



# **Santiago College Community Handbook 2022**

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## DISCLAIMER

This Community Handbook is a translation of the Reglamento Interno Escolar or RIE, which is mandated by the government of Chile and is a legal document. The English version is provided as a service for our English-speaking community. However, the official version is the RIE which is uploaded to the official Ministry of Education information system or SIGE. While we make every effort to update the English version regularly, should there be any discrepancies between the Community Handbook and the RIE, the latter will always be the legally binding version, and the document that parents are required to sign when matriculating their children at Santiago College.

## 0. COVID-19 HEALTH EMERGENCY

Santiago College's functioning is dependant on compliance with the Safety Protocols required by Chile's authorities during the current COVID-19 pandemic. these protocols are considered an integral part of this handbook. These protocols are available on the School webpage in Family/General Documents

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## 1. INTRODUCTION

The Santiago College Educational Foundation<sup>1</sup> is the holder of Santiago College, a private, multicultural, bilingual, co-ed, paid school that offers all its students a comprehensive education, from preschool to grade 12.

The school encourages each student's development in a demanding academic environment, promoting a democratic society and international awareness, complying with the U.N. International Convention on the Rights of the Child<sup>2</sup>, helping the student to face new challenges and to develop the pleasure of constantly learning.

Santiago College's Mission is to provide an education of excellence, bilingual, and advanced, based on Judeo-Christian values and cultural diversity, forming persons of integrity that will actively contribute to the development of society in a globalized and changing world.<sup>3</sup>

Its Vision is to be references in the formation of persons of integrity, with a spirit of service, and intellectually concerned, who persevere in the search of knowledge and can function in different cultural environments, strongly facing the challenges and uncertainties of the future<sup>4</sup>.

The values the school seeks to encourage are: honesty, respect, responsibility, joy of living, and perseverance, as defined in the Institutional Educational Project (PEI)<sup>5</sup>.

According to our mission and vision and the National Policy of School Coexistence 2019 of the Ministry of Education (hereafter MINEDUC)<sup>6</sup>, this Community Handbook complies with current

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<sup>1</sup> The Santiago College Educational Foundation was granted official recognition as a Cooperator of the State's Educational Function by Decree #20278 in 1961. It has a Letter of Assurance from the Department of Education of the State University of New York to perform under its statutes, since August 26th 1966. Santiago College has been affiliated to the IBO (International Baccalaureate Organization) in Geneva since 1981. It is an accredited member of the European Council of International Schools (CIS), the New England Association of Schools and Colleges (NEASC), the International Schools Association, and is a member of the Chilean Association of British Schools and the Chilean Association of IB (International Baccalaureate) Schools.

<sup>2</sup> Ratified by Chile in 1990

<sup>3</sup> PEI p 4

<sup>4</sup> PEI p 4

<sup>5</sup> PEI pp 5-8

<sup>6</sup>

<http://convivenciaescolar.mineduc.cl/wp-content/uploads/2019/04/Politica-Nacional-de-Convivencia-Escolar.pdf>

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norms of the Educational Superintendence<sup>78</sup> and establishes the regulatory framework for all the Santiago College educational community.

This Handbook is part of the internal norms that regulate the school life in pursuit of a good coexistence, based on respect and security for all the educational community members.

It has been elaborated with a formative approach of coexistence, as an attribute that is taught, learned, and expressed in various educational contexts (classrooms, breaks, outings, civic ceremonies, assemblies, parent/guardian meetings, and others<sup>9</sup>. This approach has a preventive element that prepares students to make early decisions in situations that infringe school coexistence.

Positive school coexistence is understood as the “harmonious coexistence of the members of the educational community in a positive interrelationship that allows them to comply with our educational goals, in an environment that helps the integral development of the students.”<sup>10</sup> Every member of the educational community must promote a positive school climate<sup>11</sup>.

This Handbook must be known and accepted by all members of the Santiago College educational community. It is thus published on our web page [www.scollege.cl](http://www.scollege.cl) and may be disseminated by other means Parents/guardians must annually sign their acquaintance and acceptance of this document.

This Handbook must be revised annually, according to current regulations. It may also be updated whenever the School deems appropriate for the improvement of coexistence, and upon instructions of MINEDUC or the Superintendence of School Education, or because of unforeseen situations that make adjustments necessary. Any situation not considered in this document will be reviewed by the School Direction with the School Positive Coexistence Committee and all school levels.

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<sup>7</sup> Circular N°482 que imparte instrucciones sobre Reglamentos Internos de los Establecimientos Educacionales de Enseñanza Básica y Media con Reconocimiento Oficial del Estado, Superintendencia de Educación 2018.

<sup>8</sup> Circular N°860 que imparte instrucciones sobre Reglamentos Internos de los Establecimientos Educacionales Parvularios, Superintendencia de Educación 2018.

<sup>9</sup> Por ejemplo, en el recreo, el aula, salidas a terreno, actos cívicos, asambleas, ceremonias, reuniones de apoderados.

<sup>10</sup> LGE Art.16A.

<sup>11</sup> La comunidad educativa se define por el artículo 9 de la LGE: “La comunidad educativa está integrada por alumnos, alumnas, padres, madres, y apoderados, profesionales de la educación, asistentes de la educación, equipos docentes directivos y sostenedores educacionales”.

## 2. RIGHTS AND DUTIES OF THE EDUCATIONAL COMMUNITY

The Education General Law (LGE) establishes rights and duties for all members of the Santiago College educational community.

### 2.1. STUDENTS

#### *Rights:*

The rights of the students are:

- To receive an education that offers them opportunities for their formation and integral development
- To receive adequate attention in case of special educational needs
- To not be discriminated
- To study in a safe environment, with tolerance and mutual respect
- To express their opinions without being abused physically or psychologically
- To be informed and to know the Institutional Educational Project (PEI) and other relevant documents
- To have a due process with a right to appeal
- To be respected with regard to their personal freedom, and their freedom of conscience, and their religious, ideological, and cultural convictions, within the values of the school
- To be assessed and promoted in accordance with clear and objective guidelines, as established in the school Assessment and Promotion Regulations (REP)
- To participate in the school's cultural, sport, and recreational activities
- To join the Student Councils.

Santiago College, according to children rights, offers all students the same opportunities, safeguarding their rights to be treated with respect, to be valued independently of their gender or sexual orientation, and rejecting cultural constructs of gender roles that may lead to an unequal treatment.

#### *Duties:*

The duties of the students are:

- To know their student rights and exercise them with responsibility
- To comply with the PEI, the Community Handbook, and the REP, and the school's policies and procedures
- To treat all members of the educational community with dignity, respect, and without discrimination

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- To attend and be punctual in all the school's curricular and extracurricular activities
- To study and try to achieve the maximum development of their own capabilities
- To help improving school coexistence
- To be responsible and show their commitment in all school activities where they participate
- To look after the school infrastructure.

## 2.2. PARENTS/GUARDIANS

The school has standards to promote the integral development of the students, and so it requires the commitment of all the educational community members, especially parents/guardians. Their rights and duties are listed below, as well as the eventual consequences of not complying with their duties.

### *Rights:*

The rights of parents/guardians are:

- To know the school PEI, the Community Handbook, and the REP
- To be informed of their student's academic achievements, school coexistence, and educational process
- To know the school functioning norms (e.g., student transport, timetable, students' early departure procedures)
- To be heard (e.g., parents meetings, individual meetings, Parents Association meetings)
- To participate in the educational process in their respective areas (e.g., field trips, outings, student-led conferences, theme days, vocational fairs)
- To be associated (e.g., participate in the Parents Association elections).

### *Duties:*

The duties of parents/guardians are:

- To adhere to the school PEI, the Community Handbook, and the REP;
- To accede to the school norms; e.g., adhere to the school schedule, talk with the students about these norms and their enforcement, respect the regular communication channels ([see section 3.7](#)), make sure that the students comply with the school technology and email policies ([see Annex 5](#)), sign and return the circular letters and reports; send relevant absence notes.
- To be responsible for the educational process of their children and support them. Among others, complying with the school indications and commitments with regard to the student's learning, behavioral, emotional, and/or social problems, enhancing the student's

study habits and their compliance with academic responsibilities, and keeping themselves informed about the student's school work through the school communication channels;

- Comply with referrals to specialists by the School and their indications with regards to treatments in face of physical and mental health issues and/or interfering with the school environment.
- To provide the student with all the required school working materials;
- To ensure the correct use of the school uniform, and the student's personal presentation, health, and hygiene;
- To punctually attend interviews, parents association meetings, and workshops and talks for parents/guardians organized by the School;
- To ensure the student's attendance and punctuality, programming medical and other appointments outside school hours, and family trips only during school vacations;
- To instill in the student respect for the dignity of all people, promoting a family environment that values education, personal integrity, and cultural diversity;
- To treat all members of the educational community in a dignified manner, with respect and without discrimination; among others, to keep an environment of good and respectful educational coexistence in interviews and meetings<sup>12</sup>;
- To express concerns and criticisms in a respectful, formal, and constructive manner;
- To address the conflicts involving students that take place outside school hours and/or during activities that have not been organized by the school and/or during holidays, directly with other parents as a first step. If this does not succeed or they consider that the school should be informed, contact the relevant homeroom teacher during school hours.
- To keep conflicts with other parents or students in a respectful atmosphere;
- Not to disown the school and/or its teachers in front of the student or other students;
- To deal positively with doubts and eventual problems with respect to the school's reactions, assuming that both parts are concerned with the student's welfare;
- To accept the school's resolutions once the due process is over;
- To keep the school informed about situations that can affect the student's performance or make him/her vulnerable (e.g., the change of the responsible adult, deaths in the family, health or psychological problems); in all cases indicate who is the relevant contact<sup>13</sup>;
- To respond for accidental or intentional damages caused by the student at school;<sup>14</sup>
- To accept the contract limitations for each technological application (e.g., 14 years of age or more to participate in Facebook);

<sup>12</sup> Otherwise, the meeting could be suspended and the presence of a school authority would be requested for future occasions.

<sup>13</sup> For example, change of the adult responsible for the student, death of a family member, health, relevant emotional or psychological difficulties.

<sup>14</sup> Whether they be personal property or real estate. For example, furniture, gardens, technological or pedagogical resources, among others.

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- To make an adequate use of social networks (e.g., Instagram, Facebook), avoiding fake news and disqualifications of the school or community members;
- To express concerns adequately, using the school regular channels.
- To comply with the school security norms:
  - When entering the school, sign at the reception office and wear the pass that validates this procedure; if controlled by the guards answer politely, acknowledging it is done for school safety;
  - Stay only in spaces assigned for parents/guardians: meeting rooms, administration area, main entrance doors;
  - Fetch students using the spaces indicated for this procedure;
  - Fetch students punctually<sup>15</sup> so they do not have to wait for long periods of time after class hours;
  - Only use bathrooms for adults, not bathrooms signaled as exclusively for students;
  - Comply with the rules for fetching students during class hours.

### *Measures for breach of duties:*

If the parents/guardians behavior does not comply with the prescribed rules and/or attempts against a good school coexistence, the school may decide:

Measures for frequent procedure faults (e.g., late arrivals, not complying with the use of the school uniform, not attending meetings):

- a note in the digital classbook;
- a meeting with the homeroom teacher, and a meeting report;
- a meeting with the Principal and/or Direction, and a meeting report.

Measures for coexistence faults (e.g., the use of foul language, physical aggression, threats, the destruction of material goods of a member of the community):

- a meeting with the Principal and/or Direction, and a meeting report;
- a letter indicating the breach of conduct;
- asking for a change of the student's guardian;
- a temporary or permanent ban from school events, such as ceremonies, commencements, and/or sport events;

to prohibit the entrance to the school;

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<sup>15</sup> Working hours



- legal actions<sup>16</sup>.

The school will use all means available, respecting the due process to determine the applicable measures.

## 2.3. SCHOOL STAFF

For all effects, school staff include teachers, teaching assistants, management teams, administrative staff, and janitorial staff. The school staff is governed by the current labor regulations, as shown in the Order, Hygiene, and Security Internal Regulations, and by the teachers' statute. The Community Handbook is also applicable.

### 2.3.1. Education professionals

#### *Rights:*

- To work in a tolerant and considerate environment, with respect for their physical, psychological and moral integrity, and not being the object of physical or psychological abuse by other members of the educational community;
- To propose initiatives that they deem useful for the institution, through the regular channels; also, to have the adequate space to perform their work;
- To have a work contract signed by both parties, with the stipulations of article 10 of the Labor Code and all other agreed pacts;
- To have a weekly work time of no more than 45 hours, from Monday to Saturday, with a lunch break of not less than thirty minutes;
- To receive a monthly salary according to the respective individual contracts or the collective contracts.

#### *Duties:*

- To practice their educational function in a suitable and responsible way (e.g., adequate lesson planning, teaching strategies, differentiation);
- To orient their students vocationally, if applicable;
- To update their knowledge and evaluate it;
- To research and teach the contents of each educational level according to the curriculum and programs;
- To respect the school norms and the rights of the students;

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<sup>16</sup> In case some situations may constitute a crime, the school leadership team defines the need to comply with article 175 of the Code of Criminal Procedure, possibly counting with legal advice in such procedure (see protocol of action in case of school violence situations).

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- To keep a respectful and non-discriminant treatment with students and other members of the educational community;
- To comply with the assigned work schedule, recording their assistance and their arrival and departure times, with the exceptions indicated in article 22 of the Labor Code;
- To inform the school in writing if direct or indirect personal or family relationships may present a conflict of interests in fulfilling their work.
- To refuse any payment or gift that could affect their activities or decisions with respect to school operations;
- Not to inform third parties about the commercial operation of the school, unless previously authorized in writing by the Direction.

### 2.3.2. Teaching assistants

#### *Rights:*

- To work in a tolerant and respectful environment, with respect for their physical, psychological and moral integrity, and not being physically or psychologically abused;
- To be treated respectfully by other members of the educational community;
- To participate in their respective community councils;
- To propose initiatives that they deem useful for the institution, through the regular channels;
- To have a work contract signed by both parties, with the stipulations of article 10 of the Labor Code and all other agreed pacts;
- To have a weekly working time of no more than 45 hours, from Monday to Saturday, with a lunch break of no less than thirty minutes;
- To receive a monthly salary according to the respective individual contracts or the collective contracts.

#### *Duties:*

- To practice their function in a suitable and responsible way;
- To respect the school norms and the rights of the students;
- To keep a respectful and non-discriminant treatment with other members of the educational community;
- To comply with the assigned work schedule, recording their assistance and their arrival and departure times, with the exceptions indicated in article 22 of the Labor Code;
- To inform the school in writing if direct or indirect personal or family relationships may present a conflict of interests in fulfilling their work;
- To refuse any payment or gift that could affect their activities or decisions with respect to school operations;

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- Not to inform third parties about the commercial operation of the school, unless previously authorized in writing by the Direction

### 2.3.3. Management teams

#### *Rights:*

- To conduct their respective educational unit;
- To work in a tolerant and considerate environment, with respect for their physical and moral integrity, and not being mistreated;
- To be respectfully treated by the other members of the educational community;
- To have a work contract signed by both parties, with the stipulations of article 10 of the Labor Code and all other agreed pacts;
- To have a weekly working time of no more than 45 hours, from Monday to Saturday, with a lunch break of no less than thirty minutes;
- To receive a monthly salary according to the respective individual contracts or the collective contracts.

#### *Duties:*

- To lead their respective unit and to tend to improve its quality, and to develop professionally;
- To promote the professional development of the teachers for a better attainment of their educational goals;
- To comply with their respective unit's norms;
- To comply with the assigned work schedule, recording their assistance and their arrival and departure times, with the exceptions indicated in article 22 of the Labor Code;
- To inform the school in writing if direct or indirect personal or family relationships may present a conflict of interests in fulfilling their work.
- To refuse any payment or gift that could affect their activities or decisions with respect to school operations;
- Not to inform third parties about the commercial operation of the school, unless previously authorized in writing by the Direction.

Notwithstanding the above, all school personnel must:

- Follow the norms of the Hygiene, Order, and Security Internal Regulations;
- Adhere to the school Institutional Educational Project;
- Promote, collaborate, and keep a good coexistence in the school and in all official activities:

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- Have a dignified, respectful, and non-discriminatory treatment with all members of the school;
- Be an example for students in terms of punctuality, good manners, spirit of service, and personal presentation;
- Approach, from a formative standpoint, all conducts that do not favor a positive coexistence, and report them to the respective authorities. This implies informing the students of the consequences of their acts and the steps the teacher will take;
- To comply with the school's internal norms and collaborate with their application;
- To respect -both inside and outside school- the confidentiality in school matters. It is forbidden to discuss about another school member in front of students, parents/guardian, colleagues, or someone from outside the school;
- To communicate by social networks with students only for school matters and in extreme cases; it is forbidden for all school personnel to establish bilateral or social contacts with students.

### *The duty to report criminal offenses*

The Headmistress, teachers, and teaching assistants are obliged to denounce any criminal offense that happens, inside or outside the school, affecting a student, informing the school authorities in no more than 24 hours, and complying with the legal obligations established in articles 175 (letter e), 176, and 177 of the Code of Criminal Procedure.

The reportable criminal offenses are battering, threats, sexual abuse, thefts, carrying of weapons, dealing drugs, and others.

The person responsible for denouncing these offenses to the police or to the judicial authorities (prosecution system) are the Headmistress with the School Coexistence Supervisor, or the person appointed by the Direction. The procedure will comply with articles 173 and 174 of the Code of Criminal Procedure; the denunciation will be in writing, identifying the denouncer, his/her address, the name of the school, the facts, the presumed author(s) and/or witnesses, and other useful information.

## 3. TECHNICAL-ADMINISTRATIVE REGULATIONS ABOUT THE STRUCTURE AND GENERAL FUNCTIONING OF THE SCHOOL

### 3.1. SCHOOL TEACHING LEVELS, AND SCHEDULE

The school grades go from preschool (Transition Level 1 or Pre-Kinder) to Grade 12.

Santiago College has the following four administrative divisions:

- Infant School: Pre-Kinder to Grade 2
- Lower School: Grades 3 to 5
- Middle School: Grades 6 to 9
- High School: Grades 10 to 12

Each one of these divisions (or Schools) is headed by a Subdirector, called *Principal*.

### 3.2. SCHEDULE

The daily schedule for all levels is the following:

School doors open at: 07:30

Lessons start at: 07:55

Recesses: 9.40 - 10:00

11:30 - 11:50

15:40 - 15:50

End of lessons:

Infant, Lower, Middle School  
(up to 8th grade):

15:40

9th grade:

15:40 and 16:30 on the day of Personal Project  
17:10 every Wednesday if they take religion classes

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High School: 15:40 or 16:30 according to the student's timetable

Lessons start at 7:55 am; at that time students must be in their classrooms and ready for daily work. Students who arrive at their classrooms later than this time, will be registered as late.

For Infant, Lower and Middle School students, an after school program is offered, which includes extracurricular and pre-sports activities.

Infant School extracurricular activities will be offered from Monday through Friday, from 13:30 to 15:20 hrs (PK-K) and 15:45 to 16:45 (1st and 2nd grade)

Extracurricular activities for Lower and Middle School students will be offered from Monday through Friday from 15:50 to 17:10 hrs.

[This section has been modified due to the Pandemic. Please see COVID annex.](#)

Students must not remain at school after the end of their class schedule or their extra-curricular activities. If for any reason they must stay at school, parents/guardians must inform the tutor, secretary, and/or Principal, and the students must wait in the reception office or in the place that the school provides.

Students that have a long wait between the end of school hours and the beginning of extra-curricular activities are allowed to leave and then return to school if authorized in writing by their parents/guardians.

### 3.3. STUDENT ARRIVAL, LATE ARRIVALS, AND DEPARTURES

#### 3.3.1. Access routes

The entrance and exit routes are by Los Trapenses Av. There are two entrances for vehicles and one for pedestrians. The pedestrian entrance must be used by students or adults riding a bicycle.

The south side vehicle entrance leads to an underground parking lot and a street level drop off zone. The north side entrance is only for preschool students; it has an underground parking lot and a street level drop off point where the students are met by school personnel.

### 3.3.2. Parents/guardians access

Parents/guardians that come to school at any time must register in the reception office. While they remain inside the school they must wear the ID card. When leaving they must give notice at the reception office.

The school provides a sticker to help identify vehicles of parents/guardians and school personnel. It must be placed in the upper left corner of the front windshield.

Parents/guardians should not enter classrooms or other places where students are during class hours unless he/she is invited or summoned. In case of preschool students, their parents/guardians can only accompany them up to the building door.

These measures are required for safety reasons.

### 3.3.3. Student access and departure

#### 3.3.3.1. *Withdrawal of Infant and Lower School students*

At the beginning of each year, parents/guardians of infant and lower school students must inform the homeroom teacher who is fetching their son/daughter each day of the week. In case of changes, the parents/guardians must inform it by the agenda to the homeroom teacher. In case of emergency or an unforeseen event, the change has to be informed by email to the homeroom teacher, the tutor, and the Principal's secretary before 11 am. If the mail arrives after 11 am, the school cannot guarantee that the information is registered.

When the student invites or is invited by a classmate, the school should receive communication from parents/guardians of both students by the agenda. If the students use school transportation, the person in charge of school transportation should also be informed.

If parents/guardians send a written authorization asking for it, the school can give grade 5 students a pass so they can leave school without the company of an adult.

Infant school students must be fetched from the area assigned by the School.

#### 3.3.3.2. *Late arrivals*

Punctuality is one of the responsibility values of the School.

- Students who arrive to class between 7:55 am and 8:10 am will be registered as late by their homeroom teacher;

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- Students who arrive to school between 8:10 am and 9:00 am must register their arrival in reception and immediately go to the tutor's office, where the tutor will issue the necessary admit pass for the student to enter the classroom. Parents/guardians must send a written excuse.
- Preschool students who are late must wait in the reception office for school personnel to accompany them to their classroom.

#### *3.3.3.3. Late arrivals duly justified*

Students that for various reasons (e.g., doctor appointments, proceedings) come to school after 9 am must register in the entrance office according to the following specifications:

- Infant school: the students are registered in the electronic class book by the entrance office staff, who phone the tutor's office to inform of the students' arrival. Preschool students must wait in the reception office for school personnel to accompany them to their classroom.
- Lower school: the students are registered in the electronic class book and then go to the tutor's office, where the late arrival is verified and, if it wasn't anticipated, they must show a justification note.
- Middle and High school: the students are registered in the electronic class book by the entrance office staff and must wait until the tutor or the secretary are contacted authorizing admission to class.

It is the parents/guardians responsibility to justify late arrivals in the school agenda or by email.

#### *3.3.3.4. Early departure of students*

The regular procedure for students' early departure consists of parents/guardians informing it the previous day or the specific day before 9 am, indicating the reason, the time, and who is fetching the student. This information must be sent via agenda or by email to the homeroom teacher, the tutor, and the Principal's secretary. If the student uses school transportation, the parents/guardians must inform the person in charge. The students must be fetched at the reception office. If the parents/guardians information is sent late, the student's departure may be delayed.

In case of emergencies (e.g., the death of a relative) the parents/guardians have to leave a note at the reception office when fetching the student.

Under no circumstance the departure of a student is authorized if fetched by a third party adult or leaving on his/her own, if it was not informed via agenda or by a parents/guardian's email.



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### *3.3.3.5. Absence from school*

Absences from school because of unexpected events or emergencies (e.g., sickness, proceedings) must be informed via agenda or by email to the secretary, the tutor, and/or the homeroom teacher. In case of sickness and if the school deems it necessary, a medical certificate may be required. It should be considered that MINEDUC asks for an attendance of no less than 85% to approve an academic year.

If the absences coincide with programmed evaluations, the REP will be applied. This is not applicable to preschool.

### *3.3.3.6. Absence from Physical Education or sports*

If a student cannot participate in Physical Education or sports for reasons of health, the parents/guardians must inform the homeroom teacher, the tutor, or the secretary, via agenda, by email, or by phone, during the previous day or before 9 am of the specific day. If there is a medical certificate it should be delivered to either of them.

Students who are absent from Physical Education classes will not be allowed to train or participate in school sports after hours. The same applies in case of prolonged medical certificates that forbid participation in Physical Education and sports.

### *3.3.3.7. Juniors/Seniors lunch out of school*

Grade 12 students have the privilege of leaving school during lunch hour. This includes requesting the company of a grade 11 student twice per term, with previous authorization of the latter's parents/guardian. This authorization must be sent by email to the level's tutor before 10 am of the specific day. No requests will be accepted after 10 am.

## **3.4. CHANGE OF ACTIVITIES AND/OR SUSPENSION OF CLASSES**

The change of activities is an administrative and pedagogical action in which regular classes are replaced by activities that reinforce curricular objectives such as cultural, social, or sports events.<sup>17</sup>

The school is responsible for the safety and integrity of participants in those events. When there are changes of activities, the students' attendance –either if they go or do not go to the event- will be registered in the classbook.

### **SUSPENSION OF CLASSES<sup>18</sup>**

<sup>17</sup> Circular N° 2 de la Superintendencia de Educación.

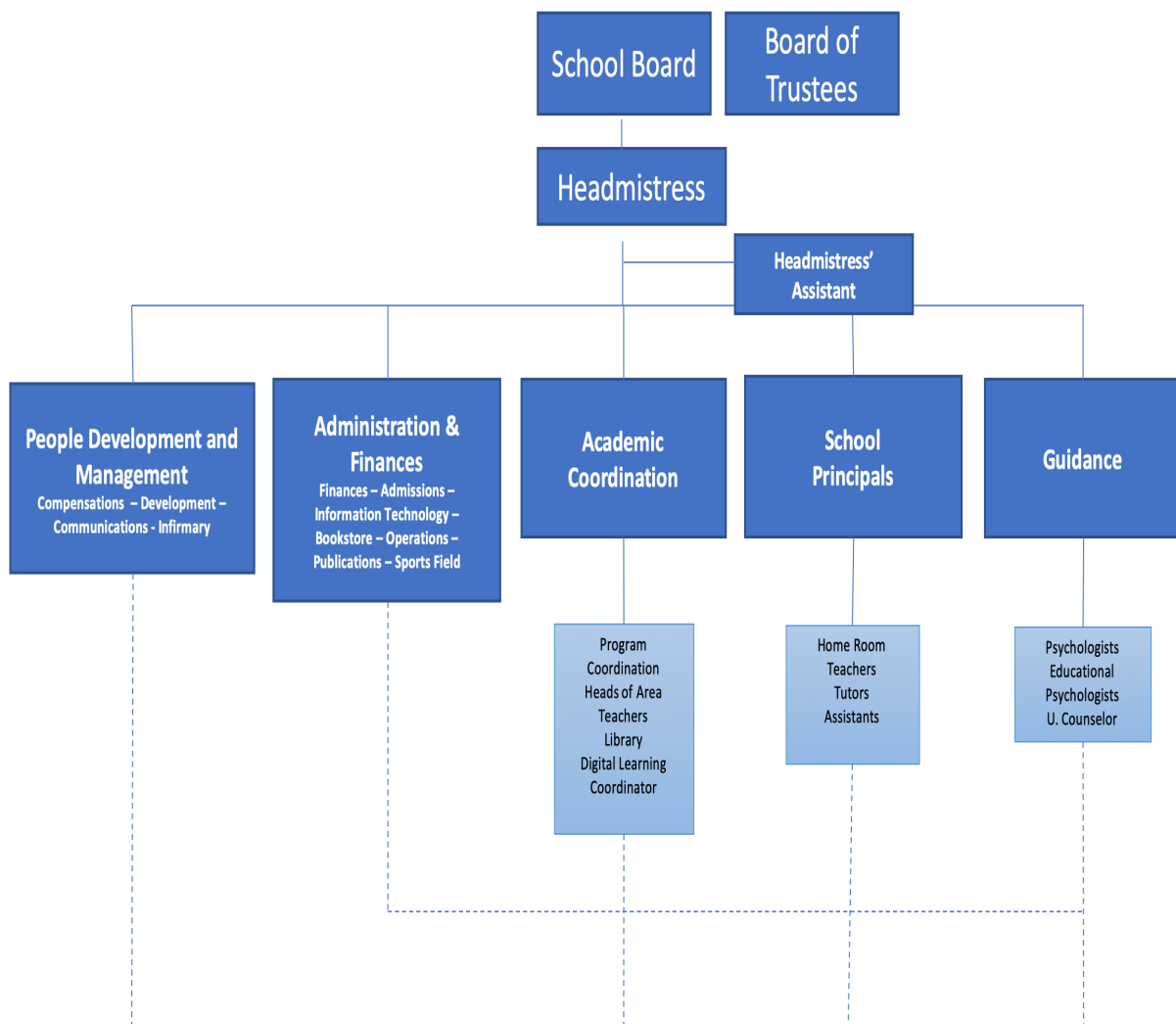
<sup>18</sup> Circular N° 2 de la Superintendencia de Educación.

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Classes are suspended or calendar dates are modified in case of fortuitous events or force majeure cases (e.g., infrastructure problems, water and electricity supplies, natural catastrophes). The school must inform the Provincial Education Department. The academic coordinators of the respective programs must set remedial academic plans for the students.

### 3.5. ORGANIZATION CHART:

#### Santiago College General Organization Chart



### 3.6. ROLES AND FUNCTIONS

The roles and functions of each Santiago College member is described in the Hygiene, Order, and Security Regulations.

### 3.7. COMMUNICATION AND REGULAR CHANNELS BETWEEN PARENTS/GUARDIANS AND THE SCHOOL

The communication mechanisms between the school and the parents/guardians are:

- The school agenda (from PreK to grade 5).
- Email: homeroom teachers, tutors, and Principals' secretaries have school emails, which are informed at the beginning of the year and on the school web page.
- Telephone contacts with homeroom teachers, Principals, tutors, and secretaries.
- Certified letters sent by the school to parents/guardians that have not contacted the school about a serious situation of the student.
- Via representatives (Roomparents).
- The school web page.
- The bulletin boards.
- Meetings with students and parents/guardians: students and parents/guardians have the right to personal attention, so private meetings with students and parents/guardians can take place in rooms with the adequate requirements, during school hours, and in the times specified by the school.

Each family will be asked ideally for at least two meetings per year (except for grade 12) with the homeroom teacher, to keep track of the student's educational and formative processes. The meetings will be informed via agenda and/or email. Student led conferences are valid for this policy. The meeting's topics and the agreements reached will be registered in the interview record sheet, which must be signed by the teacher and the parents/guardian.

The parents/guardians will be responsible for fulfilling commitments entered into in any of the previous instances.

The school will not meet with parents/guardians without a previous appointment, except in case of an emergency (e.g. deaths, serious health situations, domestic violence). The school will not meet with parents/guardians who want to complain about some aspect of the school if they do not have a previous appointment.

In case of aggressive or rude behavior from an adult in the school entrance, the personnel will communicate with the Human Resources Manager and/or the Direction, who will address the problem.

The school is not responsible for the misuse of communication by WhatsApp groups of parents/guardians or other means, with violations of the intimacy of any member of the educational community, false rumors, verbal aggressions, fake news, etc.

