damages of the children involved exceed the missionary function of the educational establishment.

The Path of Comprehensive Care begins with the identification of situations that affect the coexistence due to harassment or school violence, which will have to be sent to the School Coexistence Committee

for documentation, analysis and attention based on the School Handbook application. The attention component of the route will be activated by the School Coexistence Committee for the knowledge of the victim, students, teachers, teaching directors, parents or guardians, ex officio by the School Coexistence Committee or by any Person who knows about situations that affect school life.

4. **The monitoring component** focuses on the timely reporting of information to the Unified Information System for School Coexistence, the status of each of the reported cases of care.

#### **6.6.5. RESPONSIBILITIES OF EDUCATIONAL ESTABLISHMENTS IN THE NATIONAL SYSTEM OF SCHOOL COEXISTENCE AND TRAINING FOR HUMAN RIGHTS, EDUCATION FOR SEXUALITY AND PREVENTION AND MITIGATION OF SCHOOL VIOLENCE**

1. Ensure respect for the dignity and physical and moral integrity of their students, educators, teaching directors and other school personnel in the framework of school life, human rights, sexual and reproductive rights.
2. Implement the School Coexistence Committee and ensure the fulfilment of its functions.
3. Develop the prevention, promotion and protection components through the School Handbook and the implementation of the Path of Comprehensive Care for School Coexistence, in order to protect students against all forms of harassment, school violence and violation of Sexual and reproductive human rights, by other colleagues, teachers or teaching directors.
4. Review and adjust the Institutional Educational Project, the School Handbook, and the institutional student evaluation system annually, in a participatory process involving students and in general the educational community, in the light of the rights, of competences and differential, according to the General Law of Education, Law 1098 of 2006 and the norms that develop them.
5. To review annually the conditions of coexistence of the educational establishment and identify risk factors and protective factors that affect school life, protection of human rights, sexual and reproductive, in the processes of institutional self-evaluation or quality certification, based on the implementation of the Path of Comprehensive Care and in the decisions adopted by the School Coexistence Committee.
6. Undertake actions that involve the entire educational community in a process of pedagogical reflection on the factors associated with violence and bullying and the violation of sexual and reproductive rights and the impact of them incorporating relevant knowledge about child care own body and relationships with others, including tolerance and mutual respect.
7. Develop strategies and instruments aimed at promoting school coexistence based on assessments and monitoring of the most frequent forms of harassment and school violence.
8. Adopt strategies to encourage attitudes among members of the educational community that promote and strengthen school life, mediation and reconciliation and the dissemination of these successful experiences.
9. Generate pedagogical strategies to articulate educational processes among the different areas of study.

#### **6.6.6. RESPONSIBILITY OF PSYCHOLOGISTS IN RELATION TO THE PATH OF COMPREHENSIVE CARE**

1. Contribute to the direction of the educational establishment in the process of identifying risk factors that can influence the school life of students.

2. Participate in the accompaniment process as well as the evaluation of the results of this orientation.
3. Participate in the definition of individual and group plans for comprehensive intervention and follow the protocols established in the Path of Comprehensive Care.
4. To support the school coexistence committee in the development of strategies and instruments to promote and evaluate school coexistence and the promotion of sexual and reproductive rights, as well as to document the cases that are reviewed in the sessions of the same.
5. Participate in the construction, drafting, socialization and implementation of the School Handbook and pedagogical projects.
6. Involve families, through the school for parents, in the components and protocols of the Path of Comprehensive Care.

#### **6.6.7. RESPONSIBILITY OF SECTION AND / OR ASSISTANT HEADS IN RELATION TO THE PATH OF COMPREHENSIVE CARE**

1. To document and register in the Unified Information System of School Coexistence cases of harassment or school violence or violation of sexual and reproductive rights.
2. Act as liaison agents or agents that support the referral of cases of school violence or violation of sexual and reproductive rights to institutions or entities as established in the Path of Comprehensive Care.

#### **6.6.8. INVOLVEMENT OF THE FAMILY**

The family as the fundamental nucleus of society is an essential part of the strengthening of educating for citizenship and the exercise of human, sexual and reproductive rights, it plays a central role in the prevention and mitigation of school violence and pregnancy in adolescence, And are assisted by all the duties, duties and functions enshrined in the law (article 53 DR1965 of 2013).

The family, as part of the educational community, within the framework of the National System of school Coexistence and Education for Human Rights, Education for Sexuality and Prevention and Mitigation of School Violence, in addition to the obligations set forth by law, shall:

1. Provide children with spaces and environments in the home that generate trust, tenderness, care and protection of themselves and their physical, social and environmental surroundings.
2. Participate in the formulation, planning and development of strategies that promote school coexistence, human rights, sexual and reproductive rights, participation and democracy, and the promotion of healthy lifestyles.
3. Accompany permanently and actively their children in the educational process that the educational establishment for coexistence and sexuality.
4. Participate in the revision and adjustment of the School Handbook through the participation instances defined in the institutional educational project of the educational establishment.
5. Assume responsibilities in activities for the use of the leisure time of their children for the development of citizens' competences.
6. Comply with the conditions and obligations established in the School Handbook and respond when the



child breaches any of the standards defined therein.

7. Know and follow the Path of Comprehensive Care when there is a case of school violence, violation of sexual and reproductive rights or a situation that warrants it, according to the instructions given in the School Handbook of the corresponding educational establishment.
8. Use existing legal mechanisms and those established in the Path of Comprehensive Care to which the Law refers, to restore the rights of their children when they are assaulted (Article 22 L1620 / 2013).

## 7. TEACHERS AND EMPLOYEES

### 7.1. EMPLOYEE RIGHTS

1. To benefit from the guarantees that derive from the Political Constitution of Colombia, the Laws of the Republic and the internal norms of the Colegio Colombo Británico.
2. Benefit from training and social welfare programs, in accordance with the requirements determined by the Institution.
3. Be treated in a respectful way by managers, parents, colleagues and students.
4. To receive in due time the assigned salary and social benefits according to their position and the internal salary scale of the School.
5. Apply for permits and licenses as established in the internal rules of the Institution.
6. Not be discriminated against because of their political or religious beliefs, social status, race or gender.
7. Enjoy paid vacation in accordance with what is established in the employment contract.
8. Have the possibility of using the school's transport system, always keeping in mind that children have priority.
9. Receive recognition for the achievements made by their direct superiors.
10. Others established in the rules, internal regulations of the school and its section / area.

**Teachers:** In addition to the above rights, teachers have the following rights:

1. Ascend in the National Salary Scale and in the internal salary scale of the School.
2. To associate with professional, sporting, cultural, scientific, professional and humanitarian ends and to divulge to the different estates of the Institution the achieved achievements.
3. Elect or be elected as members of the Directive Council.

### 7.2. DUTIES OF THE EMPLOYEES

1. Comply with the obligations arising from the Political Constitution and Laws of the Republic, as well as the General Statute of Teachers and other internal rules and regulations of the School and its Section.
2. Refrain from exercising political acts or any type of political, religious, racial, sexual or other types of discrimination among colleagues and students.
3. Promote the sense of belonging to the Institution, reflecting behaviour consistent with the School's philosophy and values.
4. To work in an integrated and respectful way with colleagues, in such a way as to promote the union, collaboration and benefit for the educational community.
5. Not attend School under the effects of alcohol, drugs and / or hallucinogens.
6. Refrain from consuming or having in their possession liquor, narcotic and / or hallucinogenic drugs on School premises, or on activities promoted by the School inside or outside of it.
7. Refrain from smoking on the premises of the Institution or during activities with students in or outside the School.

8. Refrain from administering medications of any nature to students, unless there is written authorization from the Medical Department and parents.
9. Wear clothing that is appropriate for your position. Refrain from wearing: blue jeans, shorts, miniskirts, shirts with propaganda, clothes that expose shoulders and back, transparent dresses or blouses, sweat pants, tennis shoes or rubber flip-flops. Any exception for specific activities will be approved by the corresponding Head.  
On Friday workers may wear blue jeans (casual Colombo).
10. Treat members of the educational community respectfully, in and outside their facilities.
11. Comply with the established schedules and do not leave the School during the day without permission of the Head of the Section or immediate supervisor.
12. Be loyal to the Institution and provide constructive judgments and offer possible solutions to help improve it.
13. Comply with the guidelines of the Policy of Acceptable Use of Technology.
14. Maintain strict confidentiality regarding the information and data property of the School that staff have access to by reason of their functions and/or responsibilities defined in the profile of the position, as established in the law 1581 of 2012 for the protection of personal information (Habeas Data). In case of breaching this confidentiality, he or she shall be liable for payment of damages caused to the Colegio Colombo Británico Corporation, without prejudice to criminal and labour lawsuits that may apply.
15. Comply with what is stipulated in the School Handbook, the Internal Work Regulations, biosafety protocols SGSST-DG-28, responsibilities and numeral 4, Manual for the Protection of Minors, and other Policies of the Colombo Británico School that are applicable.