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For a better communication inside the educational community, the following are the regular channels:

- The first contact between parents/guardians and the school must be with the student's homeroom teacher. In case of administrative information (e.g., change of address, reasons for not attending Physical Education class) parents/guardians can communicate with the tutor and/or the level's secretary. For an academic situation, an interview with the respective subject teacher may be requested through the homeroom teacher.
- If the case exceeds the homeroom teacher's role, the parents/guardians may request an interview with the Principal.
- Ultimately, a meeting with the Headmistress may be requested.
- For other situations (e.g., school shop, student transportation, dining room, accounting), the person in charge must be contacted directly.
- Notwithstanding the above, the Principals and the Headmistress, if necessary, may request an interview with parents/guardians.

### 3.8 STUDENTS' BELONGINGS AND OBJECTS LEFT AT HOME

- a) Students must bring to school only those items that will be used in class; they must be marked with the student's name.
- b) The school will not be responsible for losses of -or damage to- personal objects, even if they are the consequence of other students' intentional acts. (In this case the school will apply point 'c' of this section, and the corresponding disciplinary measures, but will not be deemed responsible for the repair or restitution of the objects.) This policy includes cell phones, computers, musical instruments, and any object that belongs to a student.
- c) Notwithstanding the above, given that the appropriation of third-party items violates school values and positive coexistence, after a complaint of this type the school will activate the procedures for the appropriation of third-party assets and/or loss of students' belongings at school. ([see Annex 6](#))
- d) The school provides an individual locker with a padlock to all grade 6-12 students. The students are responsible for their lockers, and must report damages. ([see Annex 7](#))
- e) From an early age the school promotes autonomy and responsibility. Therefore, the school does not receive personal belongings or school work left at home by students. An exception is made for forgotten lunches, which will be received until 12 noon. In case a lunch box is not found before then, the student will have lunch at the dining room and the cost will be borne by the parents/guardian.

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### 3.9 LOST AND FOUND (THE LOST OBJECTS OFFICE)

The School has a *Lost and Found* office operated by volunteer parents/guardians. Clothes found inside the school are placed inside bins at the tutors' offices and the gym. If after some time they have not been recovered they are taken to the Lost and Found office, where they are classified; if they have an identification tag they are sent to the respective tutor's office. It is the owner's responsibility to look for their lost objects in these places. Given the space limitations of the Lost and Found office, after some time the non-recovered school uniform articles will be disposed of.

The opening hours of the Lost and Found office are set at the beginning of each school year and published in the school web page.

### 3.10 USE OF TECHNOLOGY AND THE INSTITUTIONAL EMAIL

The school considers technology as a tool for researching, creating, communicating, working in collaboration with others, and organizing information in many forms, within the framework of a responsible digital citizenship and with the due family accompaniment. Digitally responsible citizens act with integrity, constantly showing respect and care toward themselves and others. The school also has a "Responsible Use of Technology" policy ([see Annex 5](#)).

On the use of cellphones, starting March 2020, PK to 9<sup>th</sup> grade students are not allowed to use or have on their person during school hours any personal technological devices<sup>19</sup>. If they are brought to school, they must remain turned off and kept inside the backpack or the locker. This implies that no student must phone or text his/her parents/guardian, or vice versa. During school hours no student can carry a cellphone. In case of emergency, if parents/guardians must communicate with their children, they must previously contact the tutor, the homeroom teacher, the secretary, or the Principal. If a student requires to contact his/her parents/guardians because of force majeure, the school will provide a phone.

### 3.11 STUDENT TRANSPORT

The student transport service in the school is provided by private transporters through a contract that regulates this service and is subscribed by means of a registration form signed by both parties, without a contractual relationship with the school.

The school transport service has regulations that must be informed to parents/guardians when signing the registration form. ([see Annex 12](#))

<sup>19</sup>

Except in case of curricular adjustments, or pedagogical or health purposes, which have to be duly authorized by the respective Principal

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The school appoints a transport coordinator who looks after the fulfillment of the regulations and the security of the students, and informs the school administration about the functioning of the service. Students must comply with the school values and coexistence norms while on the buses. Repeated misbehavior and not complying with these regulations may lead to the suspension of this service.

### 3.12 BEHAVIOR OUTSIDE SCHOOL

The school cannot supervise the private activities of students outside school unless it is part of their academic programs. Santiago College can suggest and give advice, but it is a parents/guardians task to set the limits and exercise their parental authority.

Nevertheless:

- a. While wearing the school uniform, students are expected to comply with school rules. Failure to do so may result in the corresponding consequences being applied.
- b. It is expected that students' behavior is consistent with these regulations both in and out of school. Failure to do so may be interpreted as a lack of adhesion to the school educational project.
- c. Attitudes outside school that infringe its fundamental values and result in a detriment of its image will be considered serious faults.
- d. If violence or bullying outside school is reported, [Section 10.8.1](#) will be applied.

## 4. ADMISSION PROCESS REGULATIONS

Due to the sanitary situation, the admission process has been modified. See COVID Annex.

Santiago College is a diverse and multicultural school that admits students without discriminating on the basis of creed, nationality, or religion. Applications are open to all interested parties, safeguarding the dignity of all applicants and their families.

The application process ensures that admitted students will benefit from the existing plans and programs, and function adequately in the school's physical environment.

Santiago College has always had close ties with its community, so it gives priority to families that are school members, and children of former students or of school employees. Applicants are evaluated with different criteria for each level. Parents/guardians are interviewed as part of the admission process to inform them about the school and its educational project. This interview is only for new families and it is a part of the admission process. All the specific information regarding application for admission can be seen in [Annex 10](#).

The admission process respects the principles of objectivity and transparency, nondiscrimination, and the right of parents/guardians to choose the school for their children.

The school admission process follows article 13 of the General Law of Education (LGE)<sup>20</sup>, and is made available on the website, specifying criteria<sup>21</sup> records, prerequisites, and institutional documents that applicants or their parents/guardians must know when applying to the school.

No applications will be accepted outside the application period. Exceptions may be made for families that reside outside the Metropolitan Region for whom the admission process may be started outside that period, just in those cases where applicants and their families are transferred during the year.

<sup>20</sup> "LGE. Art. 13. Sin perjuicio de lo señalado en el artículo anterior, los procesos de admisión de alumnos y alumnas deberán ser objetivos y transparentes, publicados en medios electrónicos, en folletos o murales públicos. En ningún caso se podrán implementar procesos que impliquen discriminaciones arbitrarias, debiendo asegurarse el respeto a la dignidad de los alumnos, alumnas y sus familias, de conformidad con las garantías reconocidas en la Constitución y en los tratados internacionales sobre derechos humanos ratificados por Chile, en especial aquellos que versen sobre derechos de los niños y que se encuentren vigentes. Al momento de la convocatoria, el sostenedor del establecimiento deberá informar, en los casos que corresponda y de conformidad a la ley: a) Número de vacantes ofrecidas en cada nivel; b) Criterios generales de admisión; c) Plazo de postulación y fecha de publicación de los resultados; d) Requisitos de los postulantes, antecedentes y documentación a presentar; e) Tipos de pruebas a las que serán sometidos los postulantes; f) Monto y condiciones de cobro por participar en el proceso, y g) Proyecto educativo del establecimiento. (...)."

<sup>21</sup> Los criterios radican en que las familias tengan plena información al postular sobre las características y "sellos" del Colegio, el perfil del estudiante, los objetivos pedagógicos y académicos.



## 5. FINANCIAL COMMITMENTS OF PARENTS/GUARDIANS WITH THE SCHOOL

Santiago College, as a paid private school, finances its educational service exclusively with the payments of parents/guardians of the school's students.

The commitments, amounts, and dates of the payments are specified in the following documents:

- "SANTIAGO COLLEGE GENERAL NORMS AND PROVISIONS" It is the document that parents/guardians sign to confirm the enrollment of their children.
- "SANTIAGO COLLEGE INFORMATIVE CIRCULAR" It is sent in January of every year to families/guardians via email; it is available on the school web page.
- "COMMUNITY HANDBOOK" (RIE) Every March a circular is sent to parents/guardians asking them to enter the web page and read the present *Community Handbook*. They are asked to sign and return a stub that is attached to the circular, in which they declare they have read the handbook and shared it with their children, and that they agree with the *Institutional Educational Project (PEI)*, the *Assessment and Promotions Regulations*, and the *Community Handbook*.

Financial commitments are yearly although they may be billed monthly.

The school community has several scholarships:

1. Tuition and fees scholarships, awarded by the Parents' Association.
2. Tuition and fees scholarships, awarded by the Alumni Association.
3. Lunch scholarships, awarded by Santiago College.

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## 6. REGULATIONS ON THE USE OF THE SCHOOL UNIFORM

### 6.1. THE USE OF UNIFORM AND STREET CLOTHES

One of the indicators of responsibility is the correct use of the school uniform, which is compulsory. Nevertheless, in exceptional situations duly justified in writing by the parents/guardian, the students may be exempted from using it for a period of time.

The objective of the uniform is to produce a sense of belonging to the school and it should be used correctly and with pride.

When wearing the uniform, the student is representing the school, so his/her behavior must be in accordance to its norms.

The parents/guardians are responsible for the students coming to school with the adequate personal presentation and hygiene, and wearing the uniform according to [Annex 2](#).

When the school authorizes the use of street clothes (prizes, field trips, school days, etc.), these must be appropriate for school or the activity.

## 7. SECURITY, HYGIENE AND HEALTH POLICIES

### 7.1. SECURITY REGULATIONS

School security refers to the set of conditions, measures, and actions for prevention and self-care of the educational community members. They can thus exercise their rights, freedoms, and duties granted by law and international norms. The General Law of Education (LGE) is based on the United Nations Convention on the Rights of the Child.

As risk prevention, the care and self-care of infants is a topic that is present in the curriculum. As a transversal objective, it is included in the preschool and in each level's curriculum. It commits the whole educational community, as shown in the PEI, unifying criteria and coherently communicating its formative elements to all students.<sup>22</sup>

#### 7.1.1. Risk prevention policies

The prevention of school accidents is a primary and permanent concern for Santiago College. The following instances are available:

- **The Joint Committee on Operational Safety and Hygiene (Comité Paritario de Higiene y Seguridad)** Its main functions are to supervise the compliance –by the school and its members- of the prevention measures with respect to hygiene and security, and the investigation of accidents and occupational illnesses. It complies with the measures assigned by the insurance administrator on work accidents and professional illnesses.
- **The Comprehensive School Safety Plan (PISE)** is a permanent risk management tool, including procedures, activities, and responsibilities, involving all the educational community. It deals with all types of emergencies, of any nature. This document is updated every year, or as necessary. It is led by the School Safety Committee, whose aim is to achieve an active and permanent participation in prevention and emergencies management.
- **The Internal order, hygiene, and security Regulations** is the administrative instrument by which the employer controls requisites, duties, prohibitions, and sanctions. It addresses different topics, e.g., working hours, salaries, hygiene, and security norms.
- **Risk prevention consulting.** The school has a specialized professional risk prevention officer who – together with the Joint Committee on Hygiene and Security, and the Leadership team - ensure compliance with security norms, both internal and established by law, the prevention of risks, and the preparation of the community to face emergencies.

<sup>22</sup> Circular letter 860 of 26 November 2018 of the Education Superintendence, “Dictates instructions about Internal Regulations of Educational Institutions of Preschool Level”.

## 7.2. COMPREHENSIVE SCHOOL SECURITY PLAN

The Comprehensive School Security Plan (Plan Integral de Seguridad Educacional aka PISE), developed by ONEMI (the National Emergencies Office, an agency of the Interior Ministry) and sponsored by MINEDUC, is to be applied in all educational institutions. It sets the basis of a national prevention culture. MINEDUC's Resolution No.2515, updated in 2018 the original ONEMI plan.

The PISE deals with preventive measures for minimizing eventual emergencies or accidents, and for facing unexpected and uncontrolled situations that are a serious danger to school members and/or school property. Given the school dynamics, this plan is constantly updated and is an integral part of this handbook<sup>23</sup>.

### 7.2.1. The School Safety Committee (Comité de Seguridad Escolar)

The School Safety Committee provides the foundation for the Comprehensive School Safety Plan (PISE) since it coordinates all its entities through different representatives, to achieve a comprehensive participation in activities to prevent and manage emergency situations.

The School Safety Committee is comprised of:

- The Headmistress
- The Principals
- The risk prevention consultant
- Teachers' or administrative representatives
- Students' representatives
- Protection institutions (firefighters, police, or health) representatives
- The Parents Association representatives
- The Joint Committee representatives
- The School Coexistence committee representatives
- School health area representatives

### 7.2.2. Protocols for school accidents

In case of school accidents, the protocol is found in [Annex 3](#) of this document.

### 7.2.3. The Infirmary

The school's infirmary personnel include 3 Nurses and 2 Nurse Technicians (TENS)

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<sup>23</sup> See Comprehensive School Safety Plan (PISE 2019)

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Due to the large campus, there are two infirmaries and one first aid station in order to attend all student activities.

The infirmaries are located in the Learning Center building and the Sports Area and the first aid station is in the swimming pool sector.

The Infirmary's mission is to promote self-care, health and well-being based on a biopsicosocial attention for all students and members of our educational community (teachers, workers, parents, alumni and visitors in general).

Students go to the infirmary after an accident or sickness on campus during the school day. Students should not consult the infirmary for accidents or symptoms that appear at home except those cases that require follow up or when they have been asked to do so by the nurses.

Students should not come to school if they are manifesting symptoms that will make it impossible for them to finish the school day, place their health at risk, or that imply a risk of contagion to their classmates.

In the Learning Center infirmary, students must arrive with an infirmary slip given by the tutor or the teacher in charge. This slip is not necessary in the case of emergencies. Afterwards attending the student, the slip is sent home with the student, with a description of the procedures carried out and the event is registered in Schooltrack.

In the Sports Area, students are sent by their teacher and so there is no need for an Infirmary Slip. Infirmary personnel will carry out the necessary procedures, keeping a written registry of these on Schooltrack, making this available to parents.

If the student consults about an illness that does not require immediate medical attention, the recommendation will be to consult a specialist after school. Should the student not go to a specialist, they should not go to the infirmary for the same problem on subsequent days. The infirmary does not diagnose or carry out medical treatments.

Should a student require medication during the school day, parents/guardians must request this of the infirmary. In order to comply with this request, the infirmary requires the medication in its original packaging, and a copy of the corresponding prescription. The prescription must be renewed every six months. All medication is stored and administered in the infirmary.

The infirmary keeps written health records for every student in the school, which includes parental contact information and relevant student health information. The corresponding form is filled out by the parent upon admission to the school. Additionally, a health record is kept on Schooltrack

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which must also be filled out and updated by parents. It is the parents' responsibility to inform the school of changes to students' health status, medications, and emergency contact information.

The infirmity attention is governed by the information set forth in 'Infirmity procedures' ([Annex 4](#)).

#### 7.2.4. Student transport

The student transport is a service that is external to the school. It is provided through a student transport contract, and is a bilateral contractual agreement between the transporter (who provides the service) and the parents/guardians (who require the service).

Nevertheless, the school informs and provides guidance about this service, so that students are transported with high safety standards. ([see Annex 12](#))

School management will have a list of the transporters that provide this service to the students. The transporters will have to present an authorized copy of the certificate of the Regional office of the Ministry of Transport, attesting that the transporter is duly registered.

### 7.3. SAFEGUARD OF STUDENTS' RIGHTS

The well-being of the students is fundamental for Santiago College, understanding that it is the responsibility of all members of the educational community.

Given that these regulations are based on the U.N. Convention on the Rights of the Child, one of its main objectives will be to safeguard the students' integral development.

With this purpose, the school has specific protocols for situations of: rights violations, child abuse, sexual assaults and related actions, alcohol and drug abuse, self-destructive behavior, and suicidal situations.

#### 7.3.1 Violation of Rights

Any action or omission where children's rights are transgressed will be defined as a violation of their rights. These include the rights to health, education, protection, and to not be discriminated against, neglected or abused.

Some violations of children's rights are<sup>24</sup>:

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<sup>24</sup> Bulletin that provides instructions regarding Community Handbooks for Primary and Secondary School that are officially recognized by the Chilean State. Superintendence for Education, 2018.

- When the basic needs of nutrition, hygiene, clothing, and housing are not met;
- When basic medical attendance is not provided and the child is not protected and/or exposed to dangerous situations;
- When the child's psychological and emotional needs are not met;
- When the child is abandoned and/or exposed to incidents of violence or drug use.

#### *7.3.1.1 Prevention strategies when students' rights violations are detected*

In this context the school will seek to prevent any students' rights violations situation, and deal with it.

The following are some of the strategies to deal with these situations:

- The Personal and Social Development Program (DPS), in which students learn about self-care strategies, protection factors, knowledge of rights, expression of affections, identity and positive self-esteem, and identification of at-risk behavior both inside and outside the family.
- Training and information regarding different prevention topics with parents/guardians and teachers, e.g., talks on secure emotional bonds, and prevention of at-risk behavior.
- Sharing of support resources and community institutions such as primary health care clinics, professionals from private clinics, rights protection offices, closest police stations, and other institutions that can provide support in this type of situation.

#### *7.3.1.2. Protocols when children's rights violations are detected<sup>25</sup>*

Should a violation of children's rights be detected or suspected, prompt action is required to safeguard the student's best interests, confidentiality and identity.

##### **1. Report reception.**

The school member who receives the report of rights violations must first contain and reassure the student (or guardian) and immediately inform the psychologist and the respective Principal, and leave a written registry of the information provided. If the report is received by the member of the school community during the weekend, he/she must immediately inform the Principal and leave a written registry of the same. The Principal must inform the Head of School.

##### **2. The information gathering process.**

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<sup>25</sup> This protocol applies to Preschool, Primary and Secondary School.

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- a. The Principal is responsible for gathering the information, with the help of the guidance counselor, the homeroom teacher, tutors, and/or other school adults. If the Principal is absent, the Headmistress will appoint another person.
- b. The school lawyers will be asked for legal advice in order to safeguard the student's well-being.

### 3. Actions.

- a. The Principal will request a meeting with the parents/guardians within 24 hours after receiving the report, to inform them and agree, if necessary, on protection measures for the student, and/or the support of external specialists. The school is legally required to report the event to authorities, and therefore parents/guardians will be informed of this in order to ensure a conjunct, well-articulated, collaborative effort. The meeting will be registered in writing and on Schooltrack.
- b. If a misdemeanor or a felony offense is involved, the Headmistress, the Principal, or the Head of Community Well-Being will report it to the police, within 24 hours, having previously informed the parents/guardians of this obligation. Additionally, the school may request support from the Center for Cautionary Measures (Centro de medidas cautelares) should further protective measures be required.
- c. If the student is injured, the psychologist or another adult appointed by the Principal will go with him/her to the infirmary and, if necessary, take him/her to a health center, and inform the parents/guardian. The Headmistress or the Principal will file the police report.
- d. Depending on the situation, the school will provide pedagogical and psychosocial support measures, including the rescheduling of assessments, interventions with the student's home room or grade level, written communication with the school community, and meetings with teachers, among others. Any and all of these measures must consider the safeguard of the student's dignity, identity, and well-being.
- e. Should adults be involved in the violation of student rights, protection measures to safeguard the student's well-being will be established. If they are school employees, the measures stipulated in the Hygiene, Order, and Security Internal Regulations (RHIOS) will be applied, and public communication requirements will be met.

### 4. Follow-up.

The psychologist and the homeroom teacher must carry out a follow-up with the family and the specialists. They will also be in touch with the student to provide support.

A written record of all the stages will be kept in the student's file and/or on Schooltrack.



### 7.3.2. Child abuse

Child abuse is any non-accidental action by an adult that produces physical and/or psychological damage to a child. Some forms of abuse are: intimidating, harassing, insulting, criticizing, disqualifying, threatening, rejecting, among others.

#### 7.3.2.1. Prevention of child abuse

Santiago College promotes a safe and positive environment that encourages learning and development of the entire school community. In this respect, it is fundamental to prevent abusive behavior between community members. Any type of child abuse is an infringement of children's rights and absolutely contrary to the values expressed by the Institutional Educational Project (PEI).

The following are some of the strategies to prevent child abuse:

- The Personal and Social Development Program (DPS), in which students learn about self-care strategies, protection factors, knowledge of rights, expression of affections, identity and positive self-esteem, and identification of at-risk behavior both inside and outside the family.
- Strategies to inform and train the school community about child abuse, indicators and early detection, children's rights, and others.
- Hiring of school staff: all personnel hired by the school (teachers, assistant teachers, auxiliaries, administrative officers, etc.) go through a selection and recruitment procedure, which includes a psychological interview with an external psychologist to verify his/her compatibility with the position. The person must also present a legal certificate clearing them to work with children. The school checks the General Registry of Convictions of persons that are not qualified to work with minors or in educational institutions.
- If student behavioral changes are observed, the school may request an interview with parents/guardians to share relevant information.
- Preventive strategies related to the forms of interaction with students: all interviews or meetings with students must be carried out in a room with transparent windows or with an open door.

#### 7.3.2.2. Protocol if child abuse is reported or suspected <sup>26</sup>

If abuse is suspected, the following steps will be taken:

##### 1. Report reception.

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<sup>26</sup> This protocol is applicable only to students from grade 1 onward.

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- a. If a student has evident physical injuries or says that he/she was attacked or beaten outside the school, the adult who witnesses the injuries or has been told about the incident must protect the student and immediately inform the psychologist and the respective Principal. A written report must be kept in the student file, indicating the date, the time, and a detailed transcript of the events as told by the student.
- b. The Principal will request a meeting with the parents/guardians within 24 hours after receiving the report, to inform them and agree, if necessary, on protection measures for the student, and/or the support of external specialists.

The school cannot investigate criminal offenses or gather evidence, but must act promptly to protect the student, and to report the offense to the respective institutions who are authorized to proceed with an investigation.

## 2. Actions.

- a. If the student is hurt, the level psychologist or another adult appointed by the Principal will go with him/her to the infirmary and, if necessary, take him/her to a health center, and immediately inform the parents/guardian.
- b. The school is legally required to report the event; parents/guardians will be informed in order to ensure close cooperation between family and school. Meetings will be registered in writing and in the Schooltrack.
- c. If there are serious injuries, signs of abuse, effects in the student's behavior, or signs of a felony or a crime, the Headmistress, the Principal, or the Head of Community Well-Being will contact the school's lawyers, file a police report within 24 hours, and inform the parents/guardians. A referral to Child Protection Services will be evaluated.
- d. If there is no evidence of a felony or a crime, the student will be referred to the respective level psychologist.

If adults are involved in the situation, protection measures for the student's integrity will be established. If they are school staff, the Hygiene, Order, and Security Internal Regulations will apply, and the public networks will be informed.

## 3. Follow-up.

- a. In the meeting with the parents/guardian, the Principal, the homeroom teacher, and the psychologist will agree on the various support strategies for the student, depending on each situation. Among others, support for the student, seek external support for family dynamics, and support work with the teachers. The processes will be assessed in terms of safeguarding the student's dignity, identity, and well-being.

- b. After the agreements with the parents/guardian, information will be provided to the school community. The Headmistress will privately inform the parents/guardians and the community, safe-guarding the student's privacy.

A written record of all steps taken will be kept in the student's file and/or Schooltrack.

### 7.3.3. Sexual aggression that affect students' integrity

#### 7.3.3.1. Prevention of sexual assaults and or aggression

According to the present educational legislation, schools must have a prevention and action protocol for cases of sexual aggressions, and/or sexual abuse of children.<sup>27</sup> In this context, sexual abuse of children is considered a form of child abuse. Sexual abuse is defined as "forcing a child to participate in a sexualized activity, based on the abuse of power, in which the offender obtains gratification. This imposition can be forced through physical strength, blackmail, threats, intimidation, deception, trust, affection, or other forms of pressure."<sup>28</sup>

Sexual aggression is defined as "sexually motivated acts by a person against children or adolescents using threats, strength, seduction, deception, or blackmail, impinging upon their sexual freedom or security."<sup>29</sup>

According to Circular No. 482 of the Superintendence of Education, sexual assault refers to all sexual actions performed against a member of the educational community, without his/her consent, using any medium [including digital], inside or outside the school, causing damage pain or distress that requires the school's intervention.

#### Administrative Prevention strategies

- If for a formative or pedagogical reason, a private meeting of a teacher (or another adult) and a student is required, it must take place in a room with transparent windows or an open door.
- The community support resources and community institutions are known, e.g., support networks, primary health care clinics, rights protection offices, closest police stations, and others.

#### Administrative prevention measures

<sup>27</sup> Circular letter 476, 10-A; Superintendence of School Education, Nov.29, 2013

<sup>28</sup> Barudy. J.(1998), quoted in "Sexual Abuse of Children and Teenagers", MINEDUC, March 2013

<sup>29</sup> Superintendence of Education (<http://denuncias.supereduc.cl/memberpages/denuncias/>...) It includes actions like touching or kissing areas of sexual connotation, simulating a sexual act, exhibiting or recording pornographic material with minors, or seeing this type of acts, among others."

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- Section 7.3.2.1 of the present document stipulates that all adults hired by the school must go through a selection and personnel recruiting procedure, which includes a psychological interview and a legal background check that must be annually updated.
- There are informative meetings and training sessions about action protocols, children's rights, early detection of sexual aggression situations, and others.

#### **Security and prevention measures in bathrooms, dressing rooms, and other common spaces**

- If a preschool student requires help to go to the bathroom, the bathroom door has to be open and with two adults in attendance. There is a protocol for preschool children changing clothes ([see Annex 11](#)).
- Physical Education dressing rooms are a concern for the school. There must always be a responsible adult present nearby when dressing rooms are being used. No more than one student will be allowed in each shower. The dressing room door must be open when there are students inside. If a student is delayed inside, a teacher must wait outside the dressing rooms. Once the last student leaves the door will be locked.
- The use of dressing rooms is for grade 3 onward. In Infant school they are used only for swimming. Preschool children are accompanied by their homeroom teacher and a floating teacher.
- Separate bathrooms are provided for students and adults.
- Access to the school campus by people who are not members of the educational community is strictly controlled by reception, guards and tutors.
- During school hours, students may only depart in the company of their parents/guardians or whom they designate, as informed in writing to the school via agenda or email. As of eighth grade, students may leave unaccompanied if they have written permission from their parents/guardians.
- Tutors patrol the school campus to ensure supervision of bathrooms and other spaces with less adult presence. There is a duty roster for teachers to supervise unguarded spaces during recess, looking after the students' security.
- The use of students' bathrooms is strictly forbidden for staff and visiting adults. Likewise, students are prohibited from using bathrooms provided for staff and visiting adults.

#### **Formative measures**

- The Sexuality and Affectivity Plan implemented in the curriculum and in DPS.
- Talks and workshops for parents/guardians.

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### *7.3.3.2. Protocol for reports or suspicion of sexual assaults and/or sexual aggression<sup>30</sup>*

#### **1. Report reception.**

- a. If a student has evident physical injuries or says that he/she was sexually attacked, the adult who witnesses the injuries or has been told about the incident must contain the student and immediately inform the respective Principal and the psychologist. A written report must be kept in the student file, indicating the date and time of the event, and a detailed transcript of the student account, which must be kept in Schooltrack.
- b. The Principal will request a meeting with the parents/guardians within 24 hours after receiving the report, to inform them and agree, if necessary, on protection measures for the student and on the support of external specialists. The school will determine what additional measures may be warranted if a parent/guardian of the child is named in said aggressions.
- c. The staff member must provide a written report of the incident for the student's file as well as on Schooltrack, including the name of the student, date, time and a detailed transcript of the student's account.

It is neither the school's responsibility to investigate felonies nor to gather proof. However, the school is responsible for acting promptly to protect the student, and to report to the respective institutions.

#### **2. Actions.**

- a. If there are signs of a criminal or felony offense, in accordance with the law and together with the school's lawyers, the school will report the situation to the police or other competent authorities within 24 hours, in accordance with Article 175 of the Penal Code.
- b. The Principal will request a meeting with the parents/guardians within 24 hours after receiving the report, to inform them of the activation of the protocol. the internal procedure, and the obligation to file a police report.
- c. If the student is injured, the level psychologist or another adult appointed by the Principal will go with him/her to the infirmary and, if necessary, take him/her to a health center, and immediately inform the parents/guardian.
- d. Should there be serious injuries or noticeable effects on student behavior, or other signs of a felony or a crime, the Headmistress, Principal, or Head of Community Well-Being will contact the school's lawyers to file the corresponding police report and evaluate the need for requesting preventive measures from Child Protection Services.
- e. If it is not a felony or a crime, the student will be referred to the level psychologist.

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<sup>30</sup> This protocol applies to preschool, primary and secondary students.

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If adults are involved in the situation, protection measures to ensure student safety will be established. Should they be school staff, the Hygiene, Order, and Security Internal Regulations will be applicable. Public networks will be informed in keeping with the protocols established in said Regulations. The identity of the suspect will be withheld until the results of the investigation are known.

If other students are involved:

- Parents/guardians of suspects will be interviewed separately and the students' identity maintained confidentially. Should a student be the aggressor, parents/guardians will be informed of the measures and consequences set forth in the present handbook for this type of fault, which is classified as "Extremely Serious" (Gravísima).
- Students involved in these aggressions must be protected as minors. Police authorities will investigate to determine if the events reported constitute a crime. Therefore the school's support measures include: meetings with parents/guardians to determine an accompanying plan, work with teachers and staff, formative and preventative work with other students.

### 3. Follow-up.

- a. In the meeting with the parents/guardian, the Principal, the homeroom teacher, and the psychologist will agree on the support process for the student, depending on each situation. Among others, support for the family dynamics and for the student and support work with the teachers. They will be assessed on their capacity for safeguarding the student's dignity, identity, and well-being.
- b. After the agreements with the affected parties, relevant information will be provided to the school community. The Headmistress will privately inform the family and the community, always safeguarding the student's privacy.

A written record of all stages of the process will be kept in the student's file and/or in Schooltrack.

#### 7.3.4 Alcohol and drug related situations at school<sup>31</sup>

Santiago College seeks to provide a school environment free of tobacco, alcohol, and drugs.

The harmful physical, psychological, familiar, and social effects of the abuse of drugs are recognized in the scientific field. The World Health Organization defines drugs as "all substances that, introduced in the body by any means, alter the functioning of the central nervous system, and can create psychological and/or physical dependence."

<sup>31</sup> This protocol provides preventive strategies for children and students in preschool, primary and secondary education.

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Because of this, an individual and collective commitment of all members of the educational community is expected, for a tobacco, alcohol, and drug free environment. Though prevention starts early in the family, and parents/guardians are the main prevention agents,<sup>32</sup> Santiago College actively supports the families in their efforts, and expects parents/guardians to participate in all related activities organized by the school.

To this end, the school has implemented drug prevention measures and a protocol for acting in the case of substance use and abuse.

#### *7.3.4.1 Prevention strategies for alcohol and drugs*

The school has a Prevention Program for alcohol and drugs consumption; it is transversal and for all the educational community. Its objective is to provide updated information about alcohol and drugs (e.g., types of drugs, their effects, protection factors, risk factors), and to promote self-care conducts and a healthy lifestyle. The program is addressed to students, parents/guardians, and school personnel.

With the students, the prevention is dealt with in the “Active and Healthy Life Style” section of the DPS (Social and Personal Development), from P-K up to grade 12.

In the Infant School the emphasis is on risk prevention through a healthy lifestyle (e.g., a balanced diet, practicing sports, and sleep and hygiene habits). In the Lower and Middle Schools, updated scientific evidence about the risks of consumption are added, as well as protective factors and at-risk behaviors.

In the Middle and High Schools interventions are added to develop strategies for promoting abilities in the management of risks associated with drugs and alcohol. Also, the DPS program reinforces self-knowledge, social abilities, strategies for conflict resolution, and expression of feelings, as protection against drug use. There are also talks and workshops by external professionals that reinforce the information provided in DPS. Finally, units of the Primary Years Program (PYP) and the Natural Sciences curriculum course add other elements.

Another preventive strategy is a survey on alcohol and drug consumption, applied every three years to grades 7 to 12 students. Its objective is to provide updated data on consumption patterns in order to adjust prevention programs.

For parents/guardians and school personnel there are talks and workshops dealing with prevention topics and that provide updated information on drug abuse.

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<sup>32</sup> CONACE (2010). I Decide: **A prevention program for alcohol and drugs consumption in Middle School**. General framework of the Program, and activities for the educational community. “Consumption of drugs and alcohol: protection and risk factors.” (teacher’s manual, pp.7-16, and 19-20)

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#### *7.3.4.2 Action protocols against alcohol and drugs*

Santiago College considers that the students' use of tobacco, alcohol, and drugs has a negative impact on their own development and on the community in general. The commitment of the school community for a clean environment is expected. Likewise, given the family relevance in alcohol and drug prevention, it is the parents/guardians responsibility to participate in all formative-educational activities on these subject organized by the school, and to attend all the meetings they are asked to. The school actions in case of various situations related to alcohol and drugs are now indicated:

#### **Signs of alcohol and/or drugs consumption**

- If a student comes to school with obvious signs of having consumed alcohol or drugs, the adult who observes it must immediately report it to the tutor and/or the Principal. The tutor or Principal must accompany the student to the infirmary, where the nurses must check the situation.
- If it is verified, the parents/guardians will be informed and asked that the student be immediately fetched, for his/her protection and the community's.
- The Principal, together with the homeroom teacher and the psychologist, will set an interview with the parents/guardians inside the next three days, to establish an assistance plan for the student, referring him/her –if necessary- to an external specialist.
- It is considered a serious fault, and formative, reparatory, and disciplinary actions will be taken.
- If a School community adult comes in with obvious signs of having consumed alcohol or used drugs, his/her access to school will be denied; the Order, Hygiene, and Security Regulations will be also applied.

#### **Alcohol and /or drugs consumption**

In case a student is caught consuming drugs, tobacco<sup>33</sup>, alcohol, electronic cigarettes, or other substances, at school or while representing it (sports competitions, academic activities, etc.), he/she will be sent to the infirmary to examine his/her physical condition and must be immediately fetched by the parents/guardian.

If it happens outside school, the student must be fetched by the parents/guardians from the place where he/she is, and assume the costs. If the student cannot be immediately fetched, he/she will remain under the control of the activity's responsible adult (teacher, tutor, psychologist) who, in consultation with the Principal, will take measures for the student's well-being and the common

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<sup>33</sup> Including vaporizers or electronic cigarettes



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interest. If the student's health shows signs of instability, he/she will be taken to a health center by one of the responsible adults, and the parents/guardians will be asked to fetch him/her there.

The parents/guardians will be then asked for a meeting at school to set a support plan for the student, which may include the referral to an external specialist.

The situation will be considered a serious fault and the applicable actions will be taken.

#### **Possession, transport, distribution, or drug trafficking**

- If a student is found using, keeping, storing, transporting, distributing, or trafficking drugs, the Headmistress and the respective Principal will be immediately informed. The parents/guardians will be promptly asked for a meeting to inform them on the situation and the action plan that will follow. This plan will include an investigation, a conversation with the student, informing the community, support for the involved student and other students, denouncing the incident to the police, and others.
- Any of these situations defined is considered a very serious fault, and the appropriate measures will be taken, apart from the corresponding legal actions.
- Transport or use of alcohol or drugs by community adults inside the school is strictly forbidden. The Order, Hygiene, and Security Regulations will be applied, apart from the corresponding legal actions.

#### **Suspicion of drug consumption, transporting, or trafficking drugs**

In case of suspicion (information of a community member without concrete evidence) that a student is using, transporting, and/or trafficking drugs, and for the purpose of carrying out the school's preventive and educational function, the following actions will be taken:

- parents/guardians will be called in and informed of the situation and the investigative actions that will follow, including interviews with the student and other students who may have witnessed the event and the revision of surveillance cameras. Support measures for the student will be unified.
- A family-school plan will be agreed upon, if necessary seeking the support of an external professional. In this case, the school will keep a systematic follow-up communication regarding the student's situation.
- The student's identity and situation will be kept in secret.
- In a later meeting, the investigation conclusions, the support, the disciplinary measures, and –as the case may be- legal measures will be informed to the parents/guardian.

### 7.3.5 Self-destructive and risk situations<sup>34</sup>

According to Minsal (2019), self-destructive behaviors are “intentional and direct acts to harm one’s own body without a clear intention to end one’s life.”

These actions can produce minor or major injuries, and -intentionally or not- can produce death. Santiago College has preventive measures and action protocols for these behaviors.

#### 7.3.5.1 Prevention strategies against self-destructive situations

Prevention of self-destructive behaviors is related to emphasizing self-care behaviors and emotional well-being. These aspects are dealt with in the Identity and Life Project unit, and in the Active and Healthy Life unit, of the DPS Program. Also, through formative talks on mental health and well-being given to parents/guardians and school personnel.

#### 7.3.5.2 Action protocols against self-destructive situations

If a student adopts self-destructive behaviors (e.g., cutting or suffocating himself/herself, self-aggression, self-medication, self-scratching and hitting) inside or outside school, or if there is knowledge that it has happened outside school prior to the arrival to School, the procedure is the following:

1. If the self-destructive behavior takes place within the school, the first adult who finds out about the situation shall accompany or ask the tutor or Counseling department professional to accompany the student to the infirmary. Likewise, the situation must be immediately informed to the Principal, Counselor and Homeroom teacher, and leave a written record regarding how the self-harming behavior was detected and the conversation held with the affected student.
2. The nurse will assess and give proper care to the student. If the evaluation of the student requires him to be taken to a clinic, the infirmary protocol will be followed.
3. In case the situation does not require the student to be taken to a clinic, the nurse will contact the parent by phone to inform the student’s medical situation, requesting that he/she is immediately picked up at school. Additionally, the Principal or psychologist will contact the parent or guardian to provide information about the emotional area.
4. If the student is under external psychiatric treatment, the School will request that the treating professional contacts the Counselling department as soon as possible to determine the student’s return to school conditions, according to his/her state of health. These conditions shall be sent in a written report, indicating the evaluation of the student’s risk behaviors, as well as the support, protection and adaptation measures that may be

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<sup>34</sup> Actions and procedures are established in “Recommendations for suicidal conduct prevention in educational establishments.” Minsal, 2019

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required by the school, making it clear that the student is in conditions to return to face-to-face lessons. The school will evaluate if the reintegration conditions established by the student's psychiatrist may be complied with by the school. In case it is not possible, the student will not be able to return.

5. If the student is not under psychiatric treatment, the School will request an external assessment of such a specialist, which is essential for the student's return to school. The specialist should send a written report with the abovementioned topics. In case this does not happen, the student may not return to the school.
6. The parent or guardian shall meet with the Principal, Homeroom teacher and Guidance department, to inform in detail about the condition of the student and establish support action plans. The agreements of this meeting will be informed to the infirmary, relevant subject teachers, cover teachers and tutors.
7. Should the school receive information from third parties regarding a student self-inflicted injury or possible self-inflicted injury, the homeroom teacher and/or psychologist from the Guidance Department and/or Principal will inform the parents. If they confirm this information, the steps above will be taken.
8. In case the student who committed the self-injury has informed other students about this, which may have affected them, the school will inform their parents in order to provide them with support measures. In these interventions, sensitive information about the student and his/her family will be kept confidential. Only general information about the incident will be provided. The classmates of the affected student will be told where to receive support and who to talk to if necessary.
9. External specialists shall send systematic reports in relation to the evolution of the student's evolution and contact the School, if necessary. In case this does not happen, the parents will be responsible for obtaining and presenting the required documentation and coordinating the communication with the specialists.
10. In case the guardian does not comply with the external treatment indications, thus affecting the student's or school environment wellbeing, this will be recorded in the student's file. Likewise, it will be evaluated if this constitutes any kind of violation of rights. If so, the relevant protocol will be followed.

### 7.3.6 Situations relating to suicidal ideation, attempt or suicide by a student or member of the educational community

Suicidal behavior is a complex problem with multiple causes, defined as an action that a person does to end his/her own life. It considers suicidal ideas (thoughts and desires), the suicidal attempt, and the completed suicide. It may cause a significant impact not only on the family and friends, but also on the whole educational community.

It is important that the community be aware of suicidal signals, so preventive actions can be taken, to the extent possible, and in case it happens, know how to act and address it as a community.

#### In case of suicidal ideation

It is the suspicion or signs that the student has suicidal thoughts or plans. Likewise, it may include verbalizations or other kinds of expressions where the intention of taking his/her life is clear.

1.1 Any member of the educational community who observes any of these signs, or has any suspicion, shall inform the tutor, psychologist, homeroom teacher and/or Principal of the relevant section immediately, making sure the student is accompanied at all times.

1.2 The Principal along with the psychologist of the respective school shall determine the place and the person with whom the student shall stay and will contact the guardian or person responsible for the student immediately to inform the situation.

1.3 The guardian and responsible person in charge of the student will be contacted by phone and in writing, and they must present themselves immediately at the school to be informed of the situation. In case it is not possible to contact the parents, the student will remain accompanied by a teacher, staff from the counseling department, tutor, nurse or Principal until their arrival. In case the parents are away on a trip, the adult that was left in charge of the student will be contacted.

1.4 Upon the arrival of the parents, a meeting will be held to inform them of the events and they will be asked to take the student and have him see an external psychiatrist. In case the parents do not have a specialist, they will be asked to take the student to an emergency room.

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1.5 The student will only be allowed to return to school presenting a certificate from the psychiatrist, indicating the diagnosis, risk assessment, treatment indications, support, protection and adaptation measures that may be required at school, stating he/she is in conditions to come back to school.

1.6 The school will evaluate if the return to school conditions, established by the student's psychiatrist can be complied with by the school. In case it is not possible, the student will not be able to return. The reintegration must be backed up by a discharge or medical condition certificate that allows the return to school. Written records will be left of this.

1.7 Upon return to school, the relevant Principal, psychologist and homeroom teacher will meet with the student's guardians to establish a support action plan, which will be informed to the infirmary, subject teachers, cover teachers and tutors.

1.8 External specialists shall send systematic reports regarding the student's evolution. In case this does not happen, the guardians will be responsible for obtaining and presenting the required documents and coordinating the communication with the specialists.

1.9 The school will inform the parents of other students who may be affected by the situation. Support will be provided for those students who require it.

1.10 In case the parent does not comply with the external treatment indications, affecting the student's well being or the school environment, this will be registered in the student's file. Likewise, it will be evaluated if this constitutes some kind of violation of rights. If so, the relevant protocol will be followed.

## In Case of a Suicide Attempt

Self-harming conduct with a non-fatal result, accompanied by evidence (explicit or implicit) that the person intended to die.

In case this happens at school:

1.11 The student is not to be left alone at any time and any potential risk shall be removed in order to safeguard his/her immediate safety.

1.12 The student will be taken immediately to the infirmary, where an ambulance from the student's health institution will be called, in order to transport him/her to an emergency service. The student will be accompanied by a member of the school staff and in parallel, the parents and Principal will be informed immediately.

1.13 In case the student explicitly expresses his/her intention of harming him/herself or others, and may not be restrained by the school staff, the School Headmistress office will contact the parents and if necessary, the Police will be called after informing the parents.

1.14 After attending the emergency room, the student shall be assessed by an external psychiatrist, who will issue a certificate including the diagnosis, risk assessment, indications for treatment, support measures and conditions for returning to school.

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1.15 The school will evaluate if the conditions for returning to school established by the student's psychiatrist may be fulfilled by the institution. If not, the student will not be able to return.

1.16 Prior to the student returning to school, the relevant Principal, psychologist and homeroom teacher will meet with the student's guardians to establish a return plan including measures such as: schedule modifications, pending tests rescheduling, management measures in case of crisis or discomfort, among other things. This will be informed to the infirmary, subject teachers, cover teachers and tutors.

1.17 The intervention measures with the educational community will include actions such as: meeting with teachers, informing and intervening in the student's classroom, informing and intervening with the class guardians and other members of the community, as needed. In these interventions, confidentiality of the student and his family will be kept. Only general information about the incident will be provided. The classmates of the affected student will be informed on where to receive support and who to talk to should they require it.

1.18 External specialists shall send systematic reports in relation to the student's evolution. In case this does not happen, the guardians will be responsible for obtaining and presenting the required documentation.

1.19 The psychologist from the relevant level will carry out some follow-ups with the family and external specialists. It is crucial that the attending psychiatrist is available for regular communication with the school. In case this is not possible, the guardians must make sure this happens.

1.20 If the attempt takes place outside the school, the plan will follow the same protocol from 2.4 onwards.

## Consummated Suicide

### 1.21 Off-campus suicide

In this case, the following measures will be taken:

1.21.1 Whoever receives the information about the incident, shall immediately inform the relevant Principal or psychologist who will then inform the Headmistress right away.

1.21.2 The School Headmistress will determine who will contact the affected family in order to verify the facts and obtain official information from the parents regarding the incident.

1.21.3 Once the official information has been obtained, support will be offered to the family (referral to specialists, support to other family members who are in the school, among others) and they will be informed of the way the school community will be informed and intervened about the incident (kind of information to be provided and the way it will be addressed).

1.21.4 As soon as it is possible, the incident will be informed to the school staff, indicating the way to address it with students, community and media. Likewise, they will be informed where they can find support in case they have been more affected by the situation.

1.21.5 The relevant level Principal and psychologist will work with the homeroom teacher of the student who committed suicide, teachers from his/her level and other levels, by providing concrete strategies to address what happened with their students. In the interventions that are carried out, confidentiality about the sensitive information of the student and his/her family will be kept. Only general information about the incident will be provided.

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1.21.6 The rest of the school community families will be informed about the incident (considering the agreement with the affected family) indicating where to find additional support and talk about suicide with children and teenagers.

1.21.7 Homeroom teachers, with the support of the Principal and psychologist will be alert to identify students who may be affected by the incident in order to provide due support.

1.21.8 Subject teachers will be alert to identify and duly inform the homeroom teacher, Principal or psychologist of the relevant level about students who may be affected by the incident in order to provide due support.

1.21.9 The students will be informed where to receive support and who to talk to within the school, if required.

1.21.10 The School Headmistress Office will determine if it is necessary to work with an external institution specializing in crisis support.

1.21.11 Systematic follow-up of the students and school staff closely involved in the situation will be carried out in order to support those requiring it in a timely manner.

## 1.22 On-campus suicide

1.22.1 The school staff member who finds out about the situation shall immediately activate the cardiopulmonary resuscitation (CPR) procedure, request immediate help from the Infirmary and the emergency service/ambulance.

1.22.2 Likewise, the Headmistress Office shall be immediately notified (Headmistress or Principals).

1.22.3 Operations will restrict access to the incident area, in order to avoid exposing the students to what happened.

1.22.4 The Headmistress will immediately contact the parents and relevant authorities (PDI and Carabineros) to inform them of what happened.

1.22.5 The management of the situation with the school community will be addressed with the same procedure specified in 3.1.

\*If the incident affects a school community adult, the procedure will be the same.

## 7.4 NORMS FOR THE GUARANTEE OF SCHOOL HYGIENE

The school seeks to guarantee order and hygiene in all its spaces. The procedures for cleanliness, disinfection, and ventilation of educational materials and furniture are indicated in this section.

With this purpose, the school has the necessary personnel in charge of the school daily cleaning. Also, the school has the contracted services of a certified sanitization and rat extermination company, that carries out its services with the legally established periodicity.

The school has the required sanitary approval of the Regional Secretary Office of the Health Ministry.

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The following are the minimum hygiene standards applied by the school:

- Keeping the bathrooms and dressing rooms properly functioning and in a perfect level of hygiene.
- Keeping all school rooms and spaces clean and sanitized.
- Having a cloakroom for the cleaning staff with individual lockers, and all the elements for their cleaning duties.
- When there are prolonged recesses of the academic activities, deep cleaning work is performed.

## 8 PROTOCOLS FOR ENSURING CONTINUANCE OF EDUCATION AND PROTECTION OF ADOLESCENT MOTHERS AND FATHERS

### 8.1 TECHNICAL-PEDAGOGICAL REGULATIONS

Santiago College complies with the legal norms established by the Education General Law (No. 20370) and the learning standards established by the Education National Council, with the guidelines of the Quality Agency, the Education Superintendence, and the Ministry of Education (MINEDUC).

In curriculum-related matters, the study plans and programs are aligned with the ministry's proposal (Education National Council), and with our own<sup>35</sup>, that follow the PEI. The purpose is to develop students who are inquiring, informed, and instructed, critical and creative thinkers, good communicators, honest, open-minded, supportive, audacious, well balanced, and reflexive, who can actively contribute to a globalized society in permanent change.

In terms of school assessment and promotion, Santiago College follows the current legislation, as indicated in the Assessment and Promotion Regulations.

With respect to planning, development, and assessment, the school year has a semester curriculum system. The two semesters calendar follows the timelines established by the Ministry of Education.

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<sup>35</sup> Exempt Resolutions No. 1022/2015, 7583/2015, 813/2016, 500/2019, and complementary resolutions.



The school has a curriculum structure with five educational cycles that comprise the three IB (International Baccalaureate) programs:

- The Primary School Program (PEP), which includes the Pre-Kinder and Kinder levels (Transition 1 and 2), grades 1 and 2 (the Infant School), and grades 3 to 5 (the Lower School);
- The Intermediate Program (PAI), which includes grades 6 to 9 (the Middle School);
- The Diploma Program, which includes grades 10 to 12 (the High School).

In the three programs there is a curriculum of courses, as established in the curriculum basis (Transition to grade 12) and the current curriculum frame.

The teachers are responsible for managing, applying, developing, and complying the study plans and programs coverage. The Academic Committee<sup>36</sup> and the Academic Coordination<sup>37</sup> are in charge of that compliance and of articulating levels and cycles.

### 8.1.1 Pedagogical reflection

The pedagogical reflection is part of the institutional culture, so concrete spaces have been defined for it. They are part of the teachers' schedules, including teachers' councils, and subject, department, program, and/or level meetings.

#### a) Reflection by subjects, departments, levels, and programs

The collaboration and reflection work is frequent and systematic. The objective is to look after the programming and teaching of the contents of the subjects; it is directly linked to the academic coordination team.

It organizes the non-teaching activities in various forms, like analyzing teaching aspects, organizational items, or reflecting on department or course related topics.

#### b) Reflections on academic achievement and student well-being

The Teachers Council, including in each level the Principal, the level psychologist, the special education teacher, the tutor, the homeroom teachers, and the subject teachers reflect on student achievement and their well-being.

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<sup>36</sup> The Academic Committee includes the Heads of the Academic Areas, the Principals, the Academic Coordinators, the Library Head, and the school Director.

<sup>37</sup> Academic Coordination includes the school general Academic Coordinator and each specific program coordinator.

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The Teachers Council is consulted on exceptional measures referring to students' academic, emotional, behavioral, and/or health problems.

The Tripartite conferences are held yearly in grades 1 to 4 and grade 12, and every semester from grades 5 to 11. They allow the student to reflect about his/her learning process. The participants are the student, the parents/guardian, and the homeroom teacher. The student and the homeroom teacher prepare the conference, but the student conducts it, reporting his/her educational process and proposing action plans. These plans include academic and emotional situations.

### **c) Continuous formation as a pedagogical reflection**

Every year the teachers must develop Individual Professional Development Plans (PDPI), establishing goals from their own pedagogical reflection. The plans refer to the pedagogical improvement of their practice with respect to the objectives set by the school.

In the Pedagogical and Curriculum Management are included: educational and vocational orientation, pedagogical supervision, curriculum planning, learning assessment, pedagogical research, teacher improvement coordination, and others.

## **8.1.2 Pedagogical supervision**

The pedagogical supervision is in charge of the Academic Coordination team and the Area Heads, who oversee the school pedagogical activities. After class observation, a plan for class accompaniment is set for teachers that require it to improve the methodological level of their class work. The plan includes assessment, class observation, feedback, commitments, and follow-up.

## **8.1.3 Curriculum planning**

It takes place during the school year in a specific process in which didactic programs for the school curriculum are developed, updated, or modified. The present national curriculum, the school plans and programs, the Institutional Educational Project (PEI), and the students' environmental needs, are taken into account.

The teaching planning in the school focuses on the student, therefore on the learning process. It assumes teachers' decisions and a careful selection and structuring of course contents and methodologies, for a balanced development of the student.

This planning is organized collaboratively by teachers of different levels and subjects, with a constant feedback from the concrete pedagogical practice.

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### 8.1.4 Learning assessment

Learning assessment is a usual and systematic practice for Santiago College teachers. It has a central role in the school pedagogical process of improving the adequacy of teaching. The assessment instruments must allow the measurement of the student learning, notwithstanding training them for external standardized tests. The assessment must be continuous and include formal and informal instances, as well as advances and formative aspects.

All strategic and assessment instruments are connected with the learning objectives and included in the unit planners. Each teaching team periodically revises and reflects on the adequacy of these assessment instruments.

### 8.1.5 Pedagogical improvement

The objective of the school teachers' training is to strengthen their planning, methodological, and assessment skills, and to develop teaching innovation. This plan is based on strategic planning for continuous improvement, and is implemented by the school Direction Team during specific time schedules. It focuses on didactics, assessment, curriculum planning, and applying the school internal and the assessment regulations.

### 8.1.6 The Guidance Department

Santiago College has a Guidance Department with special education teachers and psychologists who work in the school's different levels.

The department assists teaching and contributes to students' development and learning process. It is also in charge of the Personal and Social Development Program (DPS). They participate in level meetings with homeroom teachers, and they work together with Principals, tutors and homeroom teachers in addressing school coexistence problems. The interviews with students when dealing with these situations do not require parents/guardians authorization.

The Guidance Department, with previous consent of parents/guardians, can explore the student's socio-emotional area and determine support measures and/or the convenience or need of consulting an external professional (special education teacher, psychologist, speech therapist, psychiatrist, neurologist). The parents/guardians can choose an external professional or ask the school to suggest names. The parents/guardians will submit the external professional's written report with a diagnostic, indications for treatment, supportive measures and adaptations that may be required from the school. The Guidance Department will be in touch with the external professional, and keep the parents/guardians and Principal up to date about the student's evolution.

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In case the parents/guardians do not comply with the indications of the external professional, and the student's welfare and/or social coexistence are affected by this, it will be registered on the student's file.

## 8.2 ASSESSMENT AND PROMOTION REGULATIONS

The school has an Assessment and Promotion Regulations, as indicated by section 46e of the Education General Law (LGE), according to the present national norms on assessment and promotion of students. The Assessment and Promotion Regulations are published on the school website and parents/guardians agree to adhere to it when enrolling their student.<sup>38</sup>

Additionally, and as established by Decree 67/2018 with respect to Assessment and Promotion, the regulations establish the criteria by which students are assessed and promoted.

## 8.3 RETENTION AND SUPPORT PROTOCOLS FOR PREGNANCY AND TEENAGE PATERNITY AND MATERNITY

### 8.3.1 Prevention policy and action protocols for pregnancy and teenager paternity and maternity

According to the law, Santiago College guarantees permanence in school to pregnant students, students who are mothers, and students who are fathers. These conditions do not impinge the continuity of their studies. From a formative point of view, all academic, administrative, and personal facilities are available to them; also, the required measures for their health protection and well-being.

The Social and Personal Development program (DPS) has specific units in each level for the promotion of values, attitudes, and knowledge about healthy emotional relationships, gender, self-care, and mutual care, with emphasis on making informed and responsible decisions.

In these units the topics are, e.g., the knowledge of our bodies, its changes and developments, affection and sexuality, sexual reproduction, prevention of sexually transmitted diseases, and prevention of teenage pregnancy. There are workshops for parents/guardians in different stages of the student's development and for different ages.

<sup>38</sup> <http://www.scollege.cl/index.php/es/seccion-documentos/documentos-generales-sc>

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### 8.3.2 Action protocols for pregnant students, and teenager paternity and maternity

If a student is in any of these situations, the school protocol is the following:

1. The student will be contacted and asked if the parents/guardians know about this situation. If they do not know, they will be informed in a meeting, but the student will be given the possibility to inform them before the meeting.
2. In the meeting, a support plan for the student will be agreed; it will include formative and pedagogical measures that will allow the student both to continue his/her educational process and comply with the new family role. Information will be provided about support networks and pertinent government institutions.
3. Among other aspects, the students will be entitled to:
  - a. Special academic considerations, with the necessary educational support for complying with the learning process and the minimal contents in the curriculum.
  - b. Design a flexible evaluation calendar, taking into account the needs of pregnancy and parenthood, in charge of a teacher designed by the Principal and the Guidance Department.
  - c. If necessary, to get support from the Guidance Department.
  - d. To participate in every educational activity and student organization of their level, e.g., graduation ceremony, internal celebrations, and extra-programmatic activities.
  - e. To attend classes during pregnancy and resume them after the birth, according to the medical certificate.
  - f. To adapt the school uniform while pregnant.
  - g. To be promoted to the next level with an attendance of less than 85% (the legal minimum), as long as the absences are duly justified in accordance with the Assessment and Promotion Regulations. Absences will be justified if related to birth, postpartum, health controls, illnesses of children who are less than one year old, or situations that require special care, if a medical certificate or another document that justifies the absences is presented. The attendance records must indicate the stage of the pregnancy, the maternity, or the paternity.
  - h. To breastfeed the baby according to the mother's schedule (maximum an hour, apart from travel time), taking time during recess and/or leaving the school. The school does not have the adequate infrastructure to care for nursing babies during school hours, so the student cannot attend classes with the baby. Nevertheless, an appropriate place for breastfeeding may be assigned.
  - i. Have the necessary facilities for safety and physical integrity, e.g., go to the washroom as often as needed, and use other school spaces, e.g, the library, during recess, to avoid accidents or stress situations.

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Similarly, students in these situations will have the following duties:

- a. To comply with the medical indications.
- b. To justify non-attendance to classes if related to their condition.
- c. To attend Physical Education classes, though mothers must be exempted for six weeks after childbirth. They may be also exempted in qualified cases by the physician in charge.
- d. To make all efforts to comply with the academic requirements.

## 8.4 PEDAGOGICAL OUTINGS AND STUDY TRIP REGULATIONS

The school carries out various educational activities by way of pedagogical outings, trips and/or national or international tours of different kinds (sports, academic, cultural, etc.) and durations. The objective is to support the curriculum contents and the students' integral formation. The protocol for these pedagogical outings can be seen in [Annex 13](#).

Pedagogical outings are activities that take place during school hours but outside the school, e.g., visiting museums, art galleries, national parks, theaters, the National Congress. Also included are the Learning and Service outings, like Class projects and the IB CAS (Creativity, Activity, and Service) projects.

The cultural tours and trips may be national or international; costs are financed by the parents/guardians. Some of them are the cultural trip to Spain, the *UK Project*, artistic tours, and the *Cary Academy* interchange.

There are cultural activities of the Chilean Association of British Schools (ABSCH): theater, debates, and others. They can be one-day activities or last a few days, including national trips with other ABSCH schools.

Sports trips may be national or international; the expenses are paid by parents/guardians.

### 8.4.1 Operating rules

- a) All these activities are previously informed to parents/guardians and can be seen in the calendar of activities of each cycle.
- b) To participate in an outing, trip, or tour, the student has to be enrolled in the school, have a written permission from parents/guardian, and fill out his/her medical form. If the school does not have this permission or the medical form, the student cannot participate in the activity.

- c) Students must behave according to what is expected from a Santiago College student, e.g., good manners, observance in sacred places, museums, airports, and historical sites.
- d) Students must respect the rules of each place or institution where they may be.
- e) Students must participate in all scheduled activities and programmed meals, comply with timetables, and follow instructions from teachers or adults in charge.
- f) In these outings, trips, or tours, parents/guardians are responsible if the student's behavior causes intended or unintended damages, and/or constitutes a misdemeanor or a felony.
- g) In these outings, trips, or tours, the parents/guardians are responsible for incidents that are consequences of the students' infringement of these regulations or the specific outings/trips regulations.
- h) Teachers and adults in charge will have the authority to safeguard positive coexistence and the attainment of the pedagogical objectives of the activity; in turn, they have to comply with the school's values and these regulations.
- i) To avoid dangerous behaviors or situations, teachers and adults in charge may check students' rooms, backpacks, luggage, and others.
- j) Students are not authorized to get away from the group unless the teacher or adult in charge allows it. Also, no behavior is allowed if the teacher or adult in charge deem it dangerous, e.g., getting into the sea without supervision.
- k) Any loss or damage of a student's personal item will be his/her own responsibility.
- l) Spending money will be the student's sole responsibility. The moderate and careful use of money is recommended.

### 8.4.2 Prohibitions

The following are strictly forbidden. They may result in serious or very serious misconducts:

- a) To buy, exchange, acquire and/or carry alcohol, illegal drugs, tobacco (or electronic cigarettes), and/or carry firearms. When students stay in houses, these norms apply even if the hosts suggest otherwise.
- b) To get away from the group or leave without justification.
- c) To cause damage to private property or any form of vandalism.
- d) To cause complaints about disorder, damage, or inappropriate behavior.
- e) To infringe the established norms when visiting places, causing risk for themselves and others.
- f) To repeatedly infringe the timetable and instructions.
- g) To perform an action that, according to school values and regulations, is considered a serious or very serious fault.

### 8.4.3 Management of school coexistence

In all outings, trips, and tours, the Community Handbook regulations will apply.

In case of faults and/or opposition to given instructions, teachers or adults in charge may apply these regulations' measures and/or sanctions, and also those specified for outings, trips, and tours:

- a) Verbal warnings
- b) Exclusion from activities
- c) Sanctions upon returning, with a note to the student's file
- d) Sending the student home prior to the end of the trip. In this case, the expense caused by the anticipated return of the student and an accompanying adult will be charged to the parents/guardian.

Any event that happens during an outing, trip, or tour, if not considered in the regulations, will be addressed by the teachers or adults in charge.