**Duties of Teachers:** In addition to the above-mentioned duties, teachers have the following specific duties:

1. Comply with the duties and responsibilities established in the job description (format of competence of teaching positions published in the Staff Handbook annex 2).
2. Contribute to the construction and implementation of the School Handbook and the Institutional Educational Project (PEI).
3. Participate in the process of establishing the disciplinary rules of the School, its dissemination and monitoring compliance.
4. Identify, report and follow up on cases of bullying, school violence and violation of sexual and reproductive rights affecting students. If the situation of intimidation of which they are aware is done through electronic means, they must also report to the coexistence committee to initiate the corresponding protocol.
5. Transform pedagogical practices to contribute to the construction of environments of democratic and tolerant learning that enhance participation, collective construction of strategies for conflict resolution, respect for human dignity, life, physical integrity and Moral of the students.
6. Participate in the processes of updating and teacher training and evaluation of school working environment for the educational establishment.
7. Exercise the academic activity with honesty and intellectual responsibility, respecting different opinions.

8. Participate in the meetings of teachers and in the academic-administrative activities, for which they are required.
9. To offer the assigned courses according to the curricular programs of the School and according to the established schedules assuming the responsibilities that this implies.
10. Instill in students the respect for the historical and cultural values of Colombia, Great Britain and the world.
11. Develop activities as homage to patriotic symbols, extracurricular activities, HOUSES or substitutions.
12. Keep your students' follow-up books up to date.
13. Conduct the programmed academic evaluations in each department and make students aware of the results of their evaluation reports before being passed on to the reports that will go to the computer.
14. Comply with the delivery of class preparation, reports, progress reports, annual assessment record, student tracking book and other materials according to the deadlines planned in the current "School Calendar" or according to instructions of the corresponding Head of Section.
15. Student reports, as well as official documents of the Institution, should be prepared or preferably written at School.
16. Correct and/or review with students their assessments.
17. Take the daily register at the beginning of the day and keep an attendance record which will be moved to the intermediate and semester grades.
18. Make appointments to meet parents whenever necessary.
19. Do not give private lessons or paid help inside or outside the Institution, to any student of the School, except for specific concessions authorized by the Heads of the academic sections of the School.
20. Resolution of conflicts, with respect for human dignity, life, physical and moral integrity of students.
21. Participate in the processes of updating and teacher training and evaluation of school climate of the educational establishment.
22. Ensure the compliance of school rules and proper behaviour of students in spaces other than the classroom (cafeteria, buses, etc.).
23. Comply with the duties established in the biosafety protocols. (see Protocol SGSST-DG-28, responsibilities and number 4.

### **7.3. RULES**

In addition to all previous and subsequent rules, it governs what is established in the National Legislation, the Internal Work Regulations, the Individual Work Contract and the Teaching Regulations, the Code of Ethics and Good Corporate Governance, the Manual for the Protection of Minors and the Biosafety Protocols SGSST-DG-28, responsibilities and number 4.

<https://docs.google.com/document/d/1H9MRo0SWgYOOLHLQyMtnfTRNp4gaxZfs/edit>

## 8. PARENTS

The CCB considers it fundamental for the success in the process of developing our students, that this be done in conjunction team with the parents. Parents should actively support the educational process of their children.

When parents become involved in educational institutions, they improve the quality and the academic performance of their students. Parents have the right and duty to participate in the school improvement process.

There are numerous ways in which parents can participate in the Colegio Colombo Británico, among which are:

- **Parent meetings:** meetings with teachers and other academic staff at the CCB are important opportunities to work as a team for the development of the child. The School schedules conferences with all parents and students in each of the report's days. It is important the timely attendance to these events, considering the volume of appointments that are made in these days. When parents or the school wish to hold other meetings during the year, they may arrange an appointment for such purpose through the corresponding section office, and in Early Childhood by email.

**During the health emergency period due to Covid 19:** As much as possible, parent meetings should be scheduled videoconferences with teachers, LSP staff or Heads of Section, as the case may be.

- **Voluntary work:** there are numerous volunteers in which parents can participate, such as:
  - Room Parents: In Early Childhood (from Nursery) and Primary.
  - Parent Readers in Early Childhood.
  - Conferences for students on professional subjects or hobbies.
  - Elaboration of didactic material, decoration and props for different events.

To participate in these voluntary activities, simply register in the orientation meetings at the beginning of the school year.

Join one of the CCB's organizations:

**PTA (Parent Teacher Association):** Parent Association. It is made up of a group of volunteers with the purpose of promoting student well-being and community integration. The PTA is organized into committees that work for the well-being of the students and the integration of the school community.

The PTA is organized in different committees that work for the well-being of the CCB school community:

- **COS:** Social Work Committee carries out actions to contribute to social well-being, focusing its main efforts on the community of the Gaitán School located in Jamundí.
- **Pastoral Committee,** supports the entire CCB community in spiritual, personal, family and social growth, through evangelization and community work, strengthening the integral formation of all.
- **Student Committee,** works hand in hand with students supporting them in each and every one of the different activities required by them, and thus strengthen ties between parents and students. Welcomes new families that enter the CCB community, and invites them to be part of the PTA association.

- **Warehouse and purchasing committee**, analyses the needs of the CCB community regarding certain items and products required by our students. During the enrolment season, it sells textbooks and school supplies, now offering the possibility of acquiring them virtually.  
They serve as intermediaries to achieve the rental of garments for first communions, confirmations, and grade.
- **Committee of teachers and collaborators**, ensures the well-being of teachers, collaborators, develop activities for the benefit of them, and their family nucleus, work for the integral development of its members and support them in the process. Another of the main objectives of this committee is to deliver the pro-housing bonus.
- **Alumni Association**: This option is open to all CCB alumni.

During the health emergency period due to Covid 19, there will be no volunteering in person at the school premises.

**Attending the School's Scheduled Events**, is one of the ways in which we show our children that we value their education. There is a great variety of events scheduled throughout the year, such as conferences, assemblies, cultural presentations (musicals, plays, and poetry festivals), sports competitions, PTA festival, celebration of the Immaculate Conception. It is important to be attentive to the invitations to these events through the school newsletter and circulars sent home printed or via e-mail.

During the alternation period due to the emergency generated by COVID 19, the events will be scheduled remotely and assistance will be by videoconference.

## 8.1. RIGHTS

1. To know in advance or at the time of enrolment the characteristics of the educational establishment, the principles guiding the institutional educational project, the School Handbook, the curriculum, the basic pedagogical strategies, the school evaluation system and the Institutional improvement plan.
2. To express in a respectful way and through appropriate channels their opinions regarding the educational process of their children and about the degree of suitability of the teaching and management staff of the educational institution.
3. Be treated with courtesy and respect by the directors, administrative staff and teachers of the School, during the established hours, by prior appointment and following the established appropriate channels.
4. Work as a team with the School to support the integral formation process of their child.
5. Receive information about the academic performance and behaviour of their children periodically throughout the school year.
6. Receive a sufficient and timely response to requirements regarding the progress of the establishment and on matters that particularly affect the educational process of their children. (Decree 1286/2005).
7. Be aware of the work, workshops, evaluations of their children, to review with them the correctness and failure.
8. Receive timely information about School events and activities.
9. Know the policies, rules and procedures of the school, including the policies and protocols established

for the alternation period and / or health emergency.

10. Make use of the J. P. Cushman Information Centre of the School, taking into account the regulation established for the users.
11. Participate in the definition of the general guidelines of the School through the Assembly of Shareholders and other relevant mechanisms.
12. Participate in the educational process that the School develops and, especially, in the construction, execution and modification of the institutional educational project, through the established instances.
13. Provide suggestions and recommendations on events and activities of the School through the mechanisms established for this.
14. To know the information about the results of the tests of evaluation of the quality of the educational service of the School.
15. To choose and be elected to represent the parents in the school governing bodies and before the public authorities, in the terms provided in this Handbook.
16. Exercise the right of association with the purpose of improving educational processes, the training of parents in matters relating to the best education and the harmonious development of their children.

## 8.2. DUTIES

In order to ensure compliance with the commitments made with the education of their children, the following duties are the responsibility of the parents:

1. Comply with all the registration procedures on the set date. This information is communicated by a circular.
2. Contribute that the educational service is harmonious with the exercise of the right to education and in fulfilment of its social and legal purposes.
3. Comply with the obligations assumed in the act of registration and in the School Handbook, to facilitate the educational process.
4. To contribute to the construction of a climate of respect, tolerance and mutual responsibility that favours the education of the children and the best relationship among the members of the educational community. Treat respectfully to members of the educational community.
5. Respect the appropriate communication channels, without intervening directly with other students other than their own children, and inform the relevant Section Head about any situation that presents itself.

**Note:** The recriminatory intervention of a parent in a situation of conflict with a student (other than his / her child) in the School is explicitly prohibited.