### 8.4.4 Student participation in outings, trips, or tours

For the final list of students for an outing, trip, or tour, the school will consider:

- a) The student's academic situation: if class absences will negatively affect his/her learning process.
- b) The student's previous behavior: if he/she has the tools to respond to the individual responsibility involved in this type of outings.
- c) If the student's participation is considered a risk for the integrity of the student or of his/her peers.

The protocol for deciding the students' participation is the following:

1. The teachers in charge of the tours or trips will draw up a list of students who comply with the technical and academic requirements.
2. The list will be sent to the respective homeroom teachers who, together with the Guidance Department, will identify the students whose participation could be in doubt due to the causes mentioned previously
3. If necessary, the teachers' council will confirm the students who shall -or shall not- participate.
4. The final list will be sent to the students and the parents/guardians.

Each student and his/her parents/guardians must sign the slip of acceptance of the trip regulations. These signatures are prerequisites for the student's participation.



#### 8.4.5 Specific rules for trips/tours abroad

- a) It is the parents'/guardians' responsibility to previously assure that students have the documents for the trip (e.g., passport, visas, vaccines). If for any reason the student cannot leave the country, it will be the parents/guardians responsibility to fetch the student from the airport or the trip's point of departure.
- b) All expenses arising from not complying with the previous paragraph and/or loss of documents will be borne by the parents/guardian. If a student, while abroad, cannot continue traveling because of loss of documents, the school will assign a teacher to look after the student and ensure his/her safe return. All the associated expenses will be borne by the parents/guardian.
- c) All students need the specific travel insurance previously indicated by the school. The costs due to circumstances not considered by the insurance will be borne by the parents/guardian.
- d) Any disagreement over the insurance coverage will be handled directly by the parents/guardians with the insurance company. In case of an accident, the parents/guardians will bear all medical expenses not covered by the travel insurance.
- e) Any problem with the airline about luggage weight is the student's responsibility. The same applies to loss of luggage before, during, or after the flight.
- f) Students cannot forward or delay their participation in any school trip. The dates for trips and tours are fixed, not changeable. Students must comply with their academic commitments before and after those dates. For cultural outings that coincide with school vacations, changes are possible if decided before the trip.
- g) If a student wants to visit relatives during a trip, the family must provide a written permission slip. The relatives must commit to fetching and returning the student to the lodgings the same day.

#### 8.4.6 Sport tours

- a) Sport tours may be national or international; its costs are borne by the parents/guardians.
- b) The list of students for sport tours is determined by the area teachers according to technical criteria, and confirmed by an ad hoc committee or teachers' council based on behavioral criteria.
- c) If the sport tour implies class absences, the school could decide not to authorize a student if it were considered negative for his/her learning process. For these purposes, nominated students should have an average grade of 5.7 or higher. If a student's average grade is between 5.2 and 5.6, he/she will need the teachers' council approval. If it is less than 5.2, the student will not be allowed to participate.

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- d) If students with the required averages are in risk of repetition (according to the Ministry of Education attendance percentages criteria) they won't be allowed to participate, and the costs and/or fines will be borne by the parents/guardian.

## 9. NORMS, FAULTS, MEASURES, AND PROCEDURES

### 9.1 CONDUCTS AFFECTING THE POSITIVE SCHOOL ENVIRONMENT: FAULTS AND HOW TO PROCEED IN FACE OF THEM.

Expected conducts in remote or hybrid learning environments are added. See [COVID Annex](#).

#### 9.1.1 Expected behaviors

The behaviour promoted by the school and expected from all members of the educational community, both inside or outside the school, are based on our school values.

Santiago College values are:

#### **HONESTY**

Santiago College students show they are **honest** when, for example:

- They tell the truth regardless of its consequences.
- Their academic work is a product of their own effort.
- They are academically honest: during tests they do not copy or allow being copied, they do not present others' work as their own, or lend their work without the teacher's authorization.
- They respect other people's property, do not take things that do not belong to them, and submit found objects to a responsible adult.

#### **RESPECT**

Santiago College students show they are **respectful** when, for example:

- They respect themselves by keeping a healthy lifestyle.
- They act considering the common good.
- They value diversity and do not arbitrarily discriminate against others.
- They reject all types of behavior that offends, harasses, or denigrates other members of the community, directly or indirectly, in person or through technological means.

- They try to resolve positively any conflicts or differences that happen in a diverse community.
- They are polite and have good manners.
- They use language that is appropriate to the context (for ex. they do not use foul language)
- They express their gratitude.
- They comply with the school norms.
- They look after the school facilities and its infrastructure.
- They care for their own and other's items.
- They look after the environment.
- They value school traditions.
- They obey adults' instructions at school, e.g., take off a sweatshirt, change places, leave a room.

### **RESPONSIBILITY**

Santiago College students show they are **responsible** when, for example:

- They assume the consequences of their actions and their mistakes, and look for the means to repair the damage.
- They comply with their duties and fulfill their commitments.
- They follow the school procedures and routines.
- They arrive on time to school, classes, and other commitments.
- They meet the deadlines of homework, assignments, and projects.
- They bring to school the required materials, showing they are ready to learn, and do not bring any objects that distract them in class (e.g., valuable items, toys).
- They wear the school uniform in the correct manner. ([see Annex 2](#))
- They hand in to their parents/guardians the school documentation and return it to school on time.
- They look after the school infrastructure, equipment, and objects.
- They look after the environment.
- They are committed to their own learning process.
- If they are absent from school, they catch up on class work, rescheduling tests or assignments.

### **SOLIDARITY**

Santiago College students show their **solidarity** when, for example:

- They act selflessly, they are generous and committed.
- They recognize the needs of others and act to satisfy them.

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- They participate in projects to serve the community, both at school and outside.
- They show empathy with the members of their community, their country, and their world.
- They contribute to society making their skills available.
- They request the assistance from an adult when they see that a classmate requires it.

### **PERSEVERANCE**

Santiago College students show their **perseverance** when, for example:

- They do their best both at school and outside.
- They comply with academic commitments despite difficulties.
- They have a proactive approach to facing challenges and solving them.
- They seek for help to overcome their challenges and difficulties.
- They tolerate frustration.
- They accept constructive criticism.
- They face unknown and uncertain situations with common sense, bravery, and determination.

### **JOY OF LIVING**

Santiago College students show their **joy of living** when, for example:

- They see life events from a positive and optimistic outlook.
- They enjoy the different moments of life.
- They face life in a constructive manner, with humor and hope.
- They are open to new experiences and opportunities.
- They are able to rescue learnings from situations that are difficult for them

### **9.1.2 Students' positive behavior recognition**

The recognition of positive actions and attitudes is crucial for the students' development, giving them the necessary feedback to create a virtuous cycle. It is a responsibility for all members of our educational community to emphasize -privately and/or publicly- positive behaviors that reflect school values, a commitment to learning, and a good school coexistence. Positive recognitions can be formal or informal, inside or outside the classroom.

According to their level, students can receive –among others- some of the following recognitions:

#### **Infant and Lower School**

1. Oral recognition or congratulations: it can be inside or outside the classroom. (For example, for being kind to a classmate)
2. Concrete recognition: stickers, positive graphic symbols, diplomas. (For example, for work finished on time)
3. Individual written recognitions or congratulations in the agenda or by email. (For example, a great advance in behavior).
4. Individual or Class Merit: given from Grade 1 onwards. Recognition to a student or group of students who have an outstanding positive behavior. This recognition is communicated by writing to parents/guardians and registered in the school records. (For example, a class that excels in caring behavior.) The accumulation of merits is rewarded according to the following scales:

**Infant School Grades 1 and 2:**

The accumulation of merits, as evaluated by the homeroom teacher, tutors, and the respective Principal, will be rewarded with one of the following options:

- A diploma
- A photo of the student taken at the school garden
- A meeting with the Headmistress

**Lower School:**

The accumulation of merits, as evaluated by the homeroom teacher, tutors, and the respective Principal will be rewarded with one of the following options:

- A prize given by the Principal
- The student can attend one day with street clothes
- A meeting with the Headmistress

The reward for accumulation of merits by groups will be considered by the homeroom teacher and the Principal, according to the class characteristics.

5. A Letter of Congratulations from the Teachers Council. (For grade 3 and above.) It is awarded unanimously by the teachers' council to congratulate students who have showed positive attitudes and behavior in the classroom, and/or commitment to school values. It is sent by the respective Principal. (For example, students who stand out for their joy of living)

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6. A Merit Award (grades 1 to 5): a Diploma unanimously awarded by the Teachers Council at the final assembly of the year, to congratulate the student who best embodies the school values.
7. Infant School Award (grades 1 and 2). Diploma awarded to students in assemblies during the year as a recognition of his/her sharing the attributes of the IB learning community profile ([see Annex 1](#)), and school attitudes and values.

#### **Middle School and High School:**

1. An oral recognition or congratulation: it can be inside or outside the classroom. (For example, for contribution in class)
2. Individual or Class Merit: recognition to a student or group of students who have an outstanding positive behavior. This recognition is communicated by writing to parents/guardians and registered in the school records. (For example, solidarity assistance to a classmate who is sick.)
3. Honor Roll: recognition for students without Demerits. Prize: the student can attend one day with street clothes. It is awarded by the respective tutor.
4. Letter of congratulations unanimously awarded by the teachers' council to students with positive attitudes and behavior in class, and/or commitment to school values. It is sent by the corresponding Principal. (For example, students who stand out for their joy of living.)
5. Best classmate prize (Middle school): diploma to the student chosen by his/her classmates and teachers as best representative of the school values. It is given at the end of year Awards Assembly.
6. Subjects Prizes for students who have excelled in the different curriculum areas. They are handed out by the head of each academic area at the end of year Awards Assembly (for High School only in grade 12).
7. Prizes given at the Commencement Exercises Graduation. They recognize 12th grade students because they represent school values and because of their academic achievements.

#### **9.1.3 Behaviors that affect positive coexistence: faults**

Faults are behaviors that interfere with the normal functioning of the school process, affect good coexistence, and infringe upon the school values. They are contrary to the Institutional Educational Project (PEI) and the school internal regulations.

Faults against the good school coexistence may be minor, serious or very serious, and are linked to pedagogical and/or reparatory measures, notwithstanding disciplinary measures may be eventually applied.

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These situations will be addressed from a formative point of view with instances of reflection and repair. They will help the student consider behaviors that will not affect the school's internal coexistence.

1. The various conducts that may constitute faults shall be addressed immediately by the teacher or school staff member in the context where they take place. If the fault is recorded, it must be informed to the student.
2. In the case of minor faults, the adult may decide at that moment the relevant measure or measures or inform the relevant areas during the day (homeroom teacher, tutor, principal) who will then apply the corresponding measure or measures in a maximum of five days.
3. In the case of serious or very serious faults, the adult shall inform the student that he/she has committed a fault and immediately inform the principal or tutor or homeroom teacher. Likewise, the teacher or whoever is appropriate, shall leave a record in the school electronic register and /or student's file.
4. The Principal and/or Tutor and/or Homeroom teacher shall talk to the student or students to address the situation (in a maximum of two working days). This will be informed to the guardian by email or phone call.
5. Later on, the relevant measures will be determined in a maximum of five days and then informed to the guardian.

As part of the due process, the following criteria will be considered to determine the measure to be applied, among others:

- a. age, stage of development and maturity of the involved parties;
- b. nature, intensity and extent of the damage;
- c. degree of responsibility of the involved parties;
- d. having acted anonymously, using a false identity;
- e. prior behavior of the involved parties;
- f. abuse of a superior position, whether it be physical, moral, authority, psychological or other;
- g. disability and/or defenselessness of the affected person;
- h. lying and/or omitting relevant information during the investigation.

6. In the case of serious or very serious faults, there are revision and appeal instances which are detailed in chapter 9.2.2 of this document.

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Privacy and confidentiality of the process and the applied measures will be protected. The school will provide the information about the student solely to his/her parents and/or guardians, or the relevant authorities who request it.

### *9.1.3.1 Minor faults*

#### **9.1.3.1.1. Minor faults categories**

The following list includes some minor faults:

- Interfering with the learning process, e.g., talking to a classmate who is working, interrupting a group that is working.
- Not taking care of a classmate's or school materials (leaving them on the floor or not returning them); Intentional destruction is a serious fault
- Not doing homework
- Not returning library books on time
- Not bringing required materials to class (this includes Physical Education uniform)
- Not working in class
- Not complying with deadlines for projects, reports, and assessments among others
- Playing in class
- Being out of bounds (this is a serious fault in Infant School)
- Playing in unauthorized places, e.g., bathrooms, dining room, buses
- Littering
- Carrying out activities other than what has been assigned in class
- Inappropriate displays of affection
- Eating in class
- Not bringing in signed circulars
- Using cellphones or other personal technological devices without authorization (for example to call parents during school)
- Misbehaving during civic acts, ceremonies, or assemblies (for example playing, laughing, speaking, etc).
- Not providing an excuse for missing programmed assessments
- Not providing an excuse for absences to school
- Dirtying and making a mess in classrooms, corridors, or surroundings
- Interrupting class work while walking or being in corridors
- Using the classroom for non-academic purposes without permission: sleeping, eating, using it as a recess area, among others.
- Using the classroom without permission for inappropriate uses, e.g., eating, sleeping, or playing



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- Wearing an incomplete uniform ([see Annex 2](#))
- Not following personal presentation guidelines ([see Annex 2](#))
- Being late to school or to class
- Breaking test-taking rules in Middle and High School. ([see Annex 8](#))
- Selling or exchanging personal objects, e.g., food or toys
- Bringing in unnecessary objects to school that interfere with education (toys, gadgets)
- Going to the infirmary without a nurse permission slip ([see Annex 4](#))
- Asking parents/guardians to fetch them without informing the school (for example when feeling sick without going to the infirmary or unhappy without seeking support from counselling staff)
- Contacting their guardians during school hours without informing the school, by any means: mobile phone, email, chat, among others.
- Not complying with school commitments, (e.g., showing up for sports matches, debates or other activities to which they have made a commitment, use of elevators, not following established procedures, among others.)

Minor faults may be registered in the classroom digital book (Schooltrack)<sup>39</sup> and/or the students' files. Parents/guardians must periodically consult Schooltrack, although the school may decide to be in touch with them by other means. Parents/guardians can appeal the school decisions regarding faults within 5 working days of receiving the information.

#### 9.1.3.1.2 Formative, pedagogical, and/or support measures

These are measures that favor the process of reflection and responsibility, with progressive levels of awareness, according to the student's maturity. They favor understanding the other person's perspective, the empathy, and the importance of values, of the common good, and of making reflexive decisions.

The adult in charge will determine the measures. Considering the student's age and the fault, some measures may be:

- **An oral reflection - a private talk with the student.** This implies listening to the student's version and favoring his/her understanding of the points of view of others with respect to what happened, thus enhancing his/her empathy.
- **A relocation of the student in the classroom.** Changing the student to improve his/her pedagogical process.
- **Time for reflection.** This implies taking the student for a short time out of the classroom, after which he/she goes back to class. It is a means for the student to go

<sup>39</sup> Schooltrack is the virtual homeroom record book and it contains the students' personal files

back to class without an escalation of misbehavior. It does not imply reducing the curriculum contents.

- **A change of activity.** Its objective is to change the student's negative behavior, sending him/her to a different place with a specific pedagogical work supervised by an adult. It does not imply reducing the curriculum contents.
- **The presentation of a topic.** The student presents -written or orally- a topic related to his/her fault emphasizing the values involved, e.g., a research on solidarity.
- **A written reflection.** The topic is the infringed values, the reparatory measures, and positive alternatives for a similar situation in the future. The time and place to write it will be determined by school authorities, and it may be in class, in some other place supervised by an adult, or at home. It will be signed by the parents/guardians and kept on the student's file. If the student or the parents/guardians refuse to sign it, this decision and its reasons will be registered.
- **Calling the parents/guardians to inform them.** In case of misbehavior or deregulation, the parents/guardians may be immediately called to inform them.
- **A teacher-student agreement.** This measure implies talking with the student to promote a change.
- **A school-parents/guardians agreement.** It is an agreement about the concrete actions that each party will undertake to overcome the situation. This measure does not require a meeting.
- **A school-parents/guardians action plan.** It implies a written agreement between the school and the parents/guardian, after a meeting where the actions are specified.
- **Group or class intervention.** Conversation and reflection with the group or class, about the fault and related values.
- **Guidance Department support.**
- **Sending the student to external specialists.** It might be for psychological evaluation and –if necessary- psychotherapy.
- **Letter of Concern - “Carta de Preocupación”.** It is written by the Principal to the parents/guardians and handed to them during a personal interview in which they are informed of the fault (and/or reiterations of the fault, that would imply consulting external specialists). The parents/guardians sign the document, which is kept in the student's file.

#### 9.1.3.1.3. Reparatory measures

They are gestures or actions fulfilled by the person who committed the fault, in favor of the affected person and to restitute the damage inflicted. Some of them are:

- a public or private apology, personally or in writing
- the restitution of a damaged or lost object

- to remedy the fault by community service (e.g., picking up trays in the school cafeteria and cleaning up, helping in the library, helping younger students with their homework, scanning documents)

These measures may be decided by the persons involved.

#### 9.1.3.1.4. Sanctions or disciplinary measures (not applicable to preschool students)

- **Verbal warning.** Measure that is not informed to the guardian.
- **Confiscate.** Withdrawing objects not allowed in class and/or in school, e.g., cell phones, sweatshirts.
- **Behavior notification for Infant and Lower School.** It is a written communication sent to the parents/guardians describing the student's fault. It can be applied by the tutor or the Principal.
- **Detention.** It implies remaining in school one or two pedagogical hours after classes; during that time reparatory and/or pedagogical work will be assigned to the student. It can be applied by the tutor or the Principal.
- **Saturday Detention.** It consists of the student attending school on Saturday from 8 AM to 9 AM, in full uniform. A parent/guardian has to sign the attendance list. The process will be supervised by an adult. If the student does not show up and does not submit a written justification, he/she will automatically be in detention for twice the original time on the following Saturday. If the detention time coincides with a sport event to which the student has been summoned, the detention will prevail, unless authorized by the school Direction. This measure can be applied by the tutor or the Principal.
- **Recess time restriction.** The recess time will be restricted, but ensuring that the student can eat his/her snack and/or lunch.

If minor faults that are repeated in time, they may be considered serious faults and treated as such. However, the repetition of minor faults that interfere with their peers' learning process and/or the school environment may be a sign of an interference in the school process, and for the sake of the child, other accompanying and/or pedagogical measures will be evaluated, according to the case. An example of this is the teaching of habits, values and others.

#### 9.1.3.2. *Serious faults*

The category of serious faults in remote/hybrid faults.

[See Annex COVID](#)

### 9.1.3.2.1. Serious faults categories

A **serious fault** infringes upon the school's positive coexistence, the physical or psychological integrity of a member of the educational community, third-party assets, or the school learning process and/or infringe people's dignity. If minor faults are repeated in time, they may be considered serious faults and treated as such. However, the repetition of minor faults that interfere with their peers' learning process and/or the school environment may be a sign of an interference in the school process, and for the sake of the child, other accompanying and/or pedagogical measures will be evaluated, according to the case. An example of this is the teaching of habits, values and others.

Some serious faults are:

- Not complying with sanitary measures (use of mask, cleaning of hands, physical distance, among others).
- Constantly disrupting the class with laughter, conversations out of context, or leaving the classroom, so the class cannot function properly
- Lying or hiding relevant information
- Throwing objects that may cause harm.
- Oral, written or postural attitudes that promote discrimination or undermine the school's and/or the IB's values
- Leaving class without permission when the teacher is present
- Fostering disorders that alter the normal school functioning, e.g., blocking access to the classroom, inciting classmates to shout or fight, activating the fire alarm.
- Misbehaving in the street while wearing the school uniform
- Disrespect toward any member of the school community and/or visitors
- Psychological abuse: mockery, insults, threats, disqualifications, nicknames the person dislikes, isolation, discrimination or social exclusion, directly or indirectly, verbally or in writing, or digitally (social networks, emails, blogs, WhatsApp), spreading defamatory rumors, not speaking to a classmate; arbitrarily discriminating a member of the educational community because of his/her social or economic condition, religion, political or philosophical ideas, ethnicity, name, nationality, sexual orientation, gender identification, language, age, disability, physical defects, or any other characteristic <sup>40</sup>([See School Mistreatment and Bullying Protocol](#)).
- Insulting a member of the educational community by any means
- Expressly defying a direct instruction from a school official (for example refusing to switch places in class when being asked to do so or refusing to take a test).

<sup>40</sup> [Guidelines. Law Regarding School Violence. MINEDUC. August 2012](#)

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- Physically abusing: spitting, hitting, kicking, pushing, slapping, biting, causing minor or major injuries (any abuse which results in major injuries is considered a very serious fault) ([See School Mistreatment and Bullying Protocol](#)).
- Intimidating, threatening, blackmailing, or harassing a student or another member of the educational community (e.g., using hurtful nicknames, making fun of physical traits)
- Threatening, attacking, or insulting via chats, blogs, photologs, Facebook, Twitter, WhatsApp, and other social media and networks, text messages, emails, videos or photographs, web pages, cell phones, or other means; digitally spreading images of abuse
- Making sexual insinuations, rude sexual comments, or indulging in violent sexual actions, both inside or outside a relationship
- Disobeying instructions in case of emergency or drill (DEYSE) or in any case in which the safety of a student or a member of the community is in danger
- Not complying with the rules of places visited during outings, trips, and tours
- Not abiding by the instructions of teachers in charge during outings, trips, and tours, including time schedules
- Abusing and harassing other students: bullying
- Not complying with the Policies for Responsible Use of Technology ([see Annex 5](#)) and/or misusing the school institutional email
- Recording and spreading by any means images contrary to the school positive coexistence
- Using information and/or images of people without their authorization
- Sending -by any physical or digital means- images that infringe on the privacy of members of the educational community
- Accidentally causing damage to school objects or infrastructure as a consequence of not following regular school procedures
- Causing non-accidental damage to school objects or infrastructure, or to other person's objects
- Missing class without a valid justification ("skipping class")
- Not submitting a valid justification for not attending scheduled tests
- Falsely denouncing a school member
- Missing school or leaving without written permission from their parent/guardian (truancy)
- Falsifying justifications, parent's/guardian's signatures, and supplants someone else's identity (for example on social media)
- Not complying with the principles and norms of academic honesty indicated in the Assessment and Promotion Regulations and the Academic Honesty Policy (school fraud). The faults to academic honesty and improper behavior are particularly critical in a school environment, both for the fault itself and because it interferes with the learning process, making the teacher's job impossible by not knowing the student's level of knowledge. Therefore, they require special handling, which is detailed in the Academic Honesty Policy ([Annex 17](#)).

- Executing actions for the appropriation of goods belonging to another member of the educational community, independently of the procedure
- Repeat or backslide breaking the agreements and/or commitments with the school when this seriously affects the school coexistence.
- To be present or participate in a situation in which a serious fault is committed.
- Specific serious faults that also include Infant and Lower School students<sup>41</sup> :
  - urinating in inappropriate places
  - throwing around classroom or office materials
  - running away from the classroom
  - (in Infant School) being out of bounds

**Serious faults** will be registered on Schooltrack<sup>41</sup> and in the student's file. Parents/guardians must periodically consult the Schooltrack, notwithstanding the fact that the school may decide to be in touch with them by other means. Within five workdays, parents/guardians can appeal in writing against a measure associated with these faults.

#### **9.1.3.2.2. Formative, pedagogical and/or support measures**

The adult in charge will determine the actions to take. Some measures, according to the case, considering the student's age and the fault, could be (this list is not exhaustive and more than one measure may be implemented at once):

- **An oral reflection - a private talk with the student**
- **A relocation of the student**
- **Time for reflection**
- **An alternate activity**
- **The presentation of a topic**
- **Calling the parents/guardians**
- **A written reflection**
- **A teacher-student agreement**
- **A school-parents/guardians agreement**
- **A school-parents/guardians action plan**
- **Group or class intervention**
- **The Guidance Department support**
- **Derivation to external specialists**
- **A disciplinary letter**

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<sup>41</sup> The virtual school book is the classbook and it contains the student's records.

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- **Early withdrawal.** In case of students who are in a situation of emotional dysregulation, the parents/guardians can be asked to fetch them early. (see [Annex 18, Dysregulation Protocol](#))
- **Day(s) of reflection in the school.** The student has a special schedule, different from his/her regular schedule, using the extra time to reflect about what happened.

#### 9.1.3.2.3. Reparatory measures

- A public or private apology, personally or in writing
- The restitution of a damaged or lost object
- To remedy the fault by community service (e.g., tutoring classmates, cleaning up, tidying, carrying out repairs)

#### 9.1.3.2.4. Sanctions or disciplinary measures (not applicable to preschool students)

- **A verbal reprimand**
- **A written notification for Infant and Lower School students (Behavior Notification)**
- **Staying in school after hours (Detention)**
- **Removing objects not allowed in the classroom**
- **Coming to school on Saturday**
- **A written warning.** It is a notification personally handed to the parents/guardians informing them about the student's serious fault. The parents/guardians must sign the document, which is kept on the student's file. This measure is applied by the Principal, and can be requested by the teachers' council. It can be applied together with another disciplinary, formative, and/or reparatory measure.
- **Immediate Early withdrawal.** If it is considered that the student should not return to the classroom, the parents/guardians may be asked to pick up the student early.
- **Suspension during school hours.** Instead of going to class, the student remains at school and works in related activities, in the place and time determined by the school.
- **Suspension of the student's participation in extracurricular and similar activities, e.g., ceremonies, graduation activities, sport events, *School Days***
- **Suspension.** This measure implies that the student cannot go to school for five days; it is extendable once for the same period. While suspended, the student cannot represent the school in sport events or in any other activities. The measure is applied by the Principal and informed in writing during a meeting with the parents/guardian.
- **Reduced schedule.** It is an exceptional measure applied because of physical or psychological risk of a member of the educational community. It consists of the student attending school with reduced working hours. It is applied by the Principal.

- **Pre-conditional status.** It is applied when the student's behavior requires an immediate change to safeguard his/her -or the class- learning process, or positive coexistence, and/or when the nature, intensity or extent of the damage caused is serious. It can be applied together with another disciplinary, formative, and/or reparatory measure. A plan for the student is designed, including school support and the assistance of the parents/guardian, plus regular meetings and the compliance with the school recommendations.
  - It may be requested by the Teachers' Council
  - It is applied by the Principal and it is informed in writing in a meeting with the parents or guardians.
  - Pre-conditionality cannot last for more than a year. If it is extended, the teachers' council should be consulted.
  - Pre-conditionality is considered when students apply for prizes, tours, or activities representing the school.
  - Applying pre-conditionality implies the possibility of losing the opportunity to participate on trips, outings, positions (students' council, senior president, etc), representing the school or other activities. In the case of 11th and 12th grade, it will include losing the special permissions (Senior Privileges) and the ceremonies or activities scheduled after the implementation of this measure.
  - If the student commits another serious fault during this process, he/she could be sanctioned with the conditionality of his/her enrollment.
  - It is reviewed in each teachers' council meeting.
  - The **lifting** of this measure is proposed by the homeroom teacher, considering the student's behavioral evolution but is ratified by a majority vote of the majority of the teachers' council.
- **Conditionality.** It is one of the most serious disciplinary measures applicable to school students. Conditionality implies that the student's conduct goes against the school values; if his/her conduct does not improve it could lead to the non-renewal of his/her enrollment. It requires a work plan involving the school, the parents/guardian, and the student, with follow-up meetings with the parents/guardian, who have to carry out the school recommendations. It can be applied together with another disciplinary, formative, and/or reparatory measure.
  - Conditionality is applied by the Principal, with a written communication and a personal interview with the parents/guardian.
  - Conditionality can last from one academic semester (4 months) to one academic year (8 months).
  - It must be reviewed in each meeting of the teachers' council and at the end of each term.



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- This period could be extended in consultation with the teachers' council. It will be registered on the Schooltrack and the student's file.
- Conditionality implies the possibility of losing the opportunity to participate on trips, outings, positions (students' council, senior president, etc), representing the school or other activities. In the case of 11th and 12th grade, it will include losing the special permissions (Senior Privileges) and the ceremonies or activities scheduled after the implementation of this measure.
- The **lifting** of this measure is proposed by the homeroom teacher, considering the student's behavioral evolution but is ratified by a majority vote of the majority of the teachers' council.
- The homeroom teacher proposes this measure and it must be approved by a simple majority in the council, considering the evolution of the student regarding his/her behavior.
- **Non-renewal of the enrollment.** It is an exceptional measure that takes effect at the end of the current school year. It implies that a student will not be allowed to register for the following school year. It is applied according to due process. The non-renewal can be applied to students who are on pre-conditional or conditional status and do not comply with the agreed commitments and action plan. Also to students whose conducts seriously affect school coexistence.

Non-renewal can be requested by Principals and/or the teachers' council. This measure is applied by the Head of school. If the students are in grades 11 or 12 their participation in end-of-year ceremonies and/or their Senior Privileges may be restricted. ([See 9.1.5](#))

If a student over the age of 14 is condemned by Chilean courts for a criminal offense, the school reserves the right, according to the offense, not to renew his/her enrollment.

#### *9.1.4.3. Very serious faults*

A very serious fault is a behavior that due to its nature, intensity and extent of the caused damage seriously attempts against the positive coexistence, physical or psychological integrity of other members of the school community, behaviors that seriously violate the dignity of people, aggressions that are sustained in time, seriously affect school coexistence, significantly altering and/or affecting the student's normal development of the teaching and learning process, as well as any action or omission that, under the criminal law in force may constitute a crime. The repetition of a serious fault may be considered a very serious fault and shall be addressed as such.

The school reserves the right to report any criminal action committed by students 14 years and older in a school context.

##### **9.1.4.3.1. Very serious faults: categories**

Very serious faults are conducts that attack the physical and psychological integrity of other members of the educational community, or attacks sustained over time, or conducts typified as felonies or misdemeanors. These behaviors damage school coexistence and the normal development of the teaching and learning processes. They include, among others:

- Aggressions that result in severe physical and/or psychological injuries of a member of the school community.
- Threatening with knives or other cutting objects, weapons designed to inflict injury (e.g. example knuckle dusters), or electrical items for hurting persons (e.g. tasers)
- Carrying firearms.
- Repeat offenses with respect to use and possession of alcohol and/or tobacco on campus<sup>42</sup>
- Repeatedly coming to school under the effects of alcohol or illegal drugs.
- Using, carrying, storing, selling, or giving away illegal drugs at school or at a school official activity. It includes electronic cigarettes if used with illegal drugs.
- Any action that infringes the sexual integrity of one or more persons.
- Any action that jeopardizes the community, e.g., setting school installations on fire, false bomb alarms, sound bombs.

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<sup>42</sup> 'Repeatedly' implies that once a conduct has been punished as a serious fault, its repetition will be considered a very serious fault.