In the event that a parent of a family violates the rules of coexistence established in this Handbook, the corresponding Section Head will present the situation to the Headmaster. The Headmaster, after dialogue with the parent (and other members of the educational community involved, if applicable), will request the concept of the Coexistence Committee. Once this procedure is fulfilled, the Headmaster may define limiting the access of said father to the educational facilities to events only with prior appointments agreed with the School officials. In the event that the parent does not agree with the measure, he or she may appeal to the Directive Council.

6. Accompany the educational process in fulfilment of their responsibility as the first educators of their children, to improve personal orientation and the development of citizens' values.
7. All students must live with a parent or guardian. In the event that both parents have commitments that imply that they are absent from home, they must ensure that their children have adequate supervision by a responsible adult and must notify the section of their absence and notify who will be the responsible adult.
8. Educate your children and provide them a home environment of affection, respect and tolerance.
9. Ensure that their children carry out their duties responsibly, and inculcate respect, appreciation and appreciation for themselves, their peers, towards the School and all the staff who work there.
10. To know and support the vision, mission and philosophy of the School, its pedagogical principles and support the established policies, rules and procedures, taking into account that the fundamental interest is the identification of the capacities of their children, as well as the Difficulties to contribute to a better integral formation.
11. To know, respect and comply with the school calendar established by the School in accordance with the provisions of the Municipal Education Secretariat.
12. Bring and pick up your children promptly before starting the day and at the end of the day, if they are not users of the school's transportation service.
13. Ensure that your children arrive at the school in good health, wearing the complete uniforms, with the correct materials and completed homework. In other words, comply with the recommendations made by the School.
14. Teach your children to take care of the School property and to have a sense of belonging for it.
15. Communicate in a timely manner, and in the first place to the School authorities, any irregularities they may be aware of, inter alia, in relation to child abuse, sexual abuse, trafficking or consumption of illicit drugs. If you do not receive prompt response, go to the competent authorities. (Decree 1286).
16. In Primary it is the duty of the parents to review the school agenda or communicator, signing it and informing the news in due course.
17. In Early Childhood it is the parent's duty to review Toddle daily and use the institutional email to communicate with teachers.
18. Attend School, when requested for assemblies, meetings, interviews, conferences, festivals, workshops, School of Parents, etc.
19. When both parents are unable to attend orientation meetings, Parent Day-EC, academic meetings, tripartite meetings, parent workshops or other meetings programmed by the School, they must submit a written excuse. In case of unforeseeable events, both parents cannot attend, they must submit to the Headquarters of the Section or the Headmaster's Office of the School a justified excuse within a period of no more than 5 calendar days after the day of the meeting for which they were summoned. Parents who do not comply with this duty, must pay in the School Treasury the sum of fifty thousand (\$50,000) pesos, in a term no longer than 30 calendar days. This fine will be charged to the parents on the next invoice.
20. To support the establishment in the development of actions that lead to the improvement of the educational service and that raise the quality of learning, especially in the formulation and development of institutional improvement plans.



21. Participate in the annual self-evaluation process of the educational establishment, in the established instances.
22. Pay for the economic commitments acquired with the Institution within the first fifteen (15) days of each month.
23. Ask for meetings with teachers or tutors when necessary, avoiding by all means interrupting classes.
24. Only in cases of real urgency, send materials and messages to your children while they are at the School.
25. Plan medical and dental appointments, trips and vacations in a way that does not affect the normal development of activities planned by the School for the students.
26. Abide by and comply with the rules established by the Institution.
27. Inform the school of the reason for their children's absence.
28. Inform the school of their children's disabilities and / or external treatments.

**During the health emergency period, parents also have the following duties:**

1. Parents must ensure that students have:
  - An appropriate electronic device (tablet or laptop, not cell phone) to be able to participate in education with the support of ICTs.
  - An internet service that allows them to connect with all their classes.
2. Parents should not interrupt face-to-face or remote learning sessions.
3. No parent may have a recriminating intervention or with offensive language, neither in person at the school, nor during remote learning sessions.
4. For the students of the Early Childhood Section, make sure that the caregiver of their children can support / accompany the process of the children during the absence of the parents, in remote learning mode.
5. Ensure compliance with the attendance of their children to remote sessions on time, and with all the material previously requested via agenda. Parents should be a support in monitoring compliance with academic commitments in aspects of connectivity and behaviour (supervising that their child is connected and attentive).
6. Know, respect and adjust to the calendar established by the school, in accordance with the provisions of the Municipal Secretary of Education regarding remote and face-to-face learning in alternation.
7. Bring and pick up your children on time and following the established Biosafety Protocols. Make sure your children follow established protocols for the use of school transportation.
8. Make sure to monitor the health status of your children and relatives who share the same home, so as not to send them in case of presenting symptoms mentioned in the Biosafety Protocols.
9. It is the parents' duty to review the notifications on the TODDLE and Phidias platforms, as applicable. Make reference to the fact that they can be communicated via messages from Toddle or Phidias.
10. Attend video conferences when requested for assemblies, meetings, interviews, conferences, festivals, workshops, Parent University, etc.
11. Request videoconferences with teachers or tutors when necessary, always avoiding interrupting meetings or remote learning sessions.

12. It is the duty of parents to ensure the privacy of their children and that of others. Any situation presented during a remote meeting must be notified to the teachers, assistants or section chief through the official channels defined for that purpose.

**Note:** It is forbidden for any parent or relative to take photos or videos of children during remote encounters and distribute them through social networks

### **8.3. RULES**

Rules are governed by the Statutes of the Corporación Colegio Colombo Británico.

The rules established in the school's biosafety protocols are applicable.

## 9. ENROLMENT

The enrolment fee equals 10% of the annual fee (educational costs), which is accrued once a year in the event of formalizing the student's entrance to the educational service of the institution or when this contract is renewed.

### 9.1. REQUIREMENTS FOR ENROLMENT

1. Certificate of financial good standing issued by the Treasury.
2. Voucher for payment of enrolment fee.
3. Certificate of affiliation to medical service (EPS/Prepaid Medicine).
4. Parents must submit to the CCB the updated Vaccination Card of each of the child entering Early Childhood and/or Primary.
5. Photocopy of the identity document of the student entering for the first time:
  - For students under 7 years old: student's birth certificate.
  - For students between 7 and 17 years of age: Photocopy of the student's ID Card.
  - For students who have reached the age of 18: Photocopy of the [Colombian] National ID.
  - For students born abroad:
    - If they are under 7 years and born to Colombian parents: Photocopy of the birth certificate issued by the Colombian Consulate in the country of origin of the student.
    - If they are older than 7 years and one of the parents is Colombian: Photocopy of the ID Card.
    - If both parents are alien: Photocopy of the parents' Alien ID Card if the child is under 12 years old or the student's Alien ID, if the child is older than 12 years old.
6. Updated Member Data, Student Data, Solidarity Fund Form, Department of Safety and Transportation, Student's Medical Records duly completed through Phidias.
7. Educational Service Contract, printed and signed by both parents.
8. Certificate of good academic standing duly signed (only for secondary).
9. Certificate of financial good standing issued by Collections office of the previous institution for students who enter for the first time and the withdrawal of SIMAT.
10. Completion of the Enrolment Form (duly signed).
11. If all the required documents are not submitted, the student cannot be enrolled.
12. The CCB sets dates for ordinary enrolments. Parents who DO NOT meet the registration requirements must pay the sum of \$100,000 pesos for the extemporary enrolment.

## 10. TUITION AND OTHER CHARGES

The value of the tuition is the sum resulting from dividing the remaining 90% of the annual fee in 10 months covering the academic year, which is paid to the institution, on a monthly basis, for the right of the student to participate in the educational process during the corresponding academic year. Tuition must be paid within the first 15 days of each month, under penalty of charging interest on arrears.

**Note: In accordance with Resolution 016289 of 2018, of the Ministry of National Education, its article No. 14, “Retention of evaluation certificates” states:** *“In case of tardy payment of the charges agreed at the time of enrolment, Preschool, primary and secondary schools may retain the student’s evaluation reports, unless the parents or persons responsible for this obligation can demonstrate their inability to pay due to just cause, under the terms of article 2, paragraph 1, of the Law 1650 of 2013. Under no circumstances, schools may prevent them from participating in the educational process, including participation in academic activities, which includes examinations and other academic activities”.*

Law 1650 of 2013 (art 2 that modifies art 88 of Law 115 of 1994) establishes *“The retention of diplomas for failure to be in good standing with the institution due to inability to pay for a just cause, is prohibited”.* To demonstrate the inability to pay, the interested parties shall:

1. Demonstrate that an event has occurred which, with just cause, has impacted the interested party’s finances or that of the members responsible for their sustenance.
2. To prove the occurrence of the fact by any means of evidence sufficiently conducive, adequate and relevant. other than confession.
3. That the person responsible for the payment demonstrates that he/she has taken the steps necessary to achieve the fulfilment of the outstanding obligations with the institution.

### 10.1. PERIODIC CHARGES

These are the amounts paid monthly by parents or caregivers voluntarily for:

**School Transportation Service provided by the School:** This service can be used to pick up and drop off the student at their house, or for one of the routes per month, week, half a week, or for a single day. Bus service will be billed between august and may (10 monthly fees).

The bus service is provided from the beginning of the academic year in mid-August until the end of it in mid-June. Parents in August cancel the bus service that is provided from mid-August to mid-September and so on month after month.

Transport Service provided by the school: The transportation service is offered through an annual contract to pick up and drop off the student at home, for the entire school year (August to May) to be offered and billed on a monthly basis. Families may also contract the service for the periods from August to December and from January to June.

Since places on the routes are assigned from the beginning of the period, new requests from the months of September and February will be subject to availability, and parents must pay the full costs of the respective period (5 months). The service will be billed in 10 monthly instalments (August to May).

Eventual requests of bus service per Route will be offered only if there are places available on the bus route. The request must be made at least one week in advance.

When parents sign up for the service, they must choose a fixed address for pick-up and / or drop-off. The change of address during the school year will be subject to availability of space on the bus route. The request must be made at least one week in advance.

In any of the chosen modalities, if the family decides to withdraw from the service before the end of the period, they must cancel the remaining months of the contracted period.

TRANSPORT	2021-2022	%
School (Complete) Monthly	\$ 401.100	3,5%
School (Half) Monthly	\$ 260.800	3,5%
Return route for one day	\$ 37.300	3,5%
One way for one day	\$ 25.900	3,5%

**Note\*:** This cost will apply as long as we can operate the buses with the normal capacity that we have been using. In the event that there is a change in the biosecurity conditions for the school transport service, the School may make an adjustment in the value that will be notified in advance at the beginning of the month in which it is going to apply, so that parents can make the decision. to continue or not to use the transport service.

**Overdue payment of the School Transportation Service:** Failure to pay the obligations relating to the value of the transportation service for more than two months will lead to the suspension of the service. The suspension of the service will be carried out on the first (01) business day of the third billing month. The transportation department will notify the family the week before.

**Cafeteria:** The parent or student must pay the service provider directly, varies depending on what is consumed.

## 10.2. ADDITIONAL CHARGES

These are amounts paid voluntarily for School services other than enrolment, tuition and periodic charges, as follows:

**Extracurricular Activities:** Activities outside the school day on weekdays. Extracurricular service will be billed in the months of August to May (10 monthly instalments) from First grade onwards and from September to May (9 monthly instalments) for Toddlers, Nursery, and Prekinder

During alternation periods, blocks of approximately 2 months will be offered, depending on current regulations.

EXTRACURRICULAR ACTIVITIES	Monthly	Yearly
Sports (10 instalments)	\$ 111.000	\$ 1'110.000
Sports (9 instalments)	\$ 122.000	\$ 1'098.000
Tennis	\$ 207.000	\$ 2'070.000
Judo	\$ 159.000	\$ 1'590.000
Judo (Prekinder: 9 instalments)	\$ 171.000	\$ 1'539.000
Art (10 instalments)	\$ 178.000	\$ 1'780.000
Art (Prekinder: 9 instalments)	\$ 198.000	\$ 1'782.000
Instruments (Battery, Electric Bass & Violin)	\$ 224.000	\$ 2'240.000
CCB Symphonic Band, Dance, Music, Scouts and Drama, Choir, Theatre	\$ 111.000	\$ 1'110.000
Toddlers & Nursery (9 instalments)	\$ 122.000	\$ 1'098.000

#### EXTRACURRICULAR ACTIVITIES DURING BLENDED LEARNING: t

EXTRACURRICULAR ACTIVITIES	Monthly 2021-22	Yearly 2021-22
1 Activity/week	\$ 103.000	\$ 931.500
2 Activities/week	\$ 155.250	\$ 947.250
3 Activities/week	\$ 258.750	\$ 2'329.000
4 Activities/week	\$ 310.500	\$ 2'795.000

**Sports and Arts School:** Activities on Saturdays. The Sports and Arts School will be billed in the months of August to May (10 monthly instalments).

SPORTS AND ARTS SCHOOL	Monthly
Without transport service	\$ 142.000
Sports School transport service (\$20.000 per return route minimum 10 students)	\$ 80.000
2nd son discount	50%
Ballet & Theatre	\$ 221.000
Scouts	\$ 221.000
Adults: Dance, gymnasium, sports	\$ 48.000

## SPORTS AND ARTS SCHOOL DURING BLENDED LEARNING:

SPORTS AND ARTS SCHOOL	Monthly 2021-2022
Without transport service	\$ 129.000
Transportation service (\$20.000 pre return route minimum 10 students)	\$ 80.000
Ballet & Theatre	\$ 129.000
Scouts	\$ 129.000

- **Ambulance Service:** Annual charge for the ambulance service. \$16.500 per family.
- **Contribution to the Solidarity Fund:** \$ 35.000 monthly per family.
- **ICT Voluntary Contribution:** \$ 52.000 monthly per family.
- **Yearbook:** \$ 72.500
- **Yearbook Advertising:** Varies depending on specifications.
- **Affiliation to the Alumni Association:** \$ 150.000 (in 10 instalments).
- **Duplicates of Graduation Certificate and/or Diploma:** \$ 13.500
- **Certificates and Duplicates of bulletins:** \$ 7.822
- **Student Card:** \$ 6.000
- **Student Accident Insurance Policy:** : \$ 30,000
- **Life Insurance Policy for parents:** Families may choose between taking a Life Insurance with coverage for the entire school life of the student or a Life Insurance that covers only the next five (5) years of the student's Tuition. This last option applies only to Toddlers through Fifth grade families. The payment can be made monthly (10 instalments) or a single advance payment. Value varies according to the grade.
- **Teaching material provided by the school:** Value varies according to the grade.
- **Shared and Individual Materials:** Value varies according to the grade.
- **Texts:** Value varies according to the grade.
- **Penalty for not attending the Assembly:** 50% SMLMV equivalent to \$438.900 in 2020.
- **Penalty for non-compliance with Parking Rules:** \$ 50.000 first time y \$100,000 for repeat offenders.
- **Penalty for not attending parent meetings:** Up to \$50,000.

The educational materials produced by the Colegio Colombo Británico, directly linked to the Institutional Educational Project, to the curricular programs and the methodology used, such as guides, workshops, Atelier Material, French Text, Design, agenda, and notebooks that are delivered to students and are charged to parents.

Supplementary sports and cultural activities programmed by the Institution, such as: workshops and events, professional orientation, coexistence, fieldtrips (the cost varies depending on the destination), participation in tournaments and cups (the cost varies depending on the destination), exchanges (the cost varies depending on the destination), substance consumption prevention program (6th – 12th), Sexual Education Program (6th to 12th), First Communion, Confirmation, Model UN, Pre-Icfes, Book

Club (the cost varies depending on the books bought), Secondary Section Clubs, Graduation and Farewell Ceremony, Graduation Party.

External tests such as: PSAT, ACT, MAP tests, ICFES, Pre Icfes, Icfes Simulation, International Baccalaureate exams (DP and MYP), Digital Evaluation Software.

- Costs of MYP Programme (8th to 10th) and Diploma Programme (11th and 12th).
- Graduation fees, Graduation Ceremony, Farewell, Prom.
- 100% Organic Compost: 10 Kgs Package \$ 10,000, 20 Kgs Package \$ 20,000.

**Copy centre:** In accordance with the provisions on the Non-Use of Cash within the school as a measure in the Biosafety protocols for control of COVID contagion vectors, students will request the necessary services at the Copy Centre through the Service Form, signing as evidence for the value and type of service provided. At the end of the month, the Treasury will bill families for said value.