#### **9.1.4.3.2. Pedagogical or support measures**

The adult in charge will determine the actions to be taken. Some measures, according to the case, considering the age of the student and the fault, may be (this list is not exhaustive and more than one measure may be implemented at once):

- A private talk with the student
- A written reflection
- A school-parents/guardians action plan
- Group or class intervention
- Guidance Department support
- Deriving the student to external specialists

#### **9.1.4.3.3. Reparatory measures**

Among others:

- A public or private apology, personally and/or in writing
- The restitution of a damaged or lost object

#### **9.1.4.3.4. Sanctions (not applicable to preschool students)**

- **Suspension.**
- **In-school suspension during school hours.**
- **Reduced schedule.**
- **Conditionality.**
- **Non-renovation of the school enrollment.**
- **Expulsion.** Expulsion is an exceptional and extreme measure. It is the immediate and definitive separation of the student from the school, given that his/her permanence severely affects school environment and/or is a risk for his/her own safety or that of other members of the community. The decision to expel a student must be taken by the Headmistress and informed in writing to the parents/guardian. The reconsideration of the measure may be requested by the parents/guardians in a period of no more than fifteen days after being personally notified by the Headmistress.

If a student over the age of 14 is condemned by Chilean courts for a criminal offense, the School may, according to the offense, expel him/her.

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If a student violates the school regulations after the year's last teachers' council has taken place, even if the parents/guardians have paid the school fees for the next academic year, the school may cancel the student's enrollment. In case the fees have been paid, the school will reimburse the total amount.

### 9.1.5. Special measures for 8<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students with respect to their participation in ceremonies, and grade 12 students with respect to Senior Privileges

The following are the traditional ceremonies and senior privileges in which students from grades 8, 11, and 12 participate or have access to:

- 8th Grade Graduation Ceremony
- Tie Ceremony, grade 12
- Special permits, grade 12 (Senior Privileges)
- Ring and Medal Ceremony
- Last Chapel
- Junior-Senior Picnic (grades 11 and 12)
- Alumni Supper
- Senior Breakfast (grade 12)
- Election of grade 12 student that best represents the school values (Finer Humankind)
- Junior Prom (grade 11)
- Commencement
- Senior Singing
- Farewell pool games
- Costume days (grade 12 students attend disguised)
- School days (school anniversary celebration)

These ceremonies, activities, and privileges are not part of the school curriculum, so the school reserves the right not to allow the participation of students who have committed serious or very serious faults, or whose enrollment is pre-conditional or conditional.

## 9.2. PROCEDURES TO DETERMINE THE EXISTENCE OF FAULTS, THE APPLICATION OF MEASURES, AND THE REVISION PHASES.

### 9.2.1. Due process, and the General Action Protocol

Due process is a school principle according to which all members of the educational community, amidst complaints and/or situations that alter a positive school coexistence, has the right to be

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heard, his/her innocence be presumed, his/her arguments be considered, and to be informed on the actions taken and appeal them.

The school will proceed according to its General Action Protocol, which will be the basis for specific protocols, as follows:

1. Once a complaint, report or alert is received, the school will analyze it to determine who will be in charge and the protocol that will be applied, in a maximum period of one week unless the protocol indicates otherwise.
2. The person in charge will interview those implicated, get information from other sources, and/or take actions that are deemed necessary for the investigation. Once the information is gathered, and considering the context, the person in charge will decide the measures to be applied and will notify the parties in no more than three weeks, unless the protocol indicates otherwise.
3. The student and/or the parents/guardians have the right to appeal in the following terms:
  - a. It must be done in writing, specifying all the arguments;
  - b. It must be presented in no more than 5 days after being notified of the measures, or if new information is available;
  - c. It has to be presented to the authority that is immediately superior to the one that decided the measure. The appeal must be resolved and notified in no more than 15 workdays.
4. During the process and the analysis of the measures to be applied, all parties will be assured of confidentiality, privacy, and respect for their dignity. If a student is implied in a case of school coexistence, only the parents/guardians will have access to the information.
5. To determine the measure to be applied, the following are some of the aspects to be considered:
  - a. The student's age, level of development, and maturity;
  - b. The nature, intensity, and extension of the damage caused;
  - c. The degree of responsibility of the student involved;
  - d. If the student acted anonymously, with a false identity;
  - e. The student's past conduct;
  - f. If there was a superior position abuse, be it physical, moral, of authority, psychological, or other;
  - g. The impairment and/or helplessness of the person affected;
  - h. If there were lies and/or relevant information was omitted during the process.
6. The actions and measures could be registered on the Schooltrack and the student's file.
7. The privacy and confidentiality of the process and of the applied measures will be guarded. The school will provide information related to students only to their parents/guardian, and to public entities that request it.

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8. As part of its formative role and within its capabilities, the school will provide support to all those involved that require it.
9. The school may implement conflict management strategies or other mechanisms of similar nature as alternatives for the peaceful resolution of school coexistence conflicts. This may consider the participation of students, teachers, guidance counselors, and others.
10. The school may ask for external mediation if necessary.

## 9.2.2. Revision and appeal processes

### 9.2.2.1. Appeals

Parents/guardians of a student who has committed a serious or very serious fault and consider that the applied consequence is unfair or excessive may appeal to the Head of School according to the following procedure:

For serious or very serious faults, in which the consequence does not imply the student being asked to leave the school, (expulsion or non-renewal of matriculation) the appeal must be presented in writing in no more than 2 workdays to the authority immediately above the one that decided the measure; it must include the information that supports the appeal. The person who received the appeal will have 10 working days to respond, after checking with the teachers' council.

If the student's enrollment will not be renewed the following year or he/she has been expelled, there can only be one appeal for reconsideration. It must be presented in writing to the Head of School within 15 working days, including information and evidence that supports the appeal.

The Head of School must respond in no more than 10 workdays, after previous consultation with the teachers' council, which must answer in writing after considering the respective psychosocial technical reports. The resolution of the appeal must be sent to the parents/guardians in writing.

If the student is expelled or his/her enrollment will not be renewed, the school Direction must inform the Regional Direction of the Superintendence of Education within 5 working days.

### 9.2.2.2. Special procedure for serious or very serious faults that could result in the student being expelled or his/her enrollment not being renewed.

**Reasons for which a student may be expelled or his/her enrollment not renewed:**

- The measures of expulsion or non-renewal of the enrollment cannot be applied because of academic, political or ideological reasons.

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- The expulsion can only be applied if the causes are clearly described in the internal regulations or seriously affect the school coexistence.
- It will be considered that actions of a member of the educational community (teachers, parents/guardians, students, teaching assistants, or others) seriously affect the school coexistence if they cause damage to the physical or psychological integrity of an educational community member, or of an external person who is on campus, such as sexual aggressions, physical injuries, possession of firearms or incendiary devices, as well as damaging the school infrastructure.
- The decision to expel a student or to not renew his/her enrollment can only be taken by the Headmistress.

**Procedure for a student to be expelled or his/her enrollment not renewed:**

- The Headmistress must initiate a sanctioning procedure if a member of the educational community commits a serious or very serious fault, as described in the school regulations, or seriously hampers the school coexistence.
- In these procedures the due process has to be observed, as the innocence presumption, the right to present evidence, and others.

**The faculty of suspending, as a precautionary measure:**

- The Headmistress, as a precautionary measure while the sanctioning procedure is carried out, can suspend the students (or educational community members) who have committed a serious or very serious fault which could possibly result in expulsion or non-renewal of enrollment.
- The Headmistress must notify the suspension in writing to the student and the parents/guardians, indicating the reasons for this measure.

**Time limit for the procedure in case of expulsion or enrollment non-renewal:**

In sanctioning procedures, when the precautionary measure of suspension has been used, the resolution has a time limit of 10 workdays after the suspension is notified.

**Reconsideration appeal in case of expulsion or enrollment non-renewal:**

Against the resolution of expulsion or enrollment non-renewal, the appeal must be inside 5 days after the resolution is notified. It must be presented to the Headmistress, who will consult the teachers' council, which must answer in writing. The appeal will extend the student's suspension until the end of the procedure.

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The measure of suspension will not be considered a sanction if the resolution imposes a stronger sanction, like expulsion or enrollment non-renewal.

**Relocation of students sanctioned with expulsion or enrollment non-renewal:**

The Ministry of Education, through the Regional Direction of the Ministry, will safeguard the relocation of sanctioned students in schools that can provide psychosocial support.

It will also inform the Children's Rights Defender's office about the sanctioning procedure that resulted in an expulsion.



## 10. SCHOOL COEXISTENCE REGULATIONS

The school values affect all school activities, and they are developed through a school good coexistence. Its guidelines are determined by the school Management Team, according to the current legal regulations and in line with the Institutional Educational Project (PEI). Therefore, school coexistence is every Santiago College educational community member's responsibility. The working team that usually deals with school coexistence issues is formed by the level tutor, the homeroom teacher, the psychologist/guidance counselor, and/or the Principal.

### 10.1. PROMOTION OF A POSITIVE SCHOOL CLIMATE AND PREVENTION POLICIES

Santiago College tries to further the understanding and integration of the school's values, a positive coexistence, and a friendly learning environment. It adopts a formative and preventive approach in school coexistence. There is a Head of Community Well-Being Committee (Encargado de Convivencia Escolar) and a Community Well-Being Committee (Comité de Convivencia Escolar), and they develop an Annual Community Well-Being Management Plan (Plan de Gestión de Convivencia Escolar), where various formative and preventive initiatives are detailed. These initiatives include:

- Formative talks for parents/guardians
- Training of school personnel
- Activities for students according to their level, emphasizing school values.

As a complement to the activities indicated in the Annual Community Well-Being Management Plan, the school has other promotion and prevention tools, given that every promotion for a good coexistence implies prevention of what infringes upon it. Some of them are hereafter presented:

#### 10.1.1. The International Baccalaureate Curriculum

Santiago College is a member of the International Baccalaureate Organization, whose objective is to produce supportive and informed young people with a desire to learn and contribute to a better and peaceful world, with mutual understanding and intercultural respect, similar to Santiago College's mission and vision.

The International Baccalaureate Curriculum (IB<sup>43</sup>) is widely known as a program that enhances not only academic excellence but also formation in values.

This is achieved through two principal axes:

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<sup>43</sup> The International Baccalaureate is known as "IB" for its name's initials

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- a. The Learning Community Profile, which describes the features that promote a positive coexistence in the teaching-learning process. ([see Annex 1](#))
- b. Curriculum Planning, which includes curriculum plans for each subject as well as teaching guides for the classroom. In these guides, the abilities of thinking, communicating, social abilities, self-management, and research are explained. When integrated with knowledge, they will provide a better learning environment and coexistence.

### 10.1.2. Guidance Program (“Personal and Social Development”, DPS)

The Guidance Program, called Program of Personal and Social Development (DPS), is taught for one period, once a week, to all levels (PK to Grade 12), by the homeroom teacher. Its main objective is to contribute to the formation of the students, so they will behave according to the mission and values of Santiago College. The activities are planned by the Guidance Department and the homeroom teachers.

This Program has three main thematic axes: *Identity and Life Project*, *Positive and Community Coexistence*, and *Active and Healthy Life*.

The ***Identity and Life Project*** axis refers to the direction and meaning of one’s life, based on a set of values, the pursuit of personal fulfillment, and the contribution to society.

The ***Positive and Community Coexistence*** axis refers to the way of relating to other people, based on respect, the value of diversity and mutual care, and the enhancement of the common good. Also, the awareness of the person’s rights, responsibilities, and the role in one’s communities, and how to contribute to them.

The ***Active and Healthy Life*** axis promotes factors for a balanced and healthy life (nutrition, hygiene, physical activity, body care, and others).

Other topics are also treated by this program: sexuality, affectivity, and gender; prevention of alcohol and drugs; and other subjects that can arise in class.

## 10.2. THE POSITIVE SCHOOL CLIMATE COMMITTEE

The Positive School Climate Committee is formed by two Principals, the Guidance Department Head, the CAS Coordinator and a representative from Infant School, thus representing all the areas of the School.

The Headmistress will designate the Head of School Coexistence, who will be a member of the Committee. The Headmistress may also participate in the Committee. Likewise, there will be an Extended Committee, which will have representatives from: students (presidents of the Student

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Council from Middle and High School), parents (president of the Parents' Association or whoever he/she appoints), tutors, teachers, admin staff and janitors. This extended committee participates in some of the collaborative meetings to propose, evaluate and/or implement some of the initiatives of the Annual Plan of the School Coexistence Management.

The Committee's main function is to enhance a positive school coexistence and prevent all forms of abuse, according to the law<sup>44</sup>.

Some of its tasks are:

- To propose initiatives, together with the School Management Team, for a positive and constructive school coexistence environment;
- To present the yearly School Coexistence Management Plan to the Headmistress for its approval;
- To request reports about school coexistence from members of the educational community.
- Carry out assessments in different areas, as needed, to plan actions, measures and strategies that strengthen the school coexistence.

### 10.3. POSITIVE SCHOOL CLIMATE COMMITTEE CHAIR

The Chair of the committee is the professional in charge of coordinating and managing school coexistence at Santiago College, and is designated by the Headmistress. His/her duties include:

- To submit every year a School Formation and Coexistence Management Plan to the Coexistence Committee;
- To conduct periodical meetings of the Committee;
- To coordinate reviews, changes, and updates of this document and its protocols.

He/she can carry out the investigation of the queries, complaints, and cases, interviewing the parties, getting external information, and/or taking necessary measures. This function can be delegated to other members of staff, particularly to other members of the Committee, Principals and the Guidance Department.

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<sup>44</sup> Law No. 20536, article 15

## 10.4. HOMEROOM TEACHERS AND THEIR ROLE IN POSITIVE SCHOOL CLIMATE

Homeroom teachers are the educators directly responsible for each student in the school, both academically and administratively. Thus, they are the principal agents of the promotion of positive coexistence in their classrooms, and they deal with eventual difficulties or coexistence conflicts.

- They supervise the process of development of the students, sending reports to parents/guardians about their integral formation and academic achievements,
- They manage and support the students for the Student-led Conferences,<sup>45</sup>
- They teach a guidance course (“Personal and Social Development”), with the support of the Guidance Department.

## 10.5. POSITIVE SCHOOL CLIMATE MANAGEMENT PLAN

The Positive School Climate Management Plan comprises the initiatives of the School Positive School Climate Committee and any other instances of participation for furthering a positive school climate.

This plan contains a schedule of the activities that will take place during the year, stating the objectives of each activity, their description and how they will contribute to the plan.

## 10.6. PEER CONFLICT MEDIATION MEASURES

The promotion of a positive school climate necessarily implies accepting that peer conflicts are a natural element in interpersonal relationships. The school tries to model, teach, and promote the adequate and positive resolution<sup>46</sup> of the conflicts that arise between members of the school community.

The school will evaluate in each case the appropriateness of Mediation. If it does not correspond, the general protocol for faults will be applied.

In case of conflicts that cannot be satisfactorily solved, the corresponding adult (homeroom teacher, tutor, psychologist, Principal) will be the mediator according to the following Conflict Constructive Management Procedure:

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<sup>45</sup> Student-led Conferences: annual or biannual meeting of parents/guardians, homeroom teacher, and student, the latter being its conductor. The objective is for the student to present his/her reflections and action plan with respect to his/her educational process. It starts in grade 2.

<sup>46</sup> There are social emotional skills that favour adequate management of conflicts that are taught in DPS.

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1. Interview the parties involved, with a written record if necessary.
2. Encourage the individual reflection of what has happened, so that each party takes responsibility for his/her action, recognizes his/her part in the conflict, and empathizes with the other party.
3. Consider alternatives, how they could have faced the problem and positively and adequately solved it.
4. Reach a positive coexistence agreement that will include reparatory measures when appropriate.
5. Record the incident and the procedure.

When appropriate, the Principals will call student council members or others to propose and carry out resolutions for problems that affect the student community in general. The parents/guardians will support the mediation process and contribute to the conflict solution. These measures are applicable to students from grades 1 to 12.

## 10.7. DISSEMINATION OF THE COMMUNITY HANDBOOK

The present regulations must be known by all school members; the following instances are available:

1. It is published on the school website [www.scollege.cl](http://www.scollege.cl)
2. At the start of every academic year, the homeroom teacher will present it to the students, according to their age and stage of development;
3. The school will present it every year to the parents/guardians, who must sign that they have read and accepted it, thus renewing their commitment to Santiago College;
4. Based on this document, the subject teachers and their students will determine the basic agreements that enhance a safe and positive coexistence, encouraging the learning process;
5. The communication to the school community in case this document is updated.

These measures will be reviewed every year, and the modifications will be informed. It will be disseminated to parents/guardians, students, and collaborators using all communication channels.

If some changes are required by law, its application period will depend on the legal provisions.

All matters not expressly regulated here and the interpretation of its rules will be settled by the Headmistress.

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## 10.8 PREVENTION STRATEGIES AND ACTION PROTOCOL IN CASE OF ABUSE, BULLYING, OR VIOLENCE BETWEEN MEMBERS OF THE EDUCATIONAL COMMUNITY

### 10.8.1 Abuse and/or bullying

The Santiago College community strongly rejects all forms of abuse and bullying, this being a specific form of abuse which is presently defined. Not all abuse is bullying.

Abuse is all types of physical or psychological violence between members of the educational community, including the abuse by electronic means.

Physical violence refers to a member of the community physically attacking another member, by spitting, hitting, kicking, pushing, slapping, and/or biting, producing minor or serious injuries.

Psychological violence refers to a member of the community attacking another one by mocking, insults, threats, disqualifications, nicknames that annoy the person and have been objected by him/her, and discrimination or social exclusion, directly or indirectly, verbally or in writing, or by technological means, e.g., social networks, emails, and logs. Also spreading malicious rumors, not speaking to a classmate, discriminating against a member of the community for his/her social or economic condition, religion, political or philosophical ideas, ethnic origin, name, nationality, sexual orientation, gender identity, language, age, disabilities, physical defects, or any other characteristic.<sup>47</sup>

Bullying is “a repeated aggression or harassment, by physical, technological, or other means, outside or inside the school, by students who individually or collectively impinge upon another student, availing of a situation of superiority or powerlessness of this student, provoking in him/her a feeling of abuse and humiliation, and/or a well-founded fear of being seriously harmed, given his/her age and condition.” (Law #20,563, Article 16 B). According to the previous definition, bullying is a type of violence that has the following characteristics:

1. it happens between peers;
2. it is reiterated;
3. it is an asymmetric relation in terms of physical and/or psychological power between the peers.

In case of abuse, it is expected that the victim or anyone who knows about it will tell an adult of the educational community, who should inform the respective Principal.

<sup>47</sup> [Discriminación en el Contexto Escolar: Orientaciones para Promover una Escuela Inclusiva. MINEDUC: 2013.](#)

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It can happen between different types of members of the educational community:

- between students,
- from an adult to a student,
- from a student to an adult,
- between adults.

In all cases, the “Protocol for Abuse and/or Bullying between Students” will be applied, and the corresponding different types of members will be considered.

Among the prevention strategies are the following:

- In the DPS Positive Coexistence unit, analyzing the development of socio-emotional abilities, effective communication, how to deal with conflictive situations, and others;
- Supervising the different environments where students are during recess;
- Applying sociograms from grades 3 to 10;
- Promoting good coexistence values and attitudes;
- Teachers’ training;
- Talks and workshops for parents/guardians
- Disseminating this Community Handbook and analyzing it;
- Specific actions of the Formation and Coexistence Management Plan.

### 10.8.2 Protocol for abuse and/or bullying between students

All abuse or bullying between students is considered a serious or very serious fault. Santiago College has a Management Plan for School Coexistence, with the detail of all the actions, programs, and projects that are carried out to avoid these conducts. It considers the following steps:

1. **The reception of the abuse or bullying report**
  - a. The school community adult who receives the report of the abuse or bullying must immediately inform his/her immediate supervisor or the corresponding Principal. If it cannot be done personally, a written report must be left with the Principal’s secretary. The Principal will create an inquiry file.
  - b. The Principal is responsible for the possible abuse or bullying inquiry process, with the support of the Guidance Department, the homeroom teacher, the tutor, and other school adults if necessary. If the Principal is absent, the Headmistress will designate who will be in charge of the inquiry process
2. **The inquiry process**

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- a. An inquiry will be conducted based on the information obtained from the individual or group interviews, which will be registered in writing on the respective student interview form.
- b. The students involved can turn in their versions in writing.
- c. The parents/guardians of the students (accused and victim) will be informed that the inquiry has been started.
- d. The required interviews will be coordinated for an in-depth inquiry. They can include:
  - i. the students involved.
  - ii. eyewitnesses or spectators
  - iii. other community members who have information.
- e. In no more than 15 workdays after receiving the initial report, the school will inform the inquiry results and the actions taken.

### 3. Actions

- a. Immediate measures will be taken to protect the integrity of the presumed victim:
  - i. Inform teachers and tutors so that possible bullying situations are prevented;
  - ii. The Principal, the homeroom teacher, the tutor, and/or the psychologist will talk to the student to explicit the support system.
- b. Once the inquiry process is finished, the results will be communicated to the parents/guardians of the students involved.
- c. According to these regulations, pedagogical, disciplinary, and reparatory measures will be applied.
- d. The case will be addressed according to the corresponding action plan.
- e. Adults of the educational community will be informed as needed so they will be aware of the situation and follow the indications of the Guidance Department and/or the Principal.

### 4. Follow-up

- a. Homeroom teachers must monitor the case, e.g., talking about it with the students involved, and informing the Principal.
- b. Parents/guardians will immediately inform the School of any new situation related to the case.
- c. If there is new information or evidence that the abuse or bullying is going on, or could go on, a new inquiry will start;
- d. The Guidance Department will keep in touch with the external professionals, if any.
- e. The Guidance Department will keep the case records.



### 10.8.3 Student abuse by adults

According to the Education General Law (LGE), “any type of physical or psychological violence from an adult against a student will be particularly serious, be it a director, teacher, teaching assistant, or other, or any adult of the educational community.”<sup>48</sup>

Any adult of the educational community that knows about such a situation of student abuse must inform a school authority, who will address it according to the Abuse and Bullying Protocol<sup>49</sup>.

If the adult is a school employee, the sanctions indicated in the Internal Order, Hygiene, and Security Regulations will also be applied.

In case the adult is the father, mother, or guardian of another student, the following measures could be applied:

- Restrict his/her access to school
- Restrict his/her access to certain school activities (e.g., violence in a soccer game could result in restricting his/her access to future games)
- Ask for a change of guardian.

## 10.9. ADULT ABUSE

### 10.9.1. Abuse of adults by students

The abuse of a student against an adult of the school community is considered a serious or very serious fault. It is necessary to evaluate the context of the student’s motivation that led him/her to attack a school community adult. Apart from other measures, conflict resolution procedures may be used to clarify and solve the situation.

In preschool levels, reparatory –not disciplinary- measures will be applied. If the abuse is repeated over time, the school will contact a professional that can bring about a behavior change.

### 10.9.2. Abuse of adults by adults<sup>50</sup>

It is the responsibility of every adult in the school community to encourage a school environment with positive coexistence and to support school values, keeping a respectful interaction with the other community members. Abuse between adults infringes upon this.

<sup>48</sup> Education General Law (LGE) 16-D [Ley General de Educación. Art. 16D](#)

<sup>49</sup> Education General Law (LGE) 16-D [Ley General de Educación. Art. 16D](#)

<sup>50</sup> This procedure is also applicable to preschool parents/guardians.

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In case of abuse between parents/guardians, being a conflict between privates, the protocol is not applicable. If a constructive conflict resolution is not reached, the school can offer to coordinate a mediation.

In case of abuse between school employees or from a school employee against a parent/guardian, the Internal Order, Hygiene, and Security Regulation will be applied.

If a school employee is abused by a parent/guardian, he/she must immediately report it to his/her Principal or supervisor, who will apply the due process and determine the appropriate actions. Among these are: to suggest reparatory measures (e.g., to apologize), to communicate it to the Headmistress, to restrict the parents/guardians access to school, to restrict the access to some school activities (e.g., abuse during a soccer game could result in restricting the parents/guardian's access to future games), or to ask for a change of the person who fulfills the role of guardian.

## 10.10 PARTICIPATION WITHIN THE SCHOOL COMMUNITY

Santiago College values the active participation of all levels of the educational community.

### Parents/guardians:

The Santiago College parents and guardians are represented by the Parents Association, which has legal personality. The Parents Association organizes the parents to collaborate with an academic formation of the highest level, to enhance the teaching of values according to the school's principles, and to promote the knowledge about childhood and youth.

The Parents Association works with the Room Parents (elected by the class parents/guardians) and with representatives for each level (elected by the Parents Association).

The Parents Association has an office in the school and a website ([www.cpadres.cl](http://www.cpadres.cl)).

### Students:

The students are represented by:

- Class delegates from grades 4 to 12, elected by the students in each class
- The Middle School Student Council, for grades 6 to 9, elected by students and teachers
- The High School Student Council, for grades 10 to 12, elected by students
- Senior Presidents, for grade 12, elected by the students and the school Management Team

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- House Captains, 12th grade students, a captain of each school alliance, elected by students and teachers.

Teachers and teaching assistants:

With respect to school coexistence, teachers and teaching assistants participate through:

- Meetings by department or area
- General meetings with Principals and/or the Direction
- Meetings by level
- Teachers councils.

Alumni (former students):

Santiago College's former students participate through the Alumni Association, founded in 1890 with the purpose of keeping the school traditions and its foundational spirit, promoting social welfare projects, collaborating with the school, and keeping its members communicated. It has an executive directory and a website ([www.alumnisc.cl](http://www.alumnisc.cl)).

## 11. PRESCHOOL REGULATIONS

### 11.1. INTRODUCTION

The characteristics of the preschool level and the infants' needs require specific regulations. Nevertheless, the school values and the normative framework stated in this Community Handbook are suitable for the preschool students.

The following regulations are adjusted for the infants' wellbeing and for the preschool level operation. It implies safeguarding the infants' rights -as is the case with all the school students- focusing on a formative and positive coexistence, which implies helping students, from their early years, to solve their conflicts through dialogue.

### 11.2 PRESCHOOL INTERNAL REGULATION PRINCIPLES

All the school principles are applicable to this level's regulations, e.g., the human being's dignity, the superior interest of infants, non-discrimination, and others. However, specific principles for this level are considered:

- a) The **progressive autonomy** principle. The progressive evolution of the infants' faculties and competences allows them to exercise their rights. This is related to "self-government", in accordance with their capacities.
- b) The **singularity** principle. Independently of the student's life stage and development level, the needs, interests, and strengths that must be empowered in every learning process will be considered.
- c) The **game** principle. As a central concept of the natural activity of an infant, it must be used to promote superior cognitive functions, affectivity, socialization, adaptation, and creativity.
- d) The **reinforcement** principle. By participating in environments enhanced for learning, the infant progressively develops trust in his/her power and talent, faces greater challenges, and becomes more aware of his/her potential.
- e) Principle of **gender equality**. All infants have the right to be equally treated, protected, respected, and evaluated, while recognizing that they are all different and unique.
- f) The **participation** principle. All infants have the right to express their opinion, and have it considered in matters that affect them.
- g) The **relationship** principle. In their life stage it is necessary to support and accompany infants in their achieving a **basic affective security**. This means that they have a reliable and significant adult who is available when needed, establishes clear limits, and supports the infant.

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## 11.3. TECHNICAL-ADMINISTRATIVE REGULATIONS FOR THE STRUCTURE AND FUNCTIONING OF PRESCHOOL

### 11.3.1. Preschool classes

- Pre-Kinder, for 4-5 year-old students (they must be 4-years-old on March 31st of the respective year)
- Kinder, for 5-6 year-old students (they must be 5-years-old on March 31st of the respective year)

### 11.3.2. Class structure

- Pre-Kinder: 6 classes with 27/28 students each
- Kinder: 6 classes with 27 students each

### 11.3.3. Schedules

(see chapter 3 of this Community Handbook)

### 11.3.4. Recesses

(see Chapter 3 of this Community Handbook)

### 11.3.5. Activities suspension

(see Chapter 3 of this Community Handbook)

### 11.3.6. Procedures for late arrivals and early departure of students

(see chapter 3 of this Community Handbook)

### 11.3.7. Level organization chart

(see chapter 3 of this Community Handbook)

### 11.3.8. Directors, teachers, and assistant teacher roles

This level has a Principal, a preschool academic coordinator, 24 teachers, and 3 assistant teachers. The assistant teachers accompany students in Music, Art, and Physical Education, thus ensuring the presence of two adults in these classes.

### 11.3.9. Communication with parents/guardians

(see chapter 3 of this Community Handbook)

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## 11.4. ADMISSION REGULATIONS

(see chapter 4 of this Community Handbook)

## 11.5. REGULATIONS ON THE FINANCIAL COMMITMENTS OF PARENTS/GUARDIANS WITH THE SCHOOL

(see chapter 5 of this Community Handbook)

## 11.6. SCHOOL UNIFORM AND REGULATIONS FOR SPARE CLOTHING

### 11.6.1 School uniform

(see chapter 6 and Annex 2 of this Community Handbook)

### 11.6.2 Bathroom use and spare clothes

The school's protocol for a change of clothing is specified in [Annex 11](#)

Sphincter control is required from Pre-K onward, given that the school does not have the required infrastructure for changing soiled clothes. In case the infant needs to change clothes, school personnel will provide it so he/she can change independently, supervised by two adults. If the infant needs it, personnel will accompany him/her to the bathroom and help them in changing their clothes.

In the first parents/guardians meeting, the school informs about the protocol on using the bathroom and the change of clothes:

- Parents/guardians are responsible for teaching the infant how to use toilet paper and afterwards washing hands.
- When the infant has to go to the bathroom, he/she will ask permission and go alone. There is a tutor in the bathrooms sector.
- In case the infant, for a special situation, needs to be changed or cleaned, the specific protocol will be followed.

If an exceptional situation (urine or depositions) constantly happens, the parents/guardians must present a medical report that explains the problem. The teacher and family will agree on a strategy for handling this situation, thus establishing the steps to follow, and the conditions under which the agreed upon procedures will be carried out, to ensure the child's wellbeing.

## 11.7 SECURITY, HYGIENE AND HEALTH REGULATIONS

Security is an essential element in the educational community. The school must safeguard the life and physical integrity of its members, especially boys and girls, who -because of their young age- require more care.

Apart from the legal security regulations and the rules indicated in this document, the school applies the following minimum standards:

The furniture's order is preserved so students can safely move around without danger given their developmental stage and their vulnerability to accidents due to improperly located furniture.

There is preventive maintenance of possibly dangerous elements, e.g., heaters, electric machines, heavy materials, construction repairs. The school will take special care to ensure that children are supervised so that they stay away from these dangerous elements.

Pedagogical teams must look after free spaces in the classrooms and free areas in the playgrounds to promote learning.

All the educational community must commit itself to advising students on security, teaching them to organize their toys, preventing them accessing dangerous spaces, and looking after shared spaces.