CONCEPT	Rates 2021-22
Black and white photocopies	\$ 100 each
Colour photocopies	\$ 500 each
Black and white prints	\$ 100 each
Colour prints	\$ 500 each
Ringed	\$ 2.500 each
Laminate	\$ 3.500 each

### 10.2.1. ADDITIONAL CHARGES BY GRADE

Item	Toddlers	Nursery	PreKinder	Kinder	1°
Shared Materials (per year)	\$ 500.000	\$ 500.000	\$ 130.000	\$ 130.000	\$ 130.000
Workshops and events (per year)	-	-	\$ 140.000	\$ 140.000	\$ 140.000
Individual Material	-	-	\$ 76.200	\$ 112.400	\$ 168.000
Digital managing learning platform (Toddle) US\$24/year	\$ 92.400	\$ 92.400	\$ 92.400	\$ 92.400	\$ 92.400
Personalised Digital learning platform (IXL) USD 15,30/year	-	-	\$ 59.000	\$ 59.000	\$ 59.000
Digital evaluation Platform MAP Test - NWEA (Annual) USD 18,60/year	-	-	-	-	\$ 72.000
<b>Sub total (2021-2022)</b>	<b>\$ 592.400</b>	<b>\$ 592.400</b>	<b>\$ 497.600</b>	<b>\$ 533.800</b>	<b>\$ 661.400</b>
Ambulance Service (yearly/family)	\$ 16.500	\$ 16.500	\$ 16.500	\$ 16.500	\$ 16.500



Life Insurance Policy for parents (end of school- 10 months)	\$ 151.942	\$ 142.546	\$ 133.416	\$ 117.233	\$ 107.031
Life Insurance Policy for parents (5 school years- 10 months)	\$ 47.566	\$ 51.022	\$ 54.253	\$ 48.511	\$ 48.603

Item	2°	3°	4°	5°
Texts & Art Materials (per year)	\$ 130.000	\$ 130.000	\$ 130.000	\$ 130.000
Workshops and events (per year)	\$ 130.000	\$ 130.000	\$ 130.000	\$ 130.000
MAP Tests (2°-5°) US\$18.60 per year	\$ 72.000	\$ 72.000	\$ 72.000	\$ 72.000
Personalized digital learning platform (IXL) US\$15,30 (per year)	\$ 59.000	\$ 59.000	\$ 59.000	\$ 59.000
Digital managing learning platform (Toddle) US\$24/year	\$ 92.400	\$ 92.400	\$ 92.400	\$ 92.400
<b>Sub - Total 2021-2020</b>	<b>\$ 483.400</b>	<b>\$ 483.400</b>	<b>\$ 483.400</b>	<b>\$ 483.400</b>
First Communion (per year)	-	-	\$ 330.000	-
Ambulance Service (yearly/ family)	\$ 16.500	\$ 16.500	\$ 16.500	\$ 16.500
Life Insurance Policy for parents (end of school- 10 months)	\$ 97.083	\$ 86.594	\$ 78.473	\$ 69.675
Life Insurance Policy for parents (5 school years- 10 months)	\$ 48.796	\$ 48.511	\$ 49.474	\$ 50.032

Item	6°	7°	8°	9°	10°
Shared Art Materials 6°-10° (per year)	\$ 62.000	\$ 62.000	\$ 62.000	\$ 62.000	\$ 62.000
Workshops and events (per year)	\$ 110.000	\$ 110.000	\$ 110.000	\$ 110.000	\$ 110.000
MAP Tests (6°-9°) US\$18.60 / PSAT (10°) US\$31.20 (per year)	\$ 72.000	\$ 72.000	\$ 72.000	\$ 72.000	\$ 120.000
OP 4B Orientation test for 10th grade	-	-	-	-	\$ 83.000
Prevention program (per year)	\$ 110.000	\$ 110.000	\$ 110.000	\$ 110.000	\$ 110.000
Sexual Education Program (per year)	\$ 25.000	\$ 25.000	\$ 25.000	\$ 25.000	\$ 25.000
Shared Design Material (per year)	\$ 50.000	\$ 55.000	\$ 55.000	\$ 55.000	\$ 55.000
Convivencia (per year)	\$ 30.000	\$ 30.000	\$ 30.000	\$ 30.000	\$ 30.000
Servicio Social (Pre Cas) (per year)	\$ 20.000	\$ 20.000	\$ 20.000	\$ 20.000	\$ 20.000
Personalized digital learning platform IXL US\$15,30 (per year)	\$ 59.000	\$ 59.000	\$ 59.000	\$ 59.000	\$ 59.000

<b>Subtotal</b>	<b>\$ 543.000</b>	<b>\$ 543.000</b>	<b>\$ 543.000</b>	<b>\$ 543.000</b>	<b>\$ 674.000</b>
Map Exam (9th and 10th) US 18.60 per year	-	-	-	\$ 72.000	\$ 72.000
Delf Exam (A1 and A2) (Prices may be adjusted by the Alianza Francesa)	-	-	A1: \$145.000 A2: \$155.000	-	B1: \$235.000 B2: \$300,000
Confirmation Sacrament	-	-	-	-	\$ 485.000
CCB Model United Nations	\$ 180.000	\$ 180.000	\$ 180.000	\$ 180.000	\$ 180.000
Ambulance Service (yearly/ family)	\$ 16.500	\$ 16.500	\$ 16.500	\$ 16.500	\$ 16.500
Life Insurance Policy for parents (end of school- 10 months)	\$ 60.631	\$ 50.004	\$ 40.227	\$ 29.548	\$ 21.323
<b>Fieldtrips:</b> With national or international destination, by grade eg. 6, 8, 10, i.e., MUN, Barnardiston school, British English Olympics vary according to the cost of the program. Parents pay directly to the agency or the school depending on the agreed logistics.					
Virtual High School - AP US					
1 Semester US\$648				1 Semestre \$ 2.494.800	
1 year US\$1.296				1 year \$ 4.989.600	
AP Course 1 year US\$1.404				AP course \$ 5.405.400	

Item	11°	12°
DP Progame	\$ 4.983.049	\$ 1.102.802
Workshops and events (per year)	\$ 50.000	\$ 50.000
Prevention (per year)	\$ 30.000	\$ 30.000
Sexuality Programa	\$ 20.000	\$ 20.000
ICFES Mock (per year) (2 in 11th & 3 in 12th)	\$ 22.000	\$ 33.000
Saber 11 Test and Pre Saber 11 (cost varies according to ICFES rates)	\$ 75.000	\$ 75.000
CAS (per year)	\$ 70.000	\$ 70.000
Electrónico Text for DP Kognity US 192/ year	\$ 739.200	\$ 739.200
<b>Sub total</b>	<b>\$ 1.006.200</b>	<b>\$ 1.017.200</b>
MAP TEST NWEA- US\$ 18.60/ year	-	\$ 72.000
Art Materials HL 11° y 12° (per year)	\$ 340.000	\$ 340.000
PREICFES (per year)	\$ 282.000	\$ 564.000
Ambulance Service (yearly/ family)	\$ 16.500	\$ 16.500

Life Insurance Policy for parents (monthly)	\$ 17.218	\$ 7.763
Model ONU CCB	\$ 180.000	\$ 180.000
Graduation fees (per year)	-	\$ 30.000
Graduation Ceremony (per year)	-	\$ 350.000
Farewell (last 1st day, souvenirs for grade 12 students, picnic) (per year)	-	\$ 210.000
Alumni Association Affiliation (once)	-	\$ 150.000

**Fieldtrips:** With national or international destination, for example Hay Festival, MUN, British English Olympics, Art or science exit, etc., they vary according to the cost of the program. Parents pay directly to the agency or the school depending on the agreed logistics.

Virtual High School - AP US

1 Semester US\$648

1 year US\$1.296

AP Course 1 year US\$1.404

1 Semestre \$ 2.494.800

1 year \$4.989.600

AP course \$ 5.405.400

### 10.3. REFUND POLICY

Once the parents have paid the tuition, it will not be refunded. No refunds will be made when a student leaves school once the month has started. The student will be charged the full value of the month, so that it is withdrawn before the end of the month.

## 11. VISITS

The CCB seeks to maintain a healthy and safe environment that promotes learning.

Due to the health emergency caused by Covid 19, visits to the CCB are restricted to the following guideline issued by the CCB's Protocols document: *"Families or caregivers should not enter the CCB's facilities. Exceptionally when it is essential, they may be required by the sections, and they must leave as soon as possible to avoid crowds"*.

**Experts:** who support the units of inquiry or learning activities can be invited to interact with children virtually on remote learning days from home.

Teachers must coordinate your visit in advance with the corresponding official of the Colegio Colombo Británico, in this case the the secretary of the section.

**Parents who want an appointment with teachers** should request it through electronic communication channels (Phidias), by phone call to the secretary of the respective section or they can do it directly with the teachers by Phidias and they will be attended virtually / remote.

Once the health emergency due to Covid 19 is over, visitors will once again be welcome at the School's facilities, taking into account some considerations:

- Visitors must coordinate their visit in advance with the corresponding official of the Colegio Colombo Británico .
- Visitors must register at the main gate and carry a visitor's card.
- Visitors must be reported by the main gate to the offices of the corresponding section.
- Visitors entering academic sections should report to their corresponding offices as soon as they enter.
- Visitors can not interrupt classes without proper authorization.
- Armed persons are not allowed to enter school facilities.

**Parents applying for admissions:** The Admissions office organizes visits to the school on established dates or by appointment with the Director of Admissions and Marketing, to schedule the visit. During the health emergency due to Covid 19, families entering the school must comply with biosafety protocols and complete the health survey.

**Friends and family:** You should not visit the school during the day, because this implies an interruption in school activities.

**Alumni:** They must coordinate a previous appointment with the Director of the Alumni Association who will accompany them on the tour during their stay in the facilities, when they wish to visit the school.