### 11.7.1 Norms for ensuring hygiene in preschool education

The following norms seek to preserve the hygiene in the preschool area, controlling the impact of environmental factors and preventing germs propagating inside classrooms and in common spaces:

- a. The students must wash their hands adequately and constantly in keeping with the World Health Organization's guidelines for hand hygiene. Teachers must ensure appropriate length of hand washing and a daily routine.
- b. Classroom doors and windows should be kept open for ventilation, specifically in the morning during summer and at noon during winter.
- c. The students can go alone to the bathrooms; there is a tutor supervising the area.

The students' hygiene is a responsibility for parents/guardians, who should teach the students -before the beginning of the academic year- the following habits:

- To control their sphincters for urine and depositions.
- To clean themselves after going to the bathroom.
- To eat their snack.

- To wash and dry their hands and faces.
- To change their clothes in case of wetting themselves, or excess sweat.

### 11.7.2 Health care measures

The parents/guardians of children that need special care because of health problems must notify it to the homeroom teacher, who, if needed, will inform it to whom it may concern.

If the students have a physical discomfort and/or an accident during the school day, they will be taken to the infirmary for a first evaluation ([see Annex 4](#)). If the student banged his/her head or has to be fetched, the parents/guardians will be called; otherwise, it will be registered on a slip in the agenda.

In this process, the student will be always accompanied by an adult, who will take him/her to the infirmary.

In case of a more serious situation, the school accidents protocol contained in this document will be followed.

### 11.7.3 Medicines

No teacher can supply medications to a student.

However, if the parents/guardian, by means of a medical certificate, require that the student takes a medicine, it will be stored and administered in the infirmary.

### 11.7.4 Transmissible diseases

The school subscribes to the Ministry's nationwide vaccination campaigns, especially in case of transmissible diseases.

If a student is sick, it is the parents/guardian's responsibility to favor his/her recovery and wellbeing. If it is a contagious disease, the student must remain at home –if recommended by the doctor- and the teaching team must be immediately informed, so the school can adopt measures to safeguard the other students.

If the disease is highly contagious, the first action must be to inform the homeroom teacher, so the required measures are adopted.

If the physician prescribes that the student must remain a number of days at home, the parents/guardians must abide by it. The student will not return to school until the medical license is fulfilled.



### **11.7.5. The Integrated School Security Plan**

The Integrated School Security Plan (PISE) also applies to preschool, and it has to be especially informed to preschool parents/guardians, especially with respect to emergencies such as fire, earthquakes, toxic fumes, gas leaks, and others that require, for example, infants' evacuation plans. (See chapter 7)

### **11.7.6. Nutrition**

Students will have a mid-morning snack, supervised by adults in the classroom or during recess. On special days they can share snacks.

If a student has food allergy or a special need, the parents/guardians will inform the homeroom teacher and send the student with a healthy snack.

Students' independence will be favored with respect to eating their snacks.

## **11.8. PEDAGOGICAL MANAGEMENT REGULATIONS**

### **11.8.1. Plans and study programs**

(see section 8.1 of this Community Handbook)

### **11.8.2. Assessment and promotion**

Students' learning abilities are assessed every semester, and a report is sent to the parents/guardian. A qualitative scale is used, with the following concepts:

E – Excellent

VG – Very good

G – Good

S – Sufficient

NR – Needs reinforcement

The infants' promotion to the next level is automatic, according to the law. If the permanence of a student in a level is requested for special reasons, it has to be backed up by reports of the homeroom teacher and the treating specialist, indicating the student's needs and the expected benefits of his/her non-promotion.

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## 11.9 BASIC SUPPORT MEASURES, AND COORDINATION WITH PARENTS/GUARDIANS

### 11.9.1. Extended absences

Absences (because of health, travel, or other reasons) must be informed to the homeroom teacher. parents/guardians are responsible for the pedagogical activities not carried out during the absence period.

If the absence is due to a trip, the parents/guardians must send a request to the Principal, informing the dates of the absence.

If the absence is short –for medical or other reasons- it will be justified in writing by the parents/guardians through the agenda and/or by email.

In case of a long absence due to illness, the homeroom teacher, in agreement with the preschool academic coordinator, will send pedagogical support material to the parents/guardians for the student to work at home.

### 11.9.2. School equipment and objects left at home

The reception and auxiliary staff is not allowed to receive supplies, materials, works, or snacks left at home. Responsibility is a school value, specified in the Institutional and Educational Project (PEI) and reinforced by this measure. Nevertheless, lunches are received if the student has extracurricular activities or food allergies.

### 11.9.3 Use of electronic devices

The school considers technology as a tool for researching, creating, communicating, teamworking, and organizing information in multiple ways, within the framework of a digitally responsible citizenship and the backing of the family. Digitally responsible citizens act with integrity, self-care, and respect for others. [\(See Annex 5\)](#)

During school hours, Pre-K to grade 9 students are not allowed to use or carry cell phones or any other technological device. If they bring one, they must keep it inside their backpack and turned off. They must not phone or send messages to their parents/guardian, who in turn should not call or send messages to the students. In the case of an emergency, the parents/guardians must contact the tutor, homeroom teacher, secretary, or Principal to communicate with the student. If a student, in case of force majeure, must contact his/her parents/guardian, the school will provide him/her a phone.

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#### 11.9.4 Materials

The monthly installment includes all the necessary materials for the student's learning process. However, during the year, other materials may be requested for specific learning experiences (waste materials, cooking utensils, and others).

All items marked with the student's name will be used only by the student, so the mark must be readable and durable, clearly indicating first name and surname.

The school has all the materials and equipment established in the Education Decree No.53, from 2011.

#### 11.9.5. Birthday celebrations

Birthday invitation cards will be handed out only when all students in the same homeroom are invited.

#### 11.9.6. Authorization for photographs and others

Parents/guardians may grant authorization for their children's photographs, videos, and/or audios, which can only have institutional purposes. Via a circular they may authorize the participation of their children on the class Instagram private account, and commit not to use those account contents privately.

#### 11.9.7. Reports and/or documents request

If parents/guardians require a school document, they must ask the Principal's secretary.

#### 11.9.8. Protection measures

If a court restraining order forbids a student's relative or another person to contact the student, the parents/guardians must inform the Principal and provide an authenticated copy of the restraining order.

### 11.10 PEDAGOGICAL OUTING REGULATIONS

#### 11.10.1. Definition of Educational Field Trip

An educational field trip is part of the teaching and learning process of a grade level. It may take place in the school's immediate surroundings or in a distant location.

The outing's date, location, and pedagogical reasons are approved by preschool Coordination, and then authorized by the Infant School Principal.

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### 11.10.2 Risk Assessment and security measures for pedagogical outings

#### Location

- If it agrees with the curriculum plan, the location's distance, security, and other elements are evaluated. (A previous visit may be considered.)
- Once the location and date are decided, the other proceedings (hiring a bus, sending circulars, and others) are organized with the Principal's secretary.

#### Authorizations from parents/guardian

- Each student must have a written authorization from his/her parents/guardians on the agenda.
- The homeroom teacher must check the authorization a few days before the outing.
- If the student does not have it, he/she must remain at school, accompanied and supervised by an adult.
- Funds: in case the outing includes an extra payment by the student, e.g., entrance ticket, the Principal's secretary and the room parent will coordinate the money transfer. The Principal's secretary and the homeroom teacher must make sure the money for the group is available.

#### Accompanying adults:

- It is required that some parents/guardians accompany the group. The homeroom teacher and the room parent will determine how many parents/guardians are required.
- A parent/guardian must travel in his/her own vehicle for a possible emergency.
- The student whose parents/guardians go in their own vehicle must travel in the bus with the group.
- The homeroom teacher will give each accompanying adult a guideline, with the outing details and security aspects.

### 11.10.3. Preventative and security measures for pedagogical outings

- Register group attendance on Schooltrack before leaving.
- Have all the authorizations before leaving.
- A homeroom teacher from each group must take:
  - an emergency list for each class
  - the medical records of the group's students
  - a first-aid kit
  - a change of clothes.

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- If applicable to the activity, the students must wear reflective vests (these are available at school).
- Leave a class list in the reception office and/or at the entrance, indicating absentees. The list must be signed by the teacher in charge, and include his/her cell phone number in case of emergency; the teacher must take a copy of this list.
- Inside the bus, the teacher must check that the students are wearing their seatbelts. They are not allowed to sit in the front row.
- If in case of emergency a student has to be taken to a clinic, he/she must be always accompanied by a teacher, either in an ambulance or in a parents/guardians vehicle. His/her parents/guardians and the school have to be immediately notified.

#### 11.10.4 Prevention and security measures –after the event-

- Academic work with the students
- An assessment of the outing with the preschool Coordinator
- Analysis of future activities, improvements, changes.

### 11.11 POSITIVE SCHOOL CLIMATE REGULATIONS

As previously mentioned in this Community Handbook, good coexistence is taught and learned inside the family and reinforced at school, reflecting itself in the various learning environments, as a responsibility of all the educational community. So it is essential to develop tools to build and support good coexistence, with the commitment of all members of the school community.

In accordance with the law, **no disciplinary measures are applicable to infants**, but rather formative, pedagogical, and reparatory measures, favoring the development of empathy for the peaceful resolution of conflicts.

In preschool, a good coexistence promotion considers both students and adults.

#### 11.11.1 preschool level coexistence norms

All educational community members, and especially the infant pedagogical team, must:

- be responsible for contributing through their behavior and teaching for a community where all members respect each other and are willing to have a dialogue, for a harmonic coexistence;
- promote and ensure proper treatment, mutual respect, and non-discrimination;
- efficiently respond to the basic students' needs, including care, attention, affection, and welcome;

- take care of the infants' protection, security, wellbeing, and physical and psychological integrity, appreciating their characteristics, and pursuing the common good;
- promptly address conflicts between students, and with adults –or between adults- related to the level;
- favor the infants' activity in the learning process, enabling them to develop their full potential and multiple abilities;
- promote self-care, healthy living, and sound nutrition;
- observe the regulations established in this Community Handbook.

### 11.11.2 Action measures and procedures

In cases of abusive treatment against classmates or adults (hitting, kicking, biting, pushing, etc.), the measures taken will be formative and reparatory, seeking mediation, and modeling correct behaviors.

The purpose is to create learning opportunities for the infants, giving them orientations for their behaviors through reflection, dialogue, empathy, and responsibility for others.

Formative measures will initially be a responsibility of the significant adults (teachers, tutors, and education professionals) who witness the infant's misbehavior, it will be informed to parents/guardians on the agenda, on Schooltrack, or by phone.

If the misbehaviors are reiterated, i.e, the measures are not working, the parents/guardians will be asked for a meeting, previously informing the Principal and developing strategies to reverse these misbehaviors. The procedure will be recorded in writing.

If a student has aggressive conducts that systematically violate the physical integrity of others, the level psychologist will be asked to guide the adults' procedures to contain future situations of this kind. Afterwards, the psychologist and the homeroom teacher will meet the parents/guardians to set a working plan.

If during school hours a student has an emotional overflow, an anxiety attack, a panic reaction, or others, and for a prolonged time period, the "Emotional Deregulation Protocol" will be applied.

If despite the intervention of the school professionals, the student's misbehavior keeps increasing, it will be suggested to the parents/guardians to consult an external professional.

In case the external professional recommends a specific treatment or therapy, the school will ask the parents/guardian:

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- to present a copy of the external professional's report with the state of progress of the treatment/therapy,
- to coordinate the external professional with the school guidance team,
- to present a copy of the external professional's suggestions/orientations for the school and/or the family on handling the situation.

### 11.11.3. Protocol for dealing with Abuse between adult members of the educational community

**Please refer to the protocols set forth in Section 10.9 of the present handbook which apply to this section as well.**

In other sections of this document the following areas of school coexistence are dealt with: the **Positive School Climate Committee**, its members and functions; the **Head of the Positive School Climate Committee**, his/her role and area functions; the **Formation and School Climate Management Plan**; and the instances of participation of the different members of the educational community.

## 11.12 NORMS, FAULTS, MEASURES AND PROCEDURES

Pedagogical, formative, and reparatory measures can be applied to infants who violate good coexistence norms, not disciplinary measures.

If school personnel commit faults, the Order, Hygiene, and Security Internal Regulations are applicable.

If the school parents/guardians commit faults, the norms stated in other sections of this Community Handbook will be applied, but only if the measures are specifically established and the due process is respected.

### 11.12.1 Support protocols

Support protocols for behaviors that mildly affect positive coexistence:

Context	Applicable actions and strategies
Classroom	<ul style="list-style-type: none"> <li>• Conversation and mediation with involved infants.</li> </ul>

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Homeroom teacher	<ul style="list-style-type: none"> <li>• Develop and apply management strategies.</li> <li>• Reparatory measures.</li> </ul>
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Support protocols for behaviors that affect positive coexistence:

<b>Context</b>	<b>Applicable actions and strategies</b>
Classroom	a. Conversation and mediation with involved infants.
Homeroom teacher	<ul style="list-style-type: none"> <li>• Develop and apply management strategies.</li> <li>• Follow-up of working plan with student in the classroom.</li> <li>• Inform parents/guardian, according to this Community Handbook (interviews, etc.).</li> <li>• Follow-up of involved students, see if situation changes.</li> </ul>
Parents/guardian	<ul style="list-style-type: none"> <li>• Support the student as agreed in meeting with the teacher.</li> </ul>
Psychologist	<ul style="list-style-type: none"> <li>• Mediation with involved students, reparations,</li> <li>• follow-up, and support.</li> <li>• Inform the Principal.</li> </ul>
Tutor	<ul style="list-style-type: none"> <li>• Register behaviors where relevant.</li> </ul>

Support protocols for serious and reiterated behaviors, with emotional and/or behavioral deregulation, that affect positive coexistence:

<b>Context</b>	<b>Applicable actions and strategies</b>
Homeroom teacher	<ul style="list-style-type: none"> <li>• Revised work plan for the student (together with the level's support team)</li> </ul>



Parents/guardian	<ul style="list-style-type: none"> <li>Student is derived to other support instances, if necessary to an external specialist</li> </ul>
Psychologist	<ul style="list-style-type: none"> <li>Information is exchanged with the external specialist</li> </ul>
Principal	<ul style="list-style-type: none"> <li>Interviews with the student, parents/guardian, homeroom teacher, and psychologist. Agreements about reiterated faults.</li> <li>Decisions are reached with parents/guardians on:</li> <li>schedule adjustments <ul style="list-style-type: none"> <li>not attending classes</li> <li>retirement from school -in case of high deregulation</li> </ul> </li> </ul>

### 11.12.2 Conflict management collaborative procedures

In preschool, Mediation will be fundamentally applied. (see Section 10.6)

Support protocols for behaviors that seriously affect positive coexistence:

Context	Applicable actions and strategies
Homeroom teacher	<ul style="list-style-type: none"> <li>Immediately inform parents/guardians.</li> <li>Communication via agenda, emphasizing reflection and reparatory work.</li> </ul>
Parents/guardian	<ul style="list-style-type: none"> <li>Attend meeting with homeroom teacher and/or psychologist</li> </ul>
Psychologist	<ul style="list-style-type: none"> <li>Mediation with involved students, reparations,</li> <li>follow-up, and support.</li> </ul>
Tutor	<ul style="list-style-type: none"> <li>Registers behaviors.</li> </ul>
Principal	<ul style="list-style-type: none"> <li>Develops an action plan.</li> </ul>

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## ANNEXES

## ANNEX 1 INTERNATIONAL BACCALAUREATE LEARNER PROFILE<sup>51</sup>

The fundamental objective of the International Baccalaureate (IB) programs is to train people with an international outlook who, conscious of the condition that unites human beings and the responsibility they share of taking care of the planet, contribute in creating a better and more peaceful world. The IB members try to be:

**Inquirers.** They develop their natural curiosity. They acquire the necessary abilities for exploring, researching, and independent learning. They enjoy learning and they will keep forever an eagerness to learn.

**Informed and instructed.** They explore concepts, ideas, and local and world topics; while doing it they acquire knowledge and further their understanding of a wide spectrum of subjects.

**Thinkers.** They critically and creatively apply –on their own initiative- their intellectual abilities to tackle complex problems and make reasonable and ethical decisions.

**Good communicators.** They understand and express ideas with confidence and creativity in different languages and forms of communication. They willingly and efficiently collaborate with others.

**Honest.** They act with integrity and honesty. They have a deep sense of equity, justice, and respect for the dignity of persons, groups, and communities. They take full responsibility for their actions and their consequences.

**Open Minded.** They understand and appreciate their own culture and personal history, and are open to other persons' and communities' perspectives, values, and traditions. They are used to considering different points of view and willing to learn from experience.

**Supportive.** They have empathy, sensitivity, and respect for the needs and feelings of others. They commit themselves to helping others and positively influencing people and the environment.

**Risk Takers.** They address unknown and uncertain situations reasonably and with determination. Their independent spirit make them explore new ideas and strategies. They defend their beliefs with eloquence and valor.

**Well balanced.** They understand the importance of physical, mental, and emotional equilibrium to achieve personal well-being.

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**Thoughtful.** They assess their own learning and experience. They can recognize and comprehend their qualities and limitations, and thus contribute to their personal development.

## ANNEX 2. SCHOOL UNIFORM AND PERSONAL PRESENTATION

The School uniform should be adequate for the pedagogical activity in which it is to be used (sports, ceremonies, school representation, etc.)<sup>52</sup>. All garments should be marked with the students' names.

During the school year 2022, students may wear the regular uniform or the physical education or sports uniform to attend classes. Both kinds of uniform shall not be mixed.

Durante el año escolar 2022 los alumnos podrán usar para asistir a clases: el uniforme regular o el de Educación Física o el de Deportes. No se deben mezclar los dos tipos de uniforme.

### General specifications – Girls

- Blouses, skirts, and navy-blue pants should be adequate for the student's size (not too loose, not too tight), respecting the school working atmosphere and according to the school criteria.
- Socks should be knee length.
- If a t-shirt is used under the blouse it must be white.
- Girls can use earrings only in their ears. High School students may use small piercings (not rings) on their ears and nostrils. Visible tattoos are allowed only on students of legal age (18).
- Girls' hair should be clean, orderly and kept out of their faces. Dyed hair is not allowed in unnatural colors (for example green bangs and purple hair is not allowed). No shaved marks or drawings are allowed. Accessories such as hair clips, hairpieces, and collettes should be discreet.
- Makeup is allowed as of Middle School but it must be discreet and in natural tones.
- No ornaments and/or large or striking jewelry are accepted.
- The use of hats/jockeys for outdoor activities –including recess- is recommended. It is compulsory for Infant School students.
- Gloves, scarves, and neck warmers should be only navy-blue or white.
- Backpacks and carry-on bags can be of any color.

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<sup>52</sup> Neither too loose nor too tight

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### General considerations – Men

- Gray trousers should be of adequate length and hemmed. They should be used over the hips without showing the underwear.
- Only the use of a white shirt under the shirt will be allowed.
- Boys may wear piercings on their ears but not rings. Small piercings may be worn on the nostrils. Visible tattoos are allowed only on students of legal age (18)
- Boys must wear their hair short, clean, tidy, and kept out of their faces. Dyed hair is acceptable in natural colors (for example green streaks or purple hair is not allowed). No shaved marks or drawings are allowed.
- High School students are allowed to wear long hair, as long as it is clean, orderly, pulled back with a discreet hairband and kept out of their faces.
- No ornaments and large or striking jewelry are accepted.
- They must be shaved.
- The use of hats/jockeys for outdoor activities –including recess- is recommended. It is compulsory for Infant School students.
- Gloves, scarves, and necks should be only navy-blue or white.
- Backpacks and carry-on bags can be of any color.

### Women

#### Infant School (Pre-K to 2nd grade)

- Navy-blue culottes with the school logo
- SC model blue tracksuit
- SC model white pique polo shirt, short or long sleeves
- White socks
- White sneakers (discreet navy-blue, black, or gray ornaments accepted)
- SC fleece and/or black or navy-blue parka (no additional colors) according to weather conditions
- Apron with a strap for hanging and the student's name on the upper pocket
  - Pre-K and K: two SC design checkered aprons
  - Grades 1 and 2: blue and white checkered apron

#### Grades 3 to 11

- SC model checkered skirt or navy-blue pants (school design)
- SC model white blouse, short or long sleeves
- Navy-blue socks or pantyhose
- Black shoes or sneakers (discreet black or gray ornaments accepted)

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- SC sweater and/or SC fleece and/or black or navy-blue parka (no additional colors), according to weather conditions
- For grades 3 to 5 art class and science lab: an apron with a strap for hanging is required

#### Seniors

- Navy-blue skirt
- SC Seniors model white blouse, short or long sleeves
- Senior tie
- Navy-blue socks or pantyhose
- Black shoes or sneakers (discreet black or gray ornaments accepted)
- SC sweater and/or SC fleece and/or class sweatshirt and/or black or navy-blue parka (no additional colors), according to weather conditions

#### MEN

##### Infant School (Pre-K to 2nd grade)

- SC model blue gabardine short
- SC model blue tracksuit
- SC model white pique polo shirt, short or long sleeves
- White socks
- White sneakers (discreet navy-blue, black, or gray ornaments accepted)
- SC sweater and/or SC fleece and/or black or navy-blue parka (no additional colors), according to weather conditions
- Smock with a strap for hanging and the student's name on the upper pocket:
  - Pre-K and K: beige smocks
  - Grades 1 and 2: beige smocks

##### Grades 3 to 11

- SC model gray pants
- SC model white shirt, short or long sleeves
- Navy-blue or black socks
- Black shoes or sneakers (discreet black or gray ornaments accepted)
- SC sweater and/or SC fleece and/or black or navy-blue parka (no additional colors), according to weather conditions
- For grades 3 to 5 art class and science lab: a smock with a strap for hanging is required

#### Seniors



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- SC model light gray trousers
- SC Seniors model white shirt, short or long sleeves
- Senior tie
- Navy-blue or black socks
- Black shoes or sneakers (discreet black or gray ornaments accepted)
- SC sweater and/or SC fleece and/or Class sweatshirt and/or black or navy-blue parka (no additional colors) according to weather conditions

### **Physical education and sports uniforms**

- With the exception of sneakers/shoes, the Physical Education and sports uniforms are sold only in the school store.
- Every item of clothing has to be marked.
- The use of a jockey and sun protection is required.
- The use of a water bottle is recommended.

### **WOMEN**

#### **Physical Education classes**

##### **Pre-K to grade 2**

- Students use the same uniform they wear at school
- Grade 1: students must bring personal hygiene products
- Grade 2: students must bring personal hygiene products, comb, small towel, and a t-shirt to change

##### **Grades 3 to 12**

- SC model navy-blue tracksuit (for Physical Education and sports)
- Official t-shirt
- Navy-blue short
- Sneakers
- Socks or navy-blue stockings with yellow stripes
- Towel and rubber sandals for the compulsory shower

#### **Sports Classes**

- Grade 1 and 2 students use the same uniform they wear at school

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- Grades 3 and 4 students use the Physical Education uniform
- In grades 3 and 4 shin pads and mouth guards are compulsory for hockey

#### **Hockey (grades 5 to 12)**

- Navy-blue skirt
- Official t-shirt
- Navy-blue short
- Navy-blue stockings with yellow stripes
- Sneakers for artificial synthetic grass
- Hockey stick
- Mouth guard (compulsory)
- Shin pads (compulsory)
- Towel and rubber sandals for the compulsory shower (grades 3 to 12)

#### **MEN**

#### **Physical Education Classes**

##### **Pre-K to grade 2**

- Students use the same uniform they wear at school
- Grade 1 students must bring personal hygiene products
- Grade 2 students must bring personal hygiene products, comb, small towel, and a t-shirt to change

##### **Grades 3 to 12**

- SC model navy-blue tracksuit (for Physical Education and sports)
- Short sleeved t-shirt with vertical yellow and navy-blue stripes
- Navy-blue short
- Sneakers
- Socks or navy-blue stockings with yellow stripes
- Towel and rubber sandals for the compulsory shower

#### **Sports classes**

- Grades 1 and 2 students use the same uniform they wear at school

#### **Soccer**

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#### Grades 3 and 4

- Physical Education uniform
- Shoes with non-interchangeable rubber studs
- Towel and rubber sandals for the compulsory shower
- Shin pads (recommended)

#### Grades 5 to 12

- Navy-blue tracksuit
- Short sleeved t-shirt with vertical yellow and navy-blue stripes
- Navy-blue short
- Socks or navy-blue stockings with yellow stripes
- Shoes: Grades 5 and 6: shoes with non-interchangeable rubber studs, Grades 7 to 12: shoes with rubber cleats
- Shin pads (compulsory)
- Towel and rubber sandals for the compulsory shower

#### Rugby

##### Grades 3 and 4

- T-shirt with horizontal stripes
- Shoes with non-interchangeable rubber studs
- Optional: navy-blue first layer t-shirt
- Towel and rubber sandals for the compulsory shower
- During the rugby season (May to September) the use of a

mouth guard is recommended

##### Grades 5 to 12

- Short sleeved t-shirt with horizontal blue and yellow stripes
- and a blue collar
- Optional: navy-blue first layer t-shirt
- Navy-blue short
- Navy-blue stockings with yellow stripes
- Mouth guard (compulsory)
- Towel and rubber sandals for the compulsory shower
- Shoes:

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- Grades 5 and 6: shoes with fixed rubber cleats
- Grades 7 to 12: shoes with rubber or aluminum cleats

### **Basketball**

- Basketball or Physical Education uniform

### **Swimming**

The required basic equipment for girls and boys for swimming classes and/or training in the pool is:

- Swimsuit
- Swimming cap
- Rubber sandals
- Towel

## ANNEX 3 ACTION PROTOCOL IN CASE OF SCHOOL ACCIDENTS<sup>53</sup>

### Student Accident Protocol

1. If a student has an accident with a mild traumatism that does not imply being attended at the site of the accident, he/she must be accompanied to the nearest infirmary by an adult or a classmate, depending on his/her age. Infant school children must be accompanied by an adult.
2. If a student has an accident with a severe traumatism (e.g., a blow to the head with loss of consciousness or a lot of bleeding, deformation of extremities, difficulty breathing, intense pain, loss of consciousness, dizziness, a serious eye injury) he/she must remain in the site of the accident without being moved and accompanied by an adult until the nurse arrives, evaluates the accident, and authorizes the transfer specifying the procedure.
3. In case of an accident or illness that requires evacuation by ambulance, this will be requested from the clinic with which the school has a contractual agreement (school insurance, unless otherwise specified)
4. In life threatening situations an ambulance will be requested from the Clinica Alemana and/or the closest hospital (in accordance with medical emergency law 19.650)
5. When being transported in an ambulance, students must be accompanied by an adult, either their parents or the person designated by the principal or corresponding head of area.

### Employee Accident Protocol

1. Should an employee suffer an accident while working and seek treatment in the infirmary, first aid will be provided and the employee will be referred to the Workers Compensation (Mutualidad) organization contracted by the school.
2. Depending on the severity of the accident, the worker may go to the Mutualidad by his or her own means or in the ambulance sent by the Mutualidad (see ambulance request procedure).
3. The infirmary will send a report of the accident, via email, to the employee's immediate supervisor, risk prevention officer and personnel department.
4. Should the employee refuse treatment at the Mutualidad they will be required to sign an insurance release form.

INSERT THE <b><i>PROTOCOL IN CASE OF SCHOOL ACCIDENTS</i></b> CHART
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<sup>53</sup> The present protocol applies to preschool, elementary, middle and high school students.

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## ANNEX 4 INFIRMARY PROCEDURES

### Infirmary patient attention protocol

1. To consult the infirmary a student needs a pass issued by a tutor, teacher or administrative staff, except in case of accidents or severe illness. The pass is an individual authorization that indicates the name of the student, homeroom, time, the reason for the consultation and the name of the person issuing the pass. In the gym sector infirmary, the students may be sent by the phys.ed. or sports teacher without a pass.
2. Students go to the Infirmary due to accidents or illness that occurs during the school day, medical treatments or to take medications (see medication administration protocol).
3. Should observation be required at home, or to leave campus or be transported for immediate medical care, the Infirmary will contact parents directly by telephone.
4. When students leave the infirmary, they must take with them the signed pass indicating the procedure carried out, referral, time and the name of the infirmary personnel that attended them. This slip must be shown to teachers when returning to class should they request to see it, and given to parents upon returning home. Should it be necessary for the student to be withdrawn from the school by their parent/guardian or an authorized third person, they must be picked up at the Infirmary. The Infirmary pass authorizing the withdrawal and specifying with whom the student is leaving, must be presented at reception. A sick student may not leave campus unaccompanied by an adult except when authorized by the Principal (or Head of School) after parental approval. Should the student have been attended in the Sports Infirmary and be unable to walk to the main gate, the service gate will be made available.

### Protocol for Administration of Medication in the Infirmary

1. All medications that students may require during the school day must be kept and administered in the Infirmary. Parents must provide the medication in its original packaging with a copy of the medical prescription, indicating the time of administration and dose. The Infirmary has a reception registry and adequate installations for individually keeping and safeguarding such medication (cabinet with lock and key and refrigerator specifically for this purpose).
2. In keeping with Ministry guidelines, medical prescriptions must be updated every six months.
3. According to Chilean Sanitation Code, Article 113, the Infirmary does not have any medication for administration to patients.

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## Protocol for Attending Students with Diabetes Mellitus

1. All students that have been diagnosed with diabetes must register with the Learning Center Infirmary in order to program a meeting with parents/guardians and teachers to discuss their condition and management of the same, on campus.
2. Students with diabetes must go to the Infirmary every day before lunch for measurement and administration of insulin. Should the student use school transport, they must go to the Infirmary at the end of the school day for their control and emission of a pass that must be presented to the driver prior to leaving campus.
3. Prior to carrying out physical activity in sports or physical education class, students with diabetes must control blood sugar in the Gym Infirmary. Infirmary personnel will determine if the student is able to participate in the class. Should the student be in condition to carry out the class, they will be issued with a written Infirmary pass that must be presented to the teacher. The teacher **may not** allow them to participate without presentation of this pass.
4. Parents will be required to provide all supplies and materials necessary for the adequate management of their child's condition, periodically, (glucagon, insuline, needles, and snacks). The Infirmary must have an emergency supply of glucagon for each student at all times. The Infirmary will advise parents when it becomes necessary to replace supplies.
5. Parents must provide a yearly medical certificate.

## Protocol for notifying parents of the presence of contagious diseases.

1. The Infirmary will notify parents of a class or grade level when the school has been informed of the presence of a dangerous contagious disease.
2. The notification is sent from the Principal's office either through a notice attached in the agenda (Infant School) or by email.
3. The purpose of this information is so that parents may stay alert should their child show suspicious symptoms, so that they may consult their doctor opportunely.

## Procedure for Ambulance Request

1. The purpose of this procedure is to ensure a rapid, orderly, coordinated and efficient response in the case of an emergency in which a patient must be transported to a clinic.
2. This procedure must be used by Infirmary personnel, receptionist, guards, concierge and the school's risk prevention officer.
3. It is important to realize that both the Learning Center and the Gym infirmary may request an ambulance. The procedure may vary depending on whether the patient is a student, parent or employee:



- a. For students and parents, an ambulance will be requested from the Clinic where the patient is insured.
  - b. For employees, an ambulance from ACHS (worker's compensation center) will be requested unless it is established that the accident is **not** work-related. In this latter case, an ambulance will be requested from the employee's insurance provider.
4. Whenever an ambulance is requested the following procedure must be followed:
  - a. Student ambulance:
    - i. Request an ambulance or ask a third party to do it on your behalf.
    - ii. Determine where the ambulance is needed: gymnasium infirmary, dropoff or learning center infirmary.
    - iii. Immediately advise (by telephone or radio) the concierge or reception so that they may coordinate with the guards at the corresponding access.
    - iv. Wait attentively for the arrival of the ambulance or the radio call announcing its arrival.
  - b. Employee ambulance<sup>54</sup>:
    - i. Inform the school's risk prevention officer of the need for an ambulance, as this requires the filing of a Serious Accident report with ACHS (workers compensation) which implies major paper work, and on occasion filing a report with the Regional Health Ministry Secretariat.
    - ii. Inform the risk prevention officer where the ambulance should access the school campus (gymnasium, dropoff or learning center infirmary).
    - iii. The risk prevention officer is responsible for coordinating ambulance access with guards and concierge.
    - iv. Wait attentively for the arrival of the ambulance.
    - v. Guards must wait for the arrival of the ambulance, ensuring rapid access to the relevant infirmary, **WITHOUT STOPPING DRIVERS FOR REQUEST OF DOCUMENTS**, due to the nature of the emergency.
5. Upon arrival on campus the ambulance will be positioned as follows:
  - a. Drop-off access. This area is clearly identified on the asphalt with the signage "No parking, ambulance access," and must be kept clear at all times. The guards will instruct ambulance personnel to park the ambulance in the designated area and enter on foot to the Learning Center Infirmary to get the patient.

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<sup>54</sup> An ambulance should only be requested if the employee cannot self-transport or there is the risk of increased danger.

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- b. Gymnasium access: Upon receiving authorization from reception, the guards on the southern gate will proceed to open the gym access gates.
- c. Learning Center Infirmary: upon the arrival of the ambulance the gates in the drop-off area will be opened and the way made clear so that the vehicle can approach the Infirmary and park next to the Playgroup. Ambulance departure will follow the same procedure in reverse.

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## ANNEX 5 RESPONSIBLE USE OF TECHNOLOGY

The school considers technology as a tool that allows investigating, creating, communicating, working collaboratively and organizing information in various ways, in the framework of responsible digital citizenship and with the due accompaniment of the families. Responsible digital citizens act with integrity, showing respect and care towards themselves and others at all times. These skills are worked through the Common Sense Digital Citizenship program, which is part of the Personal and Social Development work. (DPS)

As from March 2021, 5th to 12th grade students must bring their own devices (Ipad, tablet, chromebook, laptop) to be used at school.

The following Polity of Responsible use (PRU) describes the practices to be followed by all students in the Santiago College community for the use of technological devices, web sites, apps and email in or out of school. For this purpose, aspects such as self care and respect, as well as towards others and property have been considered. Adults in the community undersign and support this policy, being a model for the students.

### Mobile phones:

Students from Prekinder to 9th grade are not allowed to have mobile phones in their hands or use them, from their arrival to school until they depart. In case they bring it, they must remain turned off and in their backpack or locker. This implies that no student may call or text their guardian or vice versa during school hours. During lessons, no student from these levels may have a mobile phone with them. In case of an emergency, parents must contact the relevant level tutor, homeroom teacher, secretary or Principal to contact their son or daughter. If a student requires contacting his/her guardians because of force majeure, the school will provide a telephone.

10th to 12th grade students may use their mobile phones during recess and lunch periods. Their use during lessons is prohibited, unless the teacher authorizes it for mere educational purposes. In these levels, teachers shall collect mobile phones at the beginning of the lesson if their use is not contemplated in the plan for that day.

### Use of technology

It is the responsibility of all students in Santiago College educational community:

To follow the rules and procedures established by the school in relation to the use of technology.

Keeping the confidentiality of their passwords, except in those special circumstances when teachers or parents require them.

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Keeping confidentiality of private information, (such as name, age, addresses, telephone numbers, timetables or location) except for protected situations approved by the school.

Informing of any online situation (web page, other people's comments, requests, chats, emails) that are uncomfortable for them.

Not replying to emails, messages or any other kind of contact from unknown people. (Phishing, grooming)

Not clicking on links, opening and/or downloading files from unknown sources. (Phishing).

Not visiting sites that attempt against human dignity, such as racist, xenophobic, pornographic, sexist sites, etc, or promoting violence or abuse, and informing the breach of this rule by third parties.

Carefully reflecting before publishing or uploading contents to digital media (emails, social media, etc.).

Using appropriate usernames, profile pictures or passwords.

Using the student's official school picture as an avatar for his/her Santiago College institutional account.

Informing of any incorrect use of technology, email, websites and/or inappropriate comments to teachers, tutors or responsible adults.

Not using social media until reaching the age specified by the relevant platform/app regulations.

Not using electronic media to defame, deceive, mistreat, belittle others.

Not sending by electronic means any messages, images and/or files that attempt against the school values.

Using a correct and respectful language, be it oral or written in emails, chats, comments, etc.

Not entering a private space, area or account pertaining to other people without their permission (this includes user accounts and any technological means or device).

Not creating or using false accounts or with other identity, or messaging sites that hide their identity.

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Not threatening, attacking, insulting through chats, blogs, fotologs, Facebook, Twitter, WhatsApp, text messages, emails, forums, servers that store videos or photographs, websites, social media, telephones or any other virtual or electronic technological means.

Not exhibiting, transmitting or broadcasting any abuse behavior through cybernetic means.

Respecting the privacy of others, asking for permission before publishing a picture, image, video and/or story about them online.

Not sending spam emails with or without attachments.

Using resources or sources of information that are free or open to the public or paying for the licences in order to always act with integrity.

Respecting the copyrights, naming the source when appropriate or necessary for all files, pictures or information that is used, according to the regulations in force and if they are not public domain.

Making good use of the school's educational platforms, such as Google Classroom, Managebac or others.

Responding timely (within 24 hours) to emails from teachers or school authorities when they require a reply.

Keeping the video camera on during all synchronous virtual lessons and/or when the teacher requires.

Requesting permission to use technological resources from the school.

Taking good care of their own equipment, materials, hardware and software, or those belonging to the school or other members of the educational community, returning them timely and not breaking or damaging them.

Duly informing of any accidental or intentional damage to school equipment or equipment belonging to school teachers, tutors or authorities.

Taking care of the school's computer systems and the associated hardware, not installing or deleting files or software without authorization.

It is important to point out that the use of the institutional email is a privilege and it implies thorough acceptance of this responsible use policy. The school may also intervene or deny the access to a student's institutional account if misuse is suspected.

Due to the importance of the use of technology today and the responsibility this implies, each student and guardian must sign an acceptance of this responsible use policy notwithstanding signing the acceptance of the Community Handbook it is a part of.

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## ANNEX 6. APPROPRIATION OF OTHERS' BELONGINGS AND LOSS OF STUDENT PROPERTY AT SCHOOL

If a personal object is lost at school, the procedure is the following:

The student who suffers the loss must immediately communicate it to the tutor. In these cases, speed is crucial. The tutor will proceed as follows in the order dictated by the circumstances.

- Talk to the student to obtain information, including the characteristics of the object, the circumstances of the loss, and when and where was it seen for the last time.
- Talk to possible witnesses and persons who could provide information. If deemed necessary, phone the student's house to verify the student did not leave the object at home or in the car.
- Notify by email the other tutors, the Physical Education department, the reception office, the operations office, and school transport.
- Check the surveillance cameras.
- If the loss happened in the classroom ask the class, and eventually ask the students to search in their backpacks and in their lockers, in front of the adult in charge. The parents/guardians will be informed.
- If the loss is reported after school hours, the procedure will take place the morning after.
- If the object is found at home, the parents/guardians must inform the tutor in writing (agenda or email) as soon as possible.

If the obtained information leads to the assumption of theft the tutor must communicate it to the Principal.

The school reserves the right to search lockers, backpacks, and desks if necessary, and to take legal action.

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## ANNEX 7. LOCKERS

### STUDENTS FROM GRADES 6 TO 12:

1. Each student from grades 6 to 12 is assigned an exclusive and non-transferable locker.
2. The student has to keep it always locked.
3. The locker is a personal space for the student to keep textbooks and school supplies. The school reserves the right to open it if deemed necessary.
4. The student must always keep his/her locker clean and uncluttered.
5. Any damage to the locker must be informed to the tutor.
6. At the end of the school year, the student must leave his/her locker empty and clean so it can be assigned the following year to another student.

### STUDENTS FROM GRADES 1 TO 5:

1. At the beginning of the school year, each student from grades 1 to 5 is assigned a space to keep his/her belongings and school supplies.
2. The student must always keep this space clean and tidy.
3. At the end of the school year, the student must leave his/her space empty and clean, so it can be assigned the following year to another student.

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## ANNEX 8 RULES FOR TESTS IN MIDDLE AND HIGH SCHOOL

### Before starting the test the teacher must:

- Set rows of desks at a distance of one meter between each one.
- Be sure that there is a wall clock in the class.
- Have students enter one by one, take attendance, and register who is late.
- Ask students to leave notebooks, bags, and other personal items in the front of the classroom.
- Ask students to leave their cellphones, smart watches, and any other electronic device, in a box to be used for this purpose in the classroom.
- Read out the following text: "Please verify that your desk is empty. If someone has an object that is forbidden for the test, please bring it here now."
- Make sure that students have the items they need for the test.

### To start the test and during it, the teacher must:

Read out the general instructions, if any.

- Write on the board the starting time and the end time of the test.
- Supervise the test constantly moving around the class.

### The students must:

- Remain in their desks during the test. They cannot leave before the test is over (except for the Senior Privilege of leaving silently and with respect if they have finished it).
- Keep an academically honest attitude during the test, even if they have finished it or if they have to leave the classroom for whatever reason.
- Leave their test tidily on their desk. The teacher will pick up the tests; students do not have to bring them forward.



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## ANNEX 9 ADMISSION POLICY FOR THE IB DIPLOMA

### November 2021 candidates

#### **Section I. Admission requirements for the Diploma Program**

1. Every student registered in the Diploma Plan can apply as a candidate for the Diploma Program exams and start the process to take them. Santiago College encourages the development of abilities, attitudes, and values that are necessary to face the challenge of the international examinations. The teachers' council can make recommendations about the selection criteria for candidacies, by the revision of the students' individual files, which consider discipline, school coexistence, and academic honesty.
2. Diploma Plan 1 students must express in August of Grade 11 their purpose to be candidates for the Diploma Program exams. Previously, informative meetings with the students and parents/guardians will be held, conducted by the Diploma Coordinator and the High School Principal.
3. Every Diploma Plan 2 student may apply as candidates for the Diploma Program (Certifications) exams if they change to Plan 1 – Diploma within the deadlines set by the regulations for plans and courses.
4. Every Diploma Plan 2 Standard Level student can take one or more Diploma Program (Certifications) exams of his/her middle level courses from groups 3, 4, 5, and 6. The English exam is compulsory as part of the Santiago College graduation requirements.
5. Every student that chooses to take the Diploma Program must initiate the Diploma candidacy process and take the six courses he/she selects and the three core subjects during the two calendar years up to the second term (November) of Grade 12.
6. Santiago College will entirely pay the tuition and courses fees for the students who decide to apply to the Diploma Program.
7. Parents/guardians will entirely pay the tuition and courses fees for Plan 1 – Diploma students who are not candidates for the complete Diploma Program and the Plan 2 – Standard Level, except for the English course (required for Santiago College graduation) and if they want to take one or more exams from the 3, 4, 5, or 6 groups.

#### **Section II. Conditions to remain a Diploma Program candidate**

1. Every Plan 1 – Diploma student who has initiated the process of external and internal evaluations of the different courses and core subjects may apply as a candidate for the Diploma Program, as long as he/she:
  - a. has demonstrated in preparing for those courses the commitment level expected from a Diploma Program candidate;

- b. has been responsible in the partial and final submissions of his/her monograph, in internal assessments, in external practice assessments, and recorded his/her reflections in the specified formats, and has complied with those deadlines;
  - c. has shown commitment in complying with the seven CAS learning results set by IB, a balance of the three areas, at least one CAS project, and no less than 18 months of working continuity;
  - d. has complied with the academic honesty policy.
2. In case a Diploma Program candidate does not comply with the aforementioned conditions, a teachers' council will assess the situation. Meetings will be held with the student and his/her parents/guardian. The High School Principal, the Diploma Coordinator, the High School Guidance counselor, and the homeroom teacher will finally decide about the student's candidacy, and they can decide to withdraw the candidacy. If this is their decision, and it's taken after July 15th of Grade 12, the parents/guardians must reimburse the school the fees for all the courses the student will not take.

### **Section III. Withdrawal from Diploma Program candidacy and/or from taking Diploma exams**

1. Any Plan 1 - Diploma student who has initiated the Diploma Program exams process and then decides to withdraw his/her candidacy after the grade 12 formal registration date (April), must reimburse the school all the fees for the courses he/she will not take.
2. If a student has initiated the Diploma Program exams process and has not demonstrated the commitment level and necessary effort for the internal and external examinations as well as the compliance with the core subjects submission deadlines, his/her taking the exams will depend on the report of the course/subject teacher/supervisor and the approval of the Diploma Coordinator and the High School Principal. The fees for the course exams that the student will not take and that were paid by the school must be reimbursed by the parents/guardian.
3. If a Plan 1 – Diploma student has requested to take one or more exams (Course Certifications) and has not demonstrated the commitment level and necessary effort for the internal and external examinations, his/her taking the Diploma exams will depend on the report of the course teacher and the validation of the Diploma Coordinator and the High School Principal. The family will not be reimbursed for the fees of the courses whose exams will not be taken by the student.
4. If a Plan 2 – Standard Level student has requested to take one or more exams (Course Certifications) and has not demonstrated the commitment level and necessary effort for the internal and external examinations, his/her taking the Diploma exams will depend on the report of the course teacher and the validation of the Diploma Coordinator and the High School Principal. The family will not be reimbursed for the fees of the courses whose exams will not be taken by the student.

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5. The Diploma Coordinator and the High School Principal have the power to withdraw from the Diploma Program any Plan 1 – Diploma student who commits academic dishonest acts that are serious according to the academic honesty policy. The student’s family must reimburse the school for the fees of the courses whose exams will not be taken by the student.
6. The Diploma Coordinator and the High School Principal have the power to withdraw from the IB exams (Course Certifications) any Plan 2–Standard Level student who commits academic dishonest acts that are serious according to the academic honesty policy. The family will not be reimbursed for the fees of the courses whose exams will not be taken by the student.

#### **Section IV. Academic Plan and Course Change Regulations**

##### Induction phases

1. Grade 10 students are presented with the Diploma Program study and courses plans in the month of May; it is conducted by the Diploma Coordinator and the High School Principal
2. The Guidance Program team for Middle School, High School, IB Coordination, and the High School principal conduct presentations during the DPS (Personal and Social Development) sessions in May to reinforce the information shared in the study and courses plans presentations, as a support for academic courses selection.
3. Grade 10 parents/guardians attend the vocational orientation talk and the Diploma Program study and courses plans presentation in the month of June. It is conducted by the Diploma Coordinator, former program students, and the High School Principal.
4. In the month of July, grade 10 students select the study plan and courses from the form sent by the IB Coordination. The obtained information is revised according to the selection criteria indicated in Section 1 of this document, in order to send the students feedback about its feasibility, and to provide the Academic Coordination with a final report for the logistic organization of the following year based on the plans and courses chosen.

##### **Change of study plans**

1. A grade 11 student in Plan 1 - Diploma can apply to change to Plan 2 – Standard Level provided that:
  - a. The student has talked to the High School Orientation in March, so the change is immediate, or in June, so the change takes place in the second term.
  - b. The Diploma Coordinator makes the internal adjustments, and consults with Academic Coordination on the feasibility of the changes and schedule suggestions.
  - c. The parents/guardians written consent is presented by the student.

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2. Every grade 11 student in Plan 2 – Standard Level can apply to change to Plan 1 – Diploma only during the first month of classes of Grade 11, provided that:
  - a. The student has talked to the High School Guidance Department in March.
  - b. The average course grades obtained by the student in grade 10 are examined, and the criteria for admission in higher level courses are validated.
  - c. The Diploma Coordinator makes the internal adjustments, and consults with Academic Coordination on the feasibility of the changes and schedule suggestions.
  - d. The parents/guardians written consent is presented by the student.
3. The School Direction and the Diploma Coordinator can change students from Plan 1 – Diploma to Plan 2 – Standard Level, if they have academic and pedagogical difficulties that surpass his/her self-management possibilities, and the teachers' council suggests it. This is carried out through a meeting of the parents/guardian, the student, the High School Guidance Department, the Diploma Coordinator, and the High School Principal.
4. In exceptional cases, if recommended by the High School Guidance Department and approved by the High School Principal, a Plan 1 – Diploma to Plan 2 – Standard Level change can be made at the beginning of grade 12. In these cases the supporting reports must refer to health or prevention issues, and valid circumstances.

#### **Change of courses and/or levels**

1. A grade 11 student can apply to change a course and/or level during the first month of the first semester if:
  - a. The student has talked to the High School Guidance Department in March.
  - b. The Diploma Coordinator makes the internal adjustments, and consults with the Academic Coordination on the feasibility of the changes and schedule suggestions.
  - c. The possibility of changes is subject to the existence of empty spaces in the class; new classes will not be created just because of students' changes.
  - d. The parents/guardian's written consent is presented by the student.
2. A grade 11 student cannot apply to change a course and/or level after the second month of the first term unless:
  - a. The High School Guidance Department has concerns with respect to the development of a specific course, and it would involve making adjustments in the curriculum with the authorization of the High School Principal.
  - b. The Diploma Coordinator has received feedback on the development of Higher and Standard Level courses, and it would involve making adjustments in the curriculum with the authorization of the High School Principal.
  - c. A change is determined in the selection of courses or levels of Spanish (language and literature) and Mathematics (mathematics: analysis and approaches; and mathematics: applications and interpretations).

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- d. The English Department decides a change of level in the Language or Literature courses of the Plan 1 – Diploma that are not on the Diploma Program, or on the Plan 2 – Standard Level, before the registration for IB exams.
- e. The possibility of changes is subject to the existence of empty spaces in the class; new classes will not be created just because of students' changes.

### **May 2022 Candidates Generation**

## **Section I. The Diploma Program in Santiago College**

The three IB authorized programs are an integral part of the education of Santiago College students. It is based on the educational philosophy of the school direction and its pedagogical team, which supports the three programs and their coherence with the school mission and vision.

The Diploma Program is implemented according to the student ages determined by the IB for grades 10, 11, and 12, when Santiago College students –as all students in Chile- prepare to take the PSU, the selection test for entering a university. Points obtained by students in the PSU in conjunction with their High School GPA determine to a large degree the university programs students may follow as well as the universities to which they will be accepted.

The school is aware of the importance of the PSU in the future of its students and therefore guarantees appropriate curriculum coverage for all students through special PSU workshops that complement the Diploma Program courses. Aware that there are students who would rather study for the PSU, the school offers Diploma Program students alternative courses in areas where the PSU contents differ significantly from the IB contents, thus making the Diploma exam not mandatory.

In grade 9, Santiago College students may apply for the Program they would like to take in grade 10, 11, and 12:

**Diploma Plan:** its courses meet all the contents and abilities specified by the IB, allowing the Diploma Program candidacy.

The grade 9 students' choice of courses depend on them and their families, according to their priorities, preferences, and vocational orientation, with the assistance of the school Guidance Department, and subject to quotas and academic criteria. The students' choices must be made in July of Grade 9, after informative meetings with the students and parents/guardians in May and June of that year. These meetings are conducted by the Diploma Coordinator and the Middle

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School Principal. Former school students and/or grade 12 students are invited to share their views on the plans. Also, informative meetings are organized for each subject, and the academic achievement is considered regarding the student's choices. The requirements are the following:

**Group 1:** The English A courses: Literature, and Language and Literature at both Higher Level and Standard Level, are available only for students with a grade 9 average of 5.7 or more in English.

**Group 2:** The English B Higher Level course is available only for students with a grade 9 average of less than 5.6 in the text analysis (A) and use of language (B) criteria in English. Students with a grade greater than or equal to 5.7 in these criteria are required to take one of the English A courses.

**Group 3:** The Economics Higher Level course is available only for students with an average of 6.0 or more in grade 9 Mathematics.

**Group 4:** The Physics Higher Level course is available only for students with an average of 6.3 or more in grade 9 Physics and Mathematics.

**Group 4:** The Biology Higher Level course is available only for students with an average of 6.0 or more in grade 9 Biology.

**Group 5:** The Mathematics Analysis and Approaches Higher Level course is available only for students with an average of 6.5 or more in grade 9 Mathematics. Permanence in the course is subject to a satisfactory average during the second semester of grade 10, validated by the result of the MAP standardized test at the end of grade 9.

**Special situations:** Students who wish to take two humanities courses may not register for Economics and Business as these courses are offered simultaneously. Students wishing to take two humanities courses, must register for Physics, Biology, or Chemistry in Group 4 but not Environmental Systems and Societies which is an interdisciplinary course because this would mean taking three humanities courses.

## Section II. Admission requirements for the Diploma Program

1. Every student registered in the Diploma Plan can apply as a candidate for the Diploma Program exams and start the process to take them. Santiago College encourages the development of abilities, attitudes, and values that are necessary to face the challenge of the international examinations. The teachers' council can make recommendations about the selection criteria for candidacies, by the revision of the students' individual files, which consider discipline, school coexistence, and academic honesty.

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2. The Diploma Plan students must express by March of Grade 11 their purpose to be candidates for the Diploma Program exams. Previously, informative meetings with the students and parents/guardians will be held, conducted by the Diploma Coordinator and the High School Principal.
3. Every student can take one or more Diploma Program (Certifications) exams of his/her standard or high level courses from groups 1, 2, 3, 4, 5, and 6. The English exam is compulsory as part of the Santiago College graduation requirements.
4. Every student that chooses to take the Diploma Program must initiate the Diploma candidacy process and take the six courses he/she selects and the three core subjects (Monograph, Theory of Knowledge, and CAS) during the two calendar years up to the first term (May) of Grade 12.
5. Santiago College will entirely pay the tuition and course fees for the students who decide to apply to the Diploma Program.

### **Section III. Conditions to remain a Diploma Program candidate**

1. Every Diploma Plan student who has initiated the process of external and internal evaluations of the different courses and core subjects can apply as a candidate for the Diploma Program, as long as he/she:
  - a. has demonstrated in preparing for those courses the commitment level expected from a Diploma Program candidate;
  - b. has been responsible in the partial and final submissions of his/her monograph, in internal evaluations, in external practice evaluations, and reflections in the specified formats, and has complied with deadlines;
  - c. has shown commitment in complying with the seven CAS learning results set by IB, a balance of the three areas, at least one CAS project, and no less than 18 months of working continuity;
  - d. has complied with the academic honesty policy.
2. In case a Diploma Program candidate does not comply with the prior conditions, a teachers' council will assess the situation. Meetings will be held with the student and his/her parents/guardian. The High School Principal, the Diploma Coordinator, the High School Guidance counselor, and the homeroom teacher will finally decide about the student's candidacy and may decide to withdraw the student. Should it be necessary to make this decision after March 15th of Grade 12, the parents/guardians must reimburse the school registration fees for all the courses the student will not take.

### **Section IV. Withdrawal from Diploma Program candidacy and/or from taking Diploma exams**

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1. Any Diploma Plan student who has initiated the Diploma Program exams process and then decides to withdraw his/her candidacy after grade 11 formal registration date (December), must reimburse the school all the fees for the courses he/she will not take.
2. If a student has initiated the Diploma Program exams process and has not demonstrated the commitment level and necessary effort for the internal and external examinations as well as the compliance with the core subject submission deadlines, his/her taking the exams will depend on the report of the course/subject teacher/supervisor and the validation of the Diploma Coordinator and the High School Principal. The fees for the course exams that the student will not take and that were paid by the school must be reimbursed by the parents/guardian.
3. If a Diploma Plan student has requested to take one or more exams (Course Certifications) and has not demonstrated the commitment level and necessary effort for the internal and external examinations, his/her taking the Diploma exams will depend on the report of the course teacher and the validation of the Diploma Coordinator and the High School Principal. The family will not be reimbursed for the fees of the courses whose exams will not be taken by the student.
4. The Diploma Coordinator and the High School Principal have the power to withdraw from the Diploma Program any student who commits academic dishonesty acts that are serious according to the academic honesty policy. The student's family must reimburse the school for the fees of the courses whose exams will not be taken by the student.

## Section V. Course Change Regulations

### Induction phases

1. Grade 9 students are presented with the Diploma Program study and courses plans in the month of May; it is conducted by the Diploma Coordinator and the Middle School Principal.
2. The Guidance Program team for Middle School, High School, IB Coordination, and the Middle School Principal conduct presentations during the DPS (Personal and Social Development) sessions in May to reinforce the information shared in the study and courses plans presentations, and to model and support the academic courses selection.
3. Grade 9 parents/guardians attend the vocational orientation talk and the Diploma Program study and courses plans presentation in the month of June, which is conducted by the Diploma Coordinator, former program students, and the Middle School Principal.
4. In the month of July, grade 9 students select the study plan and courses from the form sent by the Middle School Principal. The obtained information is revised according to the selection criteria indicated in Section 1 of this document, in order to send the students a feedback, and to provide the Academic Coordination with a final report for the logistic organization of the following year, based on the plans and courses chosen.



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### Changes of courses and levels

1. All grade 10 students can apply to change courses and/or levels during the first month of the second semester provided that:
  - a. He/she has had a meeting with the High School Guidance in July.
  - b. The Diploma Coordinator makes the internal adjustments, and consults with the Academic Coordination on the feasibility of the changes and schedule suggestions.
2. The possibility of changes is subject to the existence of space in the courses; no new courses can be opened only to accommodate those changes.
3. The parents/guardians written consent is presented by the student.
4. No grade 10 student can apply to change courses and/or levels after the month of August, unless:
  - a. The High School Guidance Department has apprehensions with respect to the development of a specific course, and it would involve adjusting the curriculum with the authorization of the High School Principal.
  - b. The Diploma Coordinator has received academic feedback on the development of Higher and Standard Level courses, and it would involve adjusting the curriculum with the authorization of the High School Principal.
  - c. The possibility of changes is subject to the existence of quotas in the class; new classes will not be created to accommodate student course change requests

In exceptional cases, if recommended by the High School Guidance and with the approval of the High School Principal, course levels could be changed. In these cases, the supporting reports must refer to health or prevention issues, and valid circumstances.

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## ANNEX 10 ADMISSION POLICY

Santiago College is a diverse and multicultural school that admits students without discriminating on the basis of creed, nationality, or religion. Applications to Santiago College are open to all interested parties.

The application process ensures that admitted students will benefit from the existent plans and programs, and function adequately in its physical environment.

Santiago College has always had close ties with its community, so it gives priority to applications from families that are school members; children of former students or of school personnel. Applicants are evaluated with different criteria for each level. Parents/guardians are interviewed as part of the admission process and to inform them about the school and its educational project.

### Process and criteria for Pre-K admission

#### VACANCIES

Santiago College has a total of 158 vacancies for Pre-K, to be distributed among the applicants for admission, either from school families or from new families, plus four vacancies reserved for international families.

#### APPLICATION DATES FOR PRE-K

##### Application period

- The application period for families who already have students in the school is December of the previous year.
- As from late February or in March, during two or three weeks, applications from new families will be received.
- The call for applications will be published by the school on its web page and other means by January, one year before the beginning of the respective admission process.

**Visits of applicants to school:** will be scheduled during the months of March and April.

**Assessments:** will be scheduled during the months of March and April.

**Interviews of parents/guardians** will be scheduled during the months of March and April.

**Results.** The date for the release of results will be published along with the call for applications. It is usually in the first weeks of May.

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### APPLICATION REQUIREMENTS

1. The age requirement for Pre-K is 4 years old on March 31st of the entering year. It will be informed each year in the call for applications.
2. Parents/guardians must fill out the admissions request form. It is available online ([www.scollege.cl](http://www.scollege.cl)) and in the school's Admissions Office, only during the application period
3. Parents/guardians must present the applicant's original birth certificates available electronically or in print from the Registro Civil (the national civil registration office).

### INFORMATION ABOUT THE SCHOOL FOR NEW FAMILIES

Guardians are invited to an information session, where they receive information about the admission process and also about the features and seal of Santiago College.

### ADMISSION PROCESS

1. Before the maturity assessment of the applicant, an appointment will be made for the applicant and his/her parents/guardians to visit the Pre-K premises. It is a group visit. It is recommended that applicants participate in the visit, so they become acquainted with the place and the environment where they will later be assessed. The attendance is the parents/guardian's exclusive responsibility. Non-attendance is not a reason for asking for reconsideration in case of non-acceptance. Applicants who are in the Santiago College Playgroup are not summoned to the visit. The visit is not excluding.
2. Applicants will be requested for a group maturity evaluation. Prior to this assessment, the parents/guardians must sign and return the "Declaration", a document in which they acknowledge that the school informed them about the stages and characteristics of the process. The document must be returned together with the application form.
3. Each assessment group will consist of 16 children, for a social-emotional observation in a free-play situation. Later, the children will be divided into groups of eight with an age and gender balance. The assessment lasts around 50 minutes, during which, their maturity and development in various areas is observed. They include language, logical and verbal reasoning, as well as general development aspects. It is important to state that this is not a diagnostic assessment, nor does it measure knowledge or skills.
4. A score is assigned for the various observed areas. The aim of the assessment is to determine if the applicant has the maturity to enter Pre-K. No special training is necessary.

### REVIEW OF SCORES

Once assessment scores are obtained the scores attained by the candidate pool is reviewed. Criteria for revision are based on attainment of scores established by the school for this process.

Usually the number of applicants that reach the required level is greater than the number of vacancies.

Parents/guardians of the applicants that have not reached the minimum score will be notified by email or by a registered letter to their private address. The notification will be sent no later than April 30.

#### PARENTS/GUARDIANS INTERVIEWS

The purpose of the interview is to know the applicants' families and, at the same time, that they may have more information about our educational project, beyond the material provided by email or published on our website.

The school sets principles that seek to promote the global development of students and, for this purpose, it requires the commitment of all the community actors, particularly parents and guardians. Therefore, in the interview for new families, aspects such as coherence between the family's expectations and the school mission, educational project and understanding and adhesion to them will be observed.

The interview is coordinated by phone or email with the responsible adults that accompany the student in his/her school years. The parents/guardians interview and the participation of new families in the admission process will be considered at the time of allocating vacancies, and it will be 40% of the result. The score obtained in the interview will be associated with a concept (grade) for allocating the vacancies. Each interview will last 45 minutes at the most, and it may be face-to-face or online (both options will be valid).