During the health emergency due to Covid 19, appointments are scheduled when there are no students. A maximum of 3 people may attend each appointment, complying with the biosafety protocols and answering the Coronapp health survey. If there is evidence of non-compliance with the biosafety protocols, the school

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reserves the right to request the alumni to leave the facilities.

**Drivers, body guards, maids, nannies, and other personnel at the service of families:** They require prior authorization from the Head of the corresponding Section to enter school premises.

**Animals:** They can only come in to the premises when they are part of a school activity, with previous authorization of the Head of the corresponding Section.

## 12. RULES FOR USE AND LOAN OF FACILITIES

During the public health crisis caused by the Covid 19 pandemic, it is not advisable to lend the campus to third parties.

Once the health emergency is over, the members of the Educational Community will once again be welcome to the School's facilities.

The priority in the use of sports areas (Multiple Gymnasium, Soccer Field and Sports Fields) is for the students and collaborators of the CCB in developing curricular and extracurricular activities.

When the sports areas are not being used in curricular and extracurricular activities of the students or collaborators, they may be loaned to members of the educational community: Students, Parents, Employees, Teachers and Alumni.

These loans may be after the school day, extracurricular and Sports School (5:00 pm from Monday to Friday and Saturdays from 12 m), as long as they do not interfere with activities previously organized and planned by the school. In no case will the loan of the pool or surrounding area be authorized.

The School may charge a fee determined by the use and loan of Sports Facilities when it considers it convenient and when the activity involves associated expenses such as maintenance, security, etc.

Occasionally, loans from Sports Facilities for natural or legal persons not members of the CCB Community may also be approved. In this case, there will be an economic consideration in favour of the institution.

Visitors may use the external parking lot to the facilities; the school is not responsible for the theft or loss of vehicles or items stored in them. The use of the internal parking lot will be done during special events and must be expressly authorized by the corresponding instances.

In any case, the norms and policies of use proper to each area of the School discussed in the School Handbook, or those exposed in visible places in the corresponding areas should be followed. If there is failure to comply with these provisions, the School reserves the right of admission, to suspend the loan of its facilities and to determine, in case it is considered necessary, the withdrawal of those who do not comply with the provisions for these cases. This applies to all of the Rules in The Sports Zone, Rules in the Multiple Gymnasium, the specific regulations exposed in the area, if any, and the norms for the Visits.

In addition to the sections of the School Handbook indicated, the following regulations and provisions apply:

1. Access is restricted only to the sports area or facility that was requested. Admission to the academic sections or the office area is not allowed.
2. Strictly conform to the authorized schedule for the development of the activity.
3. All personnel who make use of the sports facilities must take care of and maintain the cleaning of all units of the School (School Handbook Subsection \_3.4 Preservation of the School Environment of the).
4. The use of cigarettes, alcoholic beverages, illegal drugs or substances is not permitted (School Handbook

Subsection \_3.5 Environment Free of Tobacco, Alcohol, Drugs, and Prohibited Substances).

5. Perform activities observing good behaviour, using good language and excellent courtesy at all times, in accordance with our core values: respect, honesty, solidarity, responsibility and tolerance. (School Handbook Subsection \_3.6 Dignity).
6. The entrance of animals is not allowed, they can only come when they are part of a school activity, with previous authorization the Head of the corresponding Section. (Subsection \_11 Visits of the School Handbook).
7. Athletes must enter with appropriate footwear: soccer cleats for soccer fields, sneakers for the multi gym and other sports courts.
8. The people who are going to make use of the soccer fields must do warm up activities outside of the field in the surrounding green zone.

**The applicable procedure in all cases is:**

1. The loan request for sports facilities may be processed when they are not being used in activities developed by and for students or collaborators of the institution. The priority or use of sports areas is for the students and collaborators of the Corporación Colegio Colombo Británico conducting curricular and extracurricular activities.
2. They will only be lent to third parties (individuals or legal entities not members of the CCB Community) when that does not interfere with the use of the facilities by members of the educational community.
3. The interested party (ies) must request authorization from the PYP & MYP P.E. Coordinator, and Extracurricular activities Coordinator with at least 8 days advance notice; after analysing it, he will request approval of the Headmaster's Office.
4. In the case of activities not programmed by the School, such as special events, extraordinary requests and other exceptional situations that require access to the sports areas after the school day, they will be analysed and defined by the Headmaster with the assistance of the P.E. PYP, MYP and / or Extracurricular Coordinator.
5. Once the Headmaster's Office approves the activity, the PYP and MYP P.E. Coordinator and Extracurricular activities Coordinator will consult with the General Services Office the condition of the requested area (if applicable). In any case, the good condition of the area will be ensured.
6. If accepted, the PYP and MYP P.E. Coordinator and Extracurricular activities Coordinator, will inform in writing the interested parties who must send to that coordination the list of persons to enter the premises, including: the names and number of visitor's, their identity documents, day, time, activity and zone of the school to be occupied.

The PYP and MYP P.E. Coordinator and Extracurricular activities Coordinator, will send the information provided by the visitors to the Administrative Director, with a copy to the Security Office and the General Services Office.

7. The Security Department will duly inform the main gate where the corresponding list will be kept to be consulted at the time of entry to the premises.
8. The interested party (ies) must sign a document in which they abide to comply with the rules that apply to that case and are held responsible for damages caused to the facilities and other property owned by the School.

9. In the same way, the interested party must sign a document in which the Colombo Británico is exempted from liability for any eventuality arising from the activities carried out in its facilities.
10. All visitors must register at the main gate and carry their identity document and card of EPS or health insurance policy.
11. Entrance of armed person to the premises of the school is not allowed, regardless of the circumstance.

Cancellation of any program scheduled in the sports facilities, must be notified 3 days in advance, in order to transfer it the use to other interested persons.



## 13. ESSENTIAL AGREEMENTS

The Essential Agreements are positions taken jointly by the parents of the CCB community to prevent situations that endanger their children, making us to reflect on what is happening with them and their environment. Essential Agreements is a project developed by a group of parents of the School, with the accompaniment of the psychology team; its essence does not violate the freedom of the families, but it allows an identity of CCB parents.

As parents, we commit ourselves to acting and initiating a cultural change that will allow us to maintain references and clear limits that give security to our children, contained in the following Essential Agreements:

1. We assume ourselves as an authority, with coherent and consistent positions regarding the compliance with the rules set in our home, taking care of the discomfort that this produces in the children.  
Our children must be clear about our ethical and moral position, as well as the consequences of situations that invite them to breach the rules.
2. We recognize the CCB School Handbook as a behaviour guide for all members of the community. The Community Profile offers an ethical support that must be taken as reference for practical consultation for adults, in family situations that need the parents' criteria to come forward.
3. We will accompany our children responsibly by ensuring that the contexts in which they operate are suitable and appropriate for their age. In light of this, it is important to:
  - a. Ensure the presence of responsible adults who represent authority in meetings or parties.
  - b. Maintain the importance of the accompaniment of the parents of children invited to children's parties.
  - c. Remember that interaction with others should be the essence of parties and meetings, without the need to overvalue the commercial offers of the moment.
  - d. Analyse the appropriateness (age, place and time) of children's participation in events that mimic adult situations (for example, spa, discotheques, hotels).
  - e. Regulate the number of social outings during the weekend of children and adolescents.
  - f. Evaluate the amount of money in the allowance so that it does not exceed the needs of the age.
  - g. Encourage communication between parents, validating the right to know the specific details of the social events to which the children are invited, such as: who is responsible for the activity, what type of event it is, at what time it ends, what kind of drinks will be offered.
  - h. Ensure that students are always picked up by their parents or a responsible adult.
4. We will not offer liquor to minors, because offering them liquor causes physical and emotional damages on them, plus it is illegal and poses the risk of major consequences.
5. We will supervise the Use of Technology adequately: Not leaving the criteria for appropriate usage to the judgement of students. To this end, we will:
  - a. Establish moments of dialogue and family communication during the day, recovering the importance of the word, discouraging the excessive use of technology to relate.
  - b. Determine schedules for the use of TV., technology, internet.
  - c. Reflect and analyse together with the children about the dangers of information and offers of

social networks and other mass media (music, videos, programs, video games).

- d. Guide the communication of children through electronic means, with principles such as: "If there is something you cannot say face to face do not write it." "What goes up to the network (photos) never disappears".
  - e. Be warned and attentive to the violent or sexual content of music, videos, movies, television programs and video games.
6. We will provide our children with an inclusive family and social context by checking if our attitudes favour this position, in order to:
- a. Avoid promoting or validating exclusive social interactions.
  - b. Recognize that excluding is different from choosing and including is different from being negligent.
  - c. Strengthen an open mind in children.
  - d. To assume a position of commitment and solidarity in the face of the difficulties of students, even if they are not our own children.
7. We will contribute positively as members of the CCB community, knowing and promulgating its principles, philosophy, pedagogical model and normativity, for which we will:
- a. Take care of the image and the good name of our institution.
  - b. Ensure that our comments are constructive.
  - c. Recognize and value the efforts that are made for the education of our children for their academic, spiritual and personal and social development.
8. We assume ourselves as authority, with coherent and consistent positions regarding compliance with the rules established at home and biosafety protocols established by the School, taking charge of the discomfort that this produces in our children.

## 14. CCB EMERGENCY PLAN

### 14.1. EVACUATION GUIDE

#### 14.1.1. IDENTIFICATION OF THE EMERGENCY ALARM

For this procedure, a single message is standardized in English and Spanish with the following message:

“EMERGENCY, PLEASE GO TO THE MEETING POINT.”

Contingency signals in case of loudspeaker failure: siren of the megaphones and peripheral or whistle blasts (continuous sound).

#### 14.1.2. MEETING POINTS

During the health emergency, in case of an emergency that requires evacuation or lockdown, as far as possible the members of the educational community should go to the designated points, following the biosecurity protocols, avoiding the agglomeration of people and trying to maintain a minimum distance of 1 meter between people.

**MEETING POINT # 1:** Secondary Soccer field in front of the cafeteria.

Areas that evacuate to this point: Early Childhood, Secondary, Administration, Auditorium AEB Laurence, Cafeteria, Pools, Maintenance, Transportation and Extracurricular Activities.

**MEETING POINT # 2:** Main soccer field.

Areas that evacuate to this point: Coliseum, Primary, Colombo House.

## MEETING POINTS



### 14.1.3. PATIENT CARE AND CLASSIFICATION

The Patient Care and Classification Post is located in the Medical Department.

If evacuation of this area is required due to difficulty of access or massive influx of patients, the Patient Care and Classification Post must be set up in the green area located at the back of the Administration Area, given its proximity to the Medical Department, where medicines and supplies are stored for patient care.



#### 14.1.4. FUNCTIONS DURING AN EVACUATION

##### EVACUATION GUIDES (TEACHERS OR AREA SUPERVISORS).

As the role indicates, should guide all personnel who are in your area to your meeting point. Once you arrive at the meeting point, take attendance and deliver this information to the Evacuation Leader.

The evacuation guides in the academic and extracurricular areas are the teachers who have students in charge.

##### EVACUATION LEADERS

Their function is to receive information from the Evacuation Guides for the respective census or count and deliver the total information of the count and news to the Head of Operations and liaison. (Head of Security or Occupational Health and Safety Analyst). In the absence of both, the Administrative Director and / or the Headmaster replace them.

The Evacuation Leaders of each of the Academic Sections are the Heads of Section and their substitutes are the Deputy Heads. In Secondary the second alternate is the Diploma Programme Coordinator.

During Extracurricular and Sports School hours the Extracurricular Coordinator and her assistant will also be evacuation leaders.

Evacuation leaders from academic areas should consider administrative personnel and teachers in their area who do not have assigned groups, to include them in the count of dependents.

For the administrative areas (Administration, Human Resources, Purchasing, Accounting and Medical Department, Chapel, PTA and Alumni Association) the evacuation leader is the Head of the Human Resources Area and her Substitute the Well Being and Professional Development Assistant.

For the General Services area, the evacuation leader is the Head of General Services and his deputy is the Logistics Supervisor. They are in charge of carrying out the counting of all maintenance and transportation personnel.

Permanent external providers that provide services in the CCB, must designate a principal person and a substitute to count their workers at the meeting points; These people should be provided with a writing board and pen. Suppliers must report the persons assigned for this task to the Head of Security.

### 14.1.5. EVACUATION ROUTES



### 14.1.6. PROCEDURE WHEN HEARING THE EVACUATION ALARM

When hearing the continuous sound, follow the following procedures:

- Keep calm, try not to panic.
- Leave the area at a rapid pace and in silence.
- Follow your evacuation guide (teacher or person in charge of the area) and use the four evacuation rules: Do not speak! Do not push! Do not run! Do not go back!
- Avoid carrying objects that make it difficult for you to move.
- If you are with visitors, you should guide them to the corresponding meeting point according to the area in which you are.
- Go in the opposite direction to the building.
- Be careful of objects that may fall.
- Follow the established evacuation route to the meeting point.
- Once the counting is completed at the meeting points, authorization will be given for the use of cell phones.

#### 14.1.6.1. PROCEDURE FOR EVACUATION LEADERS

- Take the implements for the exercise such as green vest, writing support table, communications radio, megaphone, pen, whistle and formats.
- Go to the corresponding meeting point.
- At the Meeting Point, check with the Evacuation Guides in charge of each group, that their corresponding groups are complete (red card or green card).
- In case of a red card, you must request the Evacuation Guide for the precise information of the missing persons.
- Report to the Security and Liaison Staff (Head of Security or SST Analyst) the status of their section and inform if the staff is complete or if students and / or employees are missing.
- Inform the Security and Liaison Staff of all the news of the event and if necessary the intervention of the Emergency Brigade and / or external support groups.
- Once they receive the order to return to the activities by the Security and Liaison Personnel, they must inform the Evacuation Guides that the situation is normalized and they can return to the classrooms and workplaces.
- The order to complete the evacuation will be given via communications radio or live voice.

#### 14.1.6.2. PROCEDURE FOR STUDENTS DURING ACADEMIC OR EXTRACURRICULAR ACTIVITIES

- Stop your activities.
- Follow your Evacuation Guide (teacher).
- Leave the area at a rapid pace, silently and without running.



- At the meeting point, form for the count at the demarcated point for your group and wait for instructions in silence.

#### 14.1.6.3. PROCEDURE FOR TEACHERS DURING ACADEMIC OR EXTRACURRICULAR ACTIVITIES

- Stop your activities.
- Take and use the elements for emergencies writing table, red and green cards, pen and spreadsheets.
- If possible, turn off the lights and electrical equipment.
- Locate the evacuation route established towards the meeting point (Plan located on the wall of your area).
- Start the evacuation of your students and visitors in charge.
- Verify that all the students in your charge evacuate the classroom.
- At the Meeting Point, place the students in the respective point.
- Count and identify the people in charge.
- If your group is complete, you must lift the green card and wait for instructions silently.
- If your group is incomplete, you must register the names of absent people, pick up the red card and wait for instructions silently.

#### 14.1.6.4. TEACHERS DURING FREE PERIODS OR CHANGE OF CLASSES

- Stop your activities.
- Go to the meeting point corresponding to your Section.
- In case of being in "Duty" start the evacuation of your students and visitors (if any). Make sure that all the students in your charge evacuate to the corresponding meeting point.
- Locate your corresponding meeting point and perform the functions assigned by the Evacuation Leader.
- In case you do not have the cards at hand, for the counting you must proceed as follows:
  - If the group is complete, you should stay with your group and wait for instructions.
  - If the group is incomplete you should raise your hand and wait to be contacted by the Evacuation Leader to report missing persons.
- If you do not have an assigned group, locate yourself in the area designated for the teachers in your section.

#### 14.1.6.5. PROCEDURE FOR ALL ADMINISTRATIVE PERSONNEL

- Immediately stop your activities
- If you are with visitors, you must guide them to the visitor area at your meeting point .
- Follow the established evacuation route to the meeting point (PLAN LOCATED IN YOUR AREA).
- At the meeting point, locate the space designated for your area, prepare for the count and wait for instructions from your evacuation leader in silence.

#### 14.1.6.6. PROCEDURE FOR THE EMERGENCY BRIGADE

- When the evacuation alarm sounds (Continuous sound), they should go to the appropriate point.

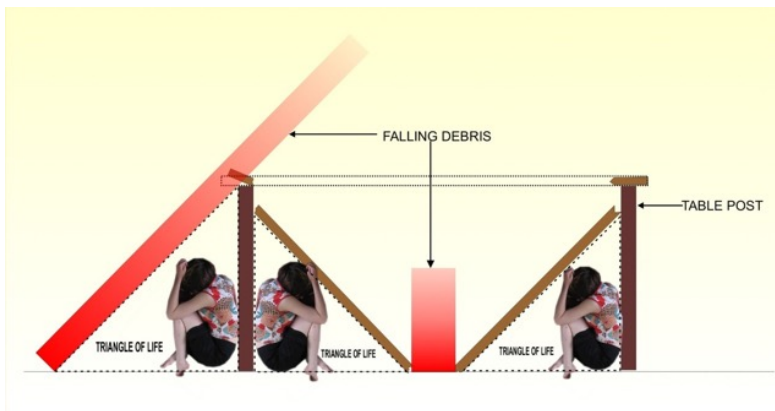
- You must sweep your assigned area to verify that all facilities have been evacuated.
- Inspect the buildings, in order to detect possible anomalies or damage that may have been caused during the emergency.
- Once the scan has been carried out, you must report all the news and / or if the intervention of external support groups is necessary to the Operational and Liaison Manager via radio or live voice.

## 14.2. WHAT DO WE HAVE TO DO DURING AN EARTHQUAKE

Given that telluric movements can happen at any time, you should practice how to bend down, cover and hold, not only in classrooms and offices, but also in different areas of the school.

- Immediately Stop your activities.
- Try to immediately interrupt electrical, gas and fuel supplies to all types of equipment and machinery in your immediate area.
- Identify safe places in the classroom and in offices (tables, desks, doors, etc.) In case there are no tables or desks, seek shelter under strong structures, (life triangle).

### TRIÁNGULO DE LA VIDA



- Identify danger zones, stay away from windows, glass, book shelves, cabinets and furniture that may fall or slip, as well as heavy objects that are elevated.
- Protect yourself under the desk table or any other safe furniture. Kneel down and bend your head on your knees.
- Hold on to the table or desk leg (a few centimeters above the floor to avoid crushing the fingers). Cover your eyes, if your "shelter" moves, move with it.
- If you do not have something to protect yourself, bring your hands to the back of your neck, link your hands and cover the sides of your head with your arms to protect your neck, head and face.
- Stay in place until the earthquake passes, never try to leave during the event, count up to 60, telluric

movements rarely last more than 60 seconds. The count reassures.

- Prepare to evacuate and wait for the alarm sound.
- The evacuation alert may not be activated immediately after a telluric movement.

#### **14.2.1. WHAT TEACHERS MUST DO DURING THE EARTHQUAKE**

- Give instruction to students and visitors to bend over and cover themselves in a safe place.
- Once everyone in the room is crouched and covered, gives instructions in a loud and clear tone. Try to speak calmly.
- Count the seconds out loud to know the duration of the earthquake. This will help keep the students focused, calm and allow them to identify the duration of it. The longer the telluric movement lasts, the more cautious we should be.
- When the tremor passes or when everything is calm, count to 60.
- Prepare to evacuate and wait for the alarm sound.
- The evacuation alert may not be activated immediately after a telluric movement.
- In case of evacuation direct students and visitors following the established procedure.

#### **14.2.2. CASES WHERE YOU SHOULD EVACUATE**

- Fire or explosion.
- Gas leak.
- Earthquakes.
- Chemical emergencies.

### **14.3. LOCKDOWN**

#### **14.3.1. PROCEDURE FOR LOCKDOWN (BLOCK OR CONFINEMENT)**

As a result of some unfortunate events that occurred in various parts of the world in which there were mass homicides, wild animal attacks, collateral damage due to attacks, among others, the CCB has included in its Emergency Manual a procedure that establishes the correct way of acting in the face of events with characteristics similar to those mentioned above, which could occur within the institution.

#### **OBJECTIVE**

Activate an emergency alert in response to an imminent danger in the CCB or its surroundings by action of Intruder (s), armed Person (s), dangerous animal (s), etc . Contrary to the evacuation alert, the Lockdown alert requires people to guard inside areas or sections, secure doors and windows and remain silent, in order to safeguard life and physical integrity, counteracting with these actions the threats mentioned above. This procedure will be included in the programming of drills that are carried out during the academic term, with the purpose of being easily recognized by all CCB staff.

### 14.3.2. LOCKDOWN ALARM IDENTIFICATION

For the activation of this procedure, a single message is standardized in English and Spanish:

“CONFINEMENT, PLEASE STAY IN A CLOSED PLACE.”

Contingency signals in case of speaker failure: megaphones with alert messages.

### 14.3.3. PROCEDURE WHEN LISTENING TO THE ALARM FOR LOCKDOWN

When listening to the FLASHING sound of the sirens, follow the following recommendations:

- If you are in an open place and have a chance, move quickly to a place you can close and/or lock.
- Locate a safe place with doors, block doors and windows, turn off the lights stay hidden and silent; If the door has no lock, block the door with a chair or heavy furniture.
- Put your cell phone in vibrator mode or in silence, keep as much silence as possible.
- All people who are outdoors should direct students and others to places where they can take refuge and block access.
- If possible, hide in bathrooms, cellars, under a desk, behind walls, columns, in furniture or places where it is not visible from doors or windows.
- If you are in the bathroom, enclose yourself in a sanitary battery with a door, lock the door and stand on the toilet so that your feet are not visible and remain silent.
- If the threat is in your area or section, take the necessary steps to try to block or obstruct doors and windows with objects, separate the students in the classroom, so that they are not close together.
- Stay on alert until it is reported through megaphones that the emergency situation is controlled.
- This information may only be transmitted by CCB staff. You should not react to information transmitted by strangers.

### 14.3.4. PROCEDURE WHEN LISTENING TO THE ELECTRICAL STORM ALARM

For this procedure, only one sound is standardized, which will be activated when the CCB's electric storm detector detects electric shocks within a distance of 30 kilometres or less. The Security Guard of the main gate will sound the siren for ten seconds every ten minutes, while the alert persists, if after ten minutes after the last activation, the alert is not activated by the Security Guard, it will be understood that the electric storm is outside the danger range and the threat of electric shock is minimal.

To activate this alert, the loudspeakers will be heard mainly in the playing fields and other spaces that are outdoors with the following message in English and Spanish: “ELECTRIC STORM, PLEASE POSITION IN A COVERED LOCATION.”

To activate this alert, the sirens will be heard mainly in the outdoor playgrounds. (The sound of the thunderstorm alert is different from the sirens that are activated for Evacuation and Lockdown.)

#### **14.3.5. CONTINGENCY SIGNALS IN CASE OF FAILURE OF THE ELECTRIC STORM ALARM**

- Megaphone siren and loud speaker with the following message: “Electric Storm Alert, please leave the playing field and shelter in a covered place”.
- Constant whistle sound.

#### **14.3.6. INDOORS AND DURING CLASS**

- Stay inside classrooms or shelter in a covered place.
- Stay away from the windows.
- Turn off electronic equipment and avoid using cell phones.
- Wait for instructions.

#### **14.3.7. OUTDOORS, DURING REST, LUNCH, ENTERING OR LEAVING THE CCB**

- Move quickly to a covered area, without running.
- Avoid using cell phones.
- Keep a safe distance from trees and lightning rods (approximately 10 Mts.).
- Wait for instructions.

### **14.4. PROCEDURE FOR PARENTS AND / OR LEGAL GUARDIANS DURING AN EMERGENCY**

In case of an emergency that requires total evacuation of the CCB, the parents and / or legal guardians of the students will be informed of the situation through the institutional communication channels, in such cases the CCB will proceed as follows:

#### **14.4.1. DEPARTURE FROM THE SCHOOL IN THE EVENT OF EXTRAORDINARY EVENTS THAT DO NOT IMPLY AN IMMINENT RISK**

- Students who are normally transported on school bus routes will be directed to their corresponding routes and transferred to their homes.
- Students who are normally transported in private vehicles will remain at the CCB meeting points until they are picked up by their parents, legal guardians or by those who they designate.

#### **14.4.2. EVACUATION OF THE SCHOOL IN CASE OF EVENTS INVOLVING IMMINENT RISK**

In the event that the emergency requires the immediate evacuation of the CCB, all students, without exception, will be transferred on buses to the safe place that is closest to the institution, parents will be permanently informed of the situation through of institutional communication channels. In this type of situation, parents will be asked to refrain from arriving at the CCB and will go to the place of destination to which the students are transferred.

### 14.4.3. PROCEDURE IN CASE OF ACCESS AND EXIT ROADS BLOCKING

This would be the most extreme and least likely scenario that the CCB could face. It would consist of the occurrence of a catastrophic event of great magnitude, in which the access and exit routes of the CCB are blocked, even generating the collapse in communications services. In an event of such magnitude the institution would proceed as follows:

- The Emergency Committee would be activated with the purpose of handling the situation and obtaining all the resources required during the contingency. Simultaneously, carry out the tasks required to activate the available communication channels, with the purpose of obtaining communication with parents and with municipal support entities.
- A safe place will be adapted as a refuge for all members of the community who are in the school premises.
- Carry out a census of all personnel within the institution.
- Establish medical priorities by obtaining information from all the people who are within the CCB.
- Coordinate the appropriate conditions for the supply of medicines, food, beverages and other essential elements.
- Search and rescue groups will be formed, who in turn will explore the sector in search of possible evacuation routes and / or entry to multipurpose logistical support groups.

**BEING PREPARED CAN BE THE DIFFERENCE BETWEEN LIFE AND DEATH!**

## 15. CODE OF ETHICS AND GOOD CORPORATE GOVERNANCE

The Colegio Colombo Británico implemented the Code of Ethics that sets principles for the whole community. (See the document in the web page, [www.colombobritanico.edu.co](http://www.colombobritanico.edu.co), section About Us, School guidelines)..



**COLEGIO  
COLOMBO  
BRITÁNICO**

Unimos Pueblos y Culturas  
a través de la Educación

## DIRECTORIO INTERNO

Para llamar directamente marque 5555 + No. Extensión

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