#### Grades

Outstanding: 6,0 to 7,0

Good: 5,0 to 5,8

Sufficient: 4,0 to 4,8

Not sufficient: 3,9 or less

Families with enrolled children in the School will not be interviewed, unless only one of the parents is a guardian at School at the moment of introducing their new family. In this case, both parents (old and new guardians) will be invited.

Parents of new families whose children do not comply with the minimum performance standards required in the maturity assessment will not be interviewed.

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### FINAL STAGE OF THE ADMISSION PROCESS/ VACANCIES ALLOCATION

Once parent/guardian interviews are over, the Admission Commission will meet and review the relevant information of the applicants' assessment, which is equivalent to 60% of the final score. A mathematical formula of age correction is applied to the gross score obtained, in order to get a standardised score that allows arranging and comparing the applicants' scores, independently from their age; it also reviews the interview and guardians' participation in the process, equivalent to the remaining 40%. Applicants from new families who completed the admission process are organized from highest to lowest score.

Among new families with similar results, priority will be given to alumni and school staff children. Gender parity will be a factor to be considered when vacancies are allocated, admitting an approximate difference of 12%.

### NOTIFICATION OF RESULTS

The date of the admissions announcement will be informed when the application process is announced on the web page and by other means, and during the informative session.

Results will be delivered by email at the end of the process. In case the admission process ends prior to the established date, results may be sent beforehand. Once parents have been notified, the list of admitted, waitlisted and not admitted applicants will be published, according to the regulations in force, in the admission board.

The date for the parents/guardians to confirm the applicants' enrollment will be informed to the accepted applicants parents, along with the acceptance letter or through a financial letter that will be sent separately by email.

### **Admission criteria for Kindergarten to Grade 10**

### APPLICATION REQUIREMENTS

1. Parents/guardians must fill out the application form. It will be available during the application period in the *Admissions* section on the website [www.scollege.cl](http://www.scollege.cl). It can also be obtained in the school's Office of Admission.
2. Additionally, parents/guardians must send –digitally or printed- the following documents to the Admission Office:
  - The applicant's birth certificate.

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- His/her study certificate of the previous three years (if applicable).
- A report on the applicant's personality and behavior issued by his/her present school.
- A certificate of the applicant's first term grades of the present year (if the present school has the same academic calendar as Santiago College)

Parents/guardians must pay the application fee only if the applicant is called for an interview.

#### ACADEMIC AND LANGUAGE REQUIREMENTS:

- The minimum grade average is 5.8 (average of Language and Communication, English, Mathematics, Social Sciences, Natural Sciences) or the equivalent for international applications;
- English proficiency commensurate with the grade level the student applies to;
- Students whose native language is not Spanish: Applicant's to 7th grade must have a working knowledge of Spanish. Applicants to 8th grade and above must be proficient in Spanish at a level commensurate with bilingual schools at the same grade level. This applies for students whose native language is not Spanish.

#### GENERAL ADMISSIONS CRITERIA

Santiago College is an open school that admits students with different creeds and nationalities. It is an English-Spanish bilingual school, with a majority of subjects in English up to grade 8, and in Spanish from grade 9 onward (with English as a subject up to grade 12). It is also a member of the Baccalaureate International Organization and teaches its three academic programs: the Primary School Program (PYP), the Middle Years Program (MYP), and the Diploma Program.

Applicants must have English proficiency according to the level they apply to, and Spanish proficiency if they apply to grade 7 onwards.

Applications are possible only if there are available quotas in the respective level. Incomplete or out-of-date applications will not be considered.

Students who want to reenter Santiago College after a period of absence have a priority over other applicants if they pass the corresponding admission exams.

#### ASSESSMENT EXAMS

Applicants will be assessed in Language and Communication, English, and Mathematics. The approval performance is 80% in each subject.

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If because of curriculum differences with the applicant's present school he/she is below that minimum, the school will review his/her personal situation and may decide to go on with the admission process.

Applicants to grade 7 whose native language is not Spanish must score no less than 60% in their Spanish proficiency exam to go on with the admission process.

#### APPLICANTS IN PROCESS

After being approved, applicants will be interviewed by psychologists of the Guidance Department. The objective is to know his/her previous student experiences and socio-emotional aspects that could affect the adaptation to school. For Infant School applicants, the psychological and the academic interviews can take place the same day in any order.

#### PARENTS/GUARDIANS INTERVIEW

Parents/guardians of applicants that meet the admission criteria will have an interview with the respective Principal. The objective is to inform them about the school and relevant aspects of the educational project. The interview will be valid for all applicants of the same family.

#### APPLICANTS THAT BECOME PART OF THE SANTIAGO COLLEGE COMMUNITY

Santiago College gives priority to applicants with brothers/sisters who are already school students. In case of new families, preference will be given, under similar conditions, to children of former students or school employees; information about the applicant pool will be considered. Parity among genders will be considered, with a maximum difference of 12%.

#### RESULTS

Parents/guardians of the applicants that do not reach the minimum percentage required score to continue the admission process will be notified by email or by phone. The final results of the admission process will be informed on the date indicated in the announcements.

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### APPLICANTS FROM ABROAD

As indicated in our Mission and shown in our institutional Values, Santiago College is nurtured by cultural diversity. All year round we receive applications from abroad, from Chilean and foreign families, from applicants of all nationalities and creeds. Families that have problems accessing our website may communicate with our Admissions Office ([admiss@scollege.cl](mailto:admiss@scollege.cl) or phone 56-2-27338911).

It must be noted that the admission of a student depends on the existence of vacancies, the characteristics and needs of the generation to which the student applies, and the admission exams results. The school cannot guarantee vacancies for applicants that arrive from abroad after the regular admission process.

There are no admission exams during summer, winter of independence day vacations.

### PROCEDURES

- All requirements for the respective level must be complied with.
- When applying, the academic documents may be non-legalized copies of the originals.
- A few weeks before arriving in Chile, the Admissions Office must be reached to find out about vacancies.

NOTE: Before returning to Chile, it is convenient for applicants from 1st grade upwards, who are Chilean or have Chilean parents, to legalize their last courses (of any level) in the respective Chilean consulate. Foreign applicants who come from countries that have Treaties or Agreements with Chile (e.g., Andres Bello Agreement) must have their academic documentation legalized by the Chilean consulate, and on arrival present it to the Ministry of Education of Chile.

### FEES

Fees may vary and they should be consulted on the school webpage: [www.scollege.cl](http://www.scollege.cl)



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## ANNEX 11. PROTOCOL FOR PRESCHOOL CHANGE OF CLOTHES

1. Should students soil themselves or have any other problem that requires a change of clothes, he/she must be taken to the tutor's office where there will be sets of clothes available.
2. If the student can change clothes by himself/herself, a responsible adult will supervise from outside the washroom that the student changes clothes.
3. If the student cannot change clothes by himself/herself, he/she must be accompanied by two responsible adults who will help the students change clothes.
4. If the student needs to be bathed because of soiling he/she must be assisted by two responsible adults in bathing, changing clothes, and keeping him/her warm. The student will be taken to the infirmary if a gastrointestinal disorder is suspected.
5. If the student refuses assistance in cleaning themselves, parents/guardians will be contacted to fetch him/her from school.
6. If the student vomits, his/her parents/guardians will be contacted to fetch him/her, he/she will be assisted in changing clothes if necessary, and will be taken to the infirmary.
7. The tutor will send the parents/guardians a note indicating which spare clothes the student has used and asking for them to be returned in no more than 48 hours.
8. If the student has a bowel or bladder problem a few minutes before the end of the school day, the student will also be assisted with changing clothes. If he/she uses school transport, the person in charge will be informed so the bus can wait for him/her.
9. If the student has any problem that requires changing clothes, the parents/guardians will be informed.

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## ANNEX 12. STUDENT TRANSPORT

### GENERAL INFORMATION

The school student transport system is based on contracts between parents/guardians and private transporters, and is subscribed by means of a registration form signed by both parties, without a contractual relationship with the school.

The school has a transport coordinator who supervises this service according to the present regulations, looks after the security of the students, and informs the school administration about its functioning.

### TIME SCHEDULE

- Transporters must make all the necessary rounds to transport the students assigned to them during *normal school hours*, meaning the entrance and departure hours of students according to the official activities of the school program.
- Given that students must be in their classroom at 7:55 am, buses must arrive at school with due anticipation. Because of this, buses can wait no more than two minutes in each student's home
- The departure hours are: 12:30 pm for the Playgroup; 1:30 pm for Pre-K and Kinder; and 3:45 pm, 4:40 pm, and 5:25 pm for the other levels and for students with activities after classes. The time of departure may be slightly delayed because of students being late, the supervision of safety belts, and others.

### TRANSPORTERS AND DRIVERS DUTIES AND PROHIBITIONS

- Transporters must fulfill the service even in case of contingencies (e.g., illness, bus problems). They must also strictly comply with school hours.
- Before leaving the school and starting their round, transporters must inform the absence of students who have not boarded the bus.
- Transporters cannot allow students to get off the bus in non-authorized places.
- In case of emergency, transporters should immediately inform the school.
- Drivers cannot carry guests in the bus without a previous permission.
- Drivers must respect traffic rules and exemplify the school values. This means treating students, pedestrians, and other drivers with respect.

### STUDENTS AND PARENT OBLIGATIONS

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Parents/guardians:

- When hiring the student transport service –which is annual- parents/guardians must fill out the registration form and state the address where the student will be picked up and left.
- If in case of emergency a student is to be left in a different address, it must be required by email to School Transport.
- To end this service, parents/guardians must notify School Transport in writing 30 days in advance, and not later than September 30 of the respective year. If the notification is sent after this date, the parents/guardians will have to pay for the full annual contract.
- This service cannot be ended during November or December.
- To change the student's address, phone number, or after-school-hour activities on the registration form, parents/guardians must inform the transport coordinator by email in advance.
- If a student needs to bring a guest on the bus, the parents/guardians must contact the transporter one day in advance to check if there is enough space. If there is, the parents/guardians will pay for this service.
- If the transporter accepts the guest, he/she and the student's parents/guardians must inform the school transport office on the same day by agenda and email.
- When picking up or taking back the students, the waiting time can be no more than two minutes in each student's home.
- If the student misses the last bus round (5:25pm), the parents/guardians will be contacted and must fetch the student at school.

Students:

- Students must follow this document's regulations on the bus and behave accordingly to the school values. Repeated faults by the student may lead to the suspension of this service.
- Students must be at the school transport sector immediately after school hours, considering the time schedule indicated above. If late, they must wait for the next round.
- The use of the safety belt is compulsory.
- Students must follow the indications of the driver and the person in charge of School Transport.
- Students cannot eat or drink inside the bus, for their personal safety.
- It is forbidden to take pictures or videos of other students inside the bus.

SAFETY MEASURES

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- Transporters must inform the School Transport coordinator about unusual events: minor or serious traffic accidents, incidents inside the bus, medical problems, behavior problems, and others. The transporter must also inform it in writing.
- In case of a traffic accident that requires medical attention, the students will be taken to the clinic with which the school has a contract (presently Clínica Alemana). The coordinator will be immediately informed, and he/she will communicate it to parents/guardians and the school Direction.
- Drivers must inform the coordinator about misbehavior of students, non-use of safety belts, etc. The coordinator will communicate it to the respective tutor.

#### FEES

- The fees for the transport service will be agreed between transporters and parents/guardians.
- The transport service is an annual contract. The value corresponds to the total number of school days in the respective year. It is paid in ten monthly quotas from March to December.
- The transport fee is not included in school fees, so it must be paid directly by the parents/guardians to the transporter. If there is no payment for more than two months, the transporter may end the contract.

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## ANNEX 13. RULES FOR PEDAGOGICAL OUTINGS

The school seeks to strengthen the development of cultural and sports activities by the constant participation of the students with other institutions; it considers that interaction and communication are fundamental means for an integrated development. Some of them are: sport activities, tours, study trips, pedagogical visits, community work, social work, and other. This document indicates risk prevention recommendations for teachers' and students' activities. (See [Section 8.4](#))

All student outings representing the school will be accompanied by one or more adults who will be in charge of the students' security and behavior. During these outings the Community Handbook norms will be applicable.

### OUTINGS REGULATIONS

- At least twenty days before the outing, the teacher must present the Academic Coordinator a work program indicating the learning objectives, activities, place, times, logistic aspects, accompanying (if necessary) school persons or parents/guardians, security measures (clothes, sunblock, etc.), and evaluation. It must be signed by the teacher.
- The activity must be approved by the Academic Coordinator.
- Once approved, the outing must be communicated –at least ten working days in advance– to the Ministry of Education's respective office.
- The teacher in charge must send the program information to the school secretary, who will resend it to the parents/guardians –with a copy to the respective Principal, homeroom teachers, and tutors– indicating departure and arrival times, means of transport, clothing, and adult(s) in charge.
- The Head of Area in charge of the cost center must email Operations, asking for transport and other requests, specifying dates, times, travel directions, number of students, teacher in charge, and contact number.
- On the day of departure, the teacher in charge of the group must fetch the list of participants and their medical records in the school secretary office.
- The tutor/teacher in charge must verify that all the students have their corresponding authorizations.
- Operations office must verify that the transport company complies with all the current regulations:
  - the vehicle has a registration certificate and a valid technical revision
  - the conductor has a driver's license, a clean police background certificate, and is not ineligible to work with minors

- the vehicle has safety belts for all passengers, as certified by the Ministry of Transport
- The Head of Area must check that the outing circumstances do not imply risks for the students, considering a specific assessment previous to the departure. [See Annex 16.](#)
- The School Direction will communicate each school outing to the Ministry of Education respective office at least ten days in advance, or according to the procedure the Ministry indicates in its annual school calendar. If it is required that this information must be specified on the website, the school will comply.
- In case an outing is postponed, the teacher in charge must report it in advance to the School Direction, the Academic Coordinator, the Principal, and the Secretary, who will inform the parents/guardian.
- The teacher in charge will be responsible for the outing from beginning to end, and he/she will take all the security measures to minimize risks for students, considering the risk evaluation carried out by Operations.
- In case a student infringes the school norms, it will be informed on return, and the Community Handbook regulations will be applied.
- After the outing, the teacher will evaluate it, filling out the established form.

**IMPORTANT.** The School shall not be responsible for any situation in an outing (pedagogical or not) that affects students' safety if the outing **was not duly authorized by the school or the Provincial Educational Direction.**

**Any situation not considered in this protocol will be subject to revision by the school authorities.**

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## ANNEX 14. STUDY TRIP RULES

### A. General rules for outings, trips, and tours

The school carries out various outings, trips, and tours, of different kinds and durations. They are official activities, so the school norms are applicable. The students are at all times under the responsibility of the accompanying teachers and should follow their instructions. (see [section 8.4](#))

- The students should behave at all times according to what's expected from a Santiago College member, in line with this Community Handbook and the internal rules of the place where they may be.
- The students must participate in all the programmed activities and comply with the schedules and the teachers' instructions.
- The school will be responsible for the students' actions while they are under the school's care. Nevertheless, the school's responsibility is limited, given that parents are legally responsible for their children's misdemeanors.
- The school is not responsible for accidents due to non-observance of this Handbook regulations or the specific rules of each outing or trip.
- Each student and teacher must have travel insurance. Any disagreement about its coverage must be dealt with by the parents/guardians and the insurance company.
- Parents/guardians of a student who has an accident will be in charge of the medical expenses not covered by the insurance.

To participate in any outing, trip, or tour, the express written authorization of the parents/guardians is required. If it has not been received by the school, the student cannot participate in the activity.

The students' participation is subject to the school authorization, taking into consideration each student's academic, behavior, and health records.

The Study Trip has specific norms that have to be agreed upon and signed by the student and parents/guardians. This signature implies its acceptance.

### B. The Study Trip specific norms

- The Study Trip is a school official activity and only grade 11 Santiago College students can participate; their parents/guardians must be up-to-date with their financial commitments with the school.

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- The students should behave at all times according to what's expected from a Santiago College member, in line with this Community Handbook and the internal rules of the place where they may be.
- The accompanying teachers, independently of the level where they belong, have the same authority with regard to students' coexistence and the pedagogical objectives of the activities.
- Any event that happens during an outing, trip, or tour, if not considered in these regulations, will be addressed by the teachers or adults in charge.
- The school may not allow a student to travel if his/her participation is deemed inconvenient for himself/herself and/or for the school.
- Students cannot forward or delay their participation in the School Trip. Dates for trips and tours are fixed, not changeable. Students must comply with their academic commitments before and after those dates.

### **C. The Study Trip specific coexistence norms**

- During the trip, students must comply with the trip's official schedule, taking part in all programmed activities.
- The students must comply with all scheduled times.
- In case of after-dinner programmed activities, they cannot exceed the time limits set by the teachers.
- If a student wants to visit relatives living in Washington, they must commit themselves to pick up and return the student to the 4H Center on the stipulated day. The student must have, before the trip, the due signed authorization for this visit by the parents/guardian.
- The students must not perform an activity that the teachers consider dangerous.
- The students must have their meals together to promote their coexistence, and to enhance communication with the teachers. All exceptions must be duly approved by the teachers.
- Student's luggage must not exceed the weight limit set by the airline. The payment for the excess is the student's exclusive responsibility.
- Students should not carry valuable items. The loss or damage of any personal object is the students' exclusive responsibility. The money for additional expenses is also the student's responsibility.
- The costs of accidental damages caused by the students will be their responsibility, or their parents/guardian's.

### **Prohibitions**

The following behaviors are strictly forbidden:



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- To buy, exchange, acquire and/or carry alcohol, illegal drugs, and tobacco, and/or carry firearms. When students stay in houses, these norms apply even if the hosts suggest otherwise.
- To get away from the group or leave it without justification.
- To cause damage to private property or any form of vandalism.
- To cause complaints because of disorder, damages, or inappropriate behavior.
- To infringe the established norms when visiting places.
- To repeatedly infringe the trip's timetable and instructions.

#### **D. Consequences**

Disciplinary measures for not complying with the regulations:

- Verbal warning;
- Exclusion from activities;
- Sanctions upon returning with a note in the student's file;
- Sending back the student before the end of the trip. The expense caused by the anticipated return of the student with an accompanying adult will be charged to the parents/guardian.

## ANNEX 15 STUDY TRIP RULES – 4H CONFERENCE CENTER

The following are the norms and conditions for guests at the National 4H Conference Center. (These norms are subject to change without notice.) ([see section 8.4](#))

- The 4H Conference Center does not sell alcohol. The use of alcoholic beverages or illegal drugs is prohibited. This includes the areas and streets that surround it. Furthermore, public intoxication is illegal in the state of Maryland.
- The possession of sexual elements is forbidden. The computers available in the Cyber Cafe cannot be used to download, create, receive, send, or transmit inappropriate, offensive, or sexually explicit material.
- Smoking –or other use of tobacco- is prohibited in all buildings, meeting rooms, and guest rooms.
- Bonfires are prohibited in the state of Maryland and in the 4H Center.
- Lighting candles and incense is forbidden in all buildings, meeting rooms, and guests rooms.
- No mascots are allowed, except trained service dogs.
- The use of shirts and shoes inside the building is compulsory.
- Guests must respect private and public property. The costs of damage repairs must be absorbed by the responsible group.
- A zonal law prohibits “organized” programs or activities after 11 pm from Sunday to Thursday or after midnight on Friday and Saturday. Guests must avoid making noise in common areas and bedrooms from 11 pm to 7 am. Curfew starts at 11 pm during the week and at midnight on Friday and Saturday, which implies that people must be in their bedrooms at that time
- The campus entrance doors are closed at 8 pm/11 pm (depending on their location and the programmed activities) to ensure safety for the guests. Entrance doors are open at 7 am.
- Selling or buying goods in public areas is forbidden for people who are not part of visiting groups.
- All foods and beverages consumed in the 4H, in meeting rooms, and other public areas must be ordered/bought through 4H. No personal food is accepted.
- Before or during the checkout, guests must pay for room phone calls.
- To ensure guest security, no meetings in bedrooms are allowed. Any participant who wants to complain about this must contact the group coordinator.
- Group coordinators are responsible for the compliance with the aforementioned rules. Those who do not comply have to leave the premises and return to their place of origin. The costs incurred are the person’s exclusive responsibility. These norms are not subject to interpretation and each group should comply with them. Our main objective is to provide our guests with a relaxed and safe environment.

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(I have read and comprehended the aforementioned norms, and I will inform all group members about them.)

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## ANNEX 16. RISK ASSESSMENT FORM

### RISK ASSESSMENT FORM

Responsible academic area		Date	
Teacher(s) in charge		Time of departure	
Destination		Time of arrival	

Significant Risks	Who could be at risk (students, teachers, others)	Risk probability (remote, very improbable, improbable, probable, very probable)	Mitigation measures (measures to reduce risk)	Residual risk once mitigation measures are implemented (from remote to very probable)

## ANNEX 17. ACADEMIC HONESTY POLICY

### Background

Academic honesty is understood to be the combination of values and abilities that promote personal integrity and good practices in teaching, learning and assessment.

The purpose of this document is to inform and establish the Academic Honesty Policy for the community of Santiago College. This policy is also consistent with the Internal School Policy (RIE), the school's Internal Assessment Policy and the respective policy of the International Baccalaureate for each of its programs.

The fundamental purpose of this document is to educate in order to install and maintain a culture of academic honesty in students and the whole community. This conduct should also be founded on the student's profile and the school's mission, thus contributing to values development.

Opportunities for the incorrect use of resources and the poor understanding of expectations are significantly greater in the 21<sup>st</sup> Century than in the past. In order to develop a better understanding of academic honesty, guidelines and procedures must be established that define key concepts and processes, so that members of the school community will act with integrity and honesty, assuming responsibility for their actions and their consequences.

The objectives of this policy are to:

- Define the concepts of academic honesty and improper conduct for the community of Santiago College.
- Define the functions and responsibilities of the school, the teachers and the students in the prevention and detection of cases of improper conduct as well as the consequences derived from such conduct, corrective measures and monitoring.
- Establish an improper conduct verification protocol to advise teachers on how to prevent and detect such cases, Provide support and education regarding academic honesty for students, giving age-appropriate guidance about expected behaviors and examples of good practices.
- Explain the requirements of the school for proving original authorship.
- Describe the procedure the school follows to investigate cases of presumed improper conduct.
- Explain the rights of the students being investigated for improper conduct.
- Clarify the formats of bibliographic construction, quotations and references used in the school (MLA).

## Definition of the concepts of academic honesty and improper conduct for the community of Santiago College

“Students’ work should exemplify the values of honesty and integrity in all the programs, both values which at the same time support the IB curriculum”. The policy defines the challenges that students face to demonstrate their honesty and ensures the shared responsibility between teachers and the school for the development of a balanced and coherent academic honesty.<sup>55</sup>

IB programs encourage inquiry and critical thinking in students as well as stimulating creativity. Likewise students are encouraged to present these thoughts in diverse ways. Students must be capable of making their thinking visible and explicit, demonstrate how they have constructed ideas and their own learning, and show the opinions they have followed or rejected. Erudition and academic honesty in essence consist of making knowledge, understanding and thinking, transparent.

Students need to understand how knowledge is constructed and in consequence what their function is in the construction of said knowledge and in the development of understanding. In order to accomplish this, it is fundamental that they understand the technical aspects of academic honesty, as well as methods for citing and referencing bibliographic sources.

Academic honesty is an essential principle of all IB programs in order to reinforce the credibility of the organization and its positions as a leader in international education. As mentioned in the learning profile, the members of the iB community strive to be principled, and act with integrity and honesty, possessing a profound sense of equity, justice and respect for the dignity of individuals, groups and communities.<sup>56</sup>

### Academic Honesty

“Academic honesty is understood to be the combination of values and abilities that promote personal integrity and good practices in teaching, learning and assessment.”<sup>57</sup>

Santiago College values that support this definition are honesty and responsibility.

- Honesty refers to the habit of acting according to what is considered correct in the context of universal values. Sincerity and congruence between actions and the ideals pursued make an honest person assertive and used to saying the truth.
- Responsibility refers to the full exercise of freedom, i.e. to act with the intent to contribute to the personal and social good, using means suitably and assuming the possible personal consequences of what is said, decided or done.

<sup>55</sup> Carrol, Jude. IB Academic honesty. IBO, 2012.

<sup>56</sup> International Baccalaureate. Academic Honesty in the Diploma Program. IBO, 2018

<sup>57</sup> Carrol, Jude. IB Academic honesty. IBO, 2012

### *Improper conduct*

According to the 2014 IB publication on Academic Honesty<sup>58</sup>, academic misconduct is any behavior that results in, or may result in, the student or any other student gaining an unfair advantage (or a behavior that disadvantages other students) in one or more assessment components.

Categories of "academic misconduct" in the IB include:

**Copying** is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered copying.

**Collusion** is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.

**Misconduct** during an IB examination or test includes taking unauthorized material into an examination room, disruptive behavior and communicating with others during the examination.

**Communication about the content of a standardized examination** 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations.

**Duplication of work** is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.

Categories of copying in written tasks :<sup>59</sup>

Type of copying	Characteristic
Clone	Submitting another's work, word-for-word, as one's own.
Copy and paste	Contains significant portions of text from a single source without alterations.
Find - Replace	Changing key words and phrases but retaining the essential content of the source.
Remix	Mixing paraphrased material from multiple sources.
Recycle	Borrowing generously from one's previous work without citation.

<sup>58</sup> International Baccalaureate. Academic Honesty in the IB Educational Context. IBO, 2014.

<sup>59</sup> Turnitin. *The Plagiarism Spectrum*. Turnitin, 2015.

Hybrid	Combining perfectly cited sources with copied passages without citation.
Mashup	Mixing copied material from multiple sources.
404 Error	Citing non-existent sources or including inaccurate information about sources.
RSS Feed	Including proper citation of sources but containing almost no original work.
Re-tweet	Including proper citation but relying too closely on the text's original wording and/or structure.

## Responsibilities, Prevention and Detection

The following are the responsibilities associated to the different community stakeholders:

### School

According to the IB academic honesty document, the director of the school should ensure that all the students:

- Understand the concepts of academic honesty and improper conduct and know what constitutes original work.
- Receive orientation in study techniques, the way to write an academic work, and how to carry out investigations and quote sources.
- Understand what improper conduct consists of (especially copying, collusion, duplications of work and undue conduct during an examination).
- Are conscious of the consequences of being found guilty of improper conduct.

The director is also responsible for establishing a policy that promotes good academic practices and a culture that actively motivates the members of the school community to act with academic honesty. This responsibility is delegated to the principals, program coordinators, heads of department and teachers.

The school policy on academic honesty takes into account all subjects, so that students have a clear idea of what copying consists of in the various disciplines. Subject teachers should also require that their students quote their sources of information, works of art, photographs, drawings, illustrations, maps, tables, musical compositions, movies, software source codes and any other material that does not belong to them.

By policy, the school makes online plagiarism detectors available to teachers (Turnitin). Students must be informed that the IB and the school will use this platform to prevent



copying.

The school must provide sufficient library resources and on-line databases of books and publications, especially those that offer material that has been edited or revised.

Santiago College promotes academic honesty in the different programs.<sup>60</sup>

In the Primary Years Programme PYP, the school:

- Promotes the responsibility of the students for their own work.
- Offers guidelines for individual and group work.
- Establishes expectations and practices adapted to the age of the students in relation to bibliographic references, citations and paraphrase.
- Establishes contracts regarding the responsible use of information technology and multimedia resources.

In the Middle Years Programme MYP, the school:

- Ensures that the school community understands the academic honesty policy. Special care is taken with students joining Santiago College from other educational environments where the expectations may be different.
- Defines a specific reference system for source quotations.
- Makes explicit any change in expectations of autonomy and independence, if possible through examples and opportunities for an interactive discussion.
- Reinforces vertical planning to ensure consistent guidance in the use of the work of other persons.

In the Diploma Programme DP, the school:

- Defines a specific reference system for source quotations.
- Provides each student with detailed guidance about the reference and academic papers systems.
- Provides staff with guidance and up-to-date information on copying and quotations.
- Develops procedures for handling cases of deliberate deceit, especially those related to copying, collusion, duplication of work and communication about the content of an examination which includes applicable punishments and how the punishment is decided.

## *Teacher*

Each teacher is responsible for confirming that, to the best of their knowledge and understanding, all works accepted or presented for assessment in the original of the student. It is expected that all

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<sup>60</sup> International Baccalaureate. Academic Honesty in the IB Educational Context. IBO, 2014.

cases of copying, collusion or double use of works will be detected if teachers implement all preventive measures provided by the school. It is also expected that teachers will support and apply school policy regarding good academic practices and that advice to students will always be offered when necessary. Teachers should be role models for the students in terms of academic honesty.

Teachers must require students to reference according to MLA format, and must therefore be well-versed in these conventions, modelling them accordingly. Academic Coordinators supervise this task in order to guarantee that this takes place in an organized fashion and under similar circumstances. It is also crucial that teachers be familiar with said guidelines and that they use them whenever they provide reference materials to students. It is the school's expectation that all teachers follow good academic practices and model these conducts for their students. The school's academic honesty policy requires adherence from both students and teachers. Otherwise, teachers will have a hard time convincing students of the value of acting correctly.

Teachers should protect students against what could be called academic negligence. In other words, students should be warned of the consequences of not taking due care to record sources or ignoring with indifference the origin of the material used in their work. The Internet has contributed considerably to encouraging academic negligence by facilitating the practice of copying and pasting material in their work in electronic format. Negligence is not a valid excuse for copying.

Each teacher is responsible for following school Regulations for the Administration of Tests for Middle and High School defined by the school's Community Handbook.

Teachers of the PYP promote honest, creative and critical work by<sup>61</sup>:

- Creating assessment tasks based on investigation.
- Designing assessment criteria that value and reward the work required and not just the results.
- Teaching forms of making mention of or quoting other persons.
- Teaching students to reflect on their learning process.

Teachers of the MYP reinforce academic honesty by:<sup>62</sup>

- Communicating their expectations to students, clearly referring to the guidelines on academic honesty.
- Promoting honesty and communicating the consequences of not complying with IB standards.
- Explicitly focusing on the skills of approaches to teaching and learning, especially in terms of information management.
- Using Turnitin as a formative tool and to ensure the originality of all work.

Teachers of the DP help to ensure academic honesty by:

<sup>61</sup> Carrol, Jude. IB Academic honesty. IBO, 2012.

<sup>62</sup> International Baccalaureate. Academic Honesty in the Middle Years Program. IBO, 2018.

- Monitoring the writing and research process.
- Teaching academic writing abilities.
- Developing research skills, in particular regarding the assessment of the resources and the search strategies between sources.
- Using Turnitin as a formative tool and to ensure the originality of all work.

## Students

The student is responsible for ensuring that all the work presented for assessment is original and the sources of the work or the ideas of others are duly quoted.

PYP students comply with academic honesty by <sup>63</sup>:

- Showing how they have used the work of other people. Attention is given in particular to those situations in which the work used belongs to a real and identified person, and in situations where original work is expected and assessed.
- Using quotation marks to identify the words of others or to describe where help was useful and why.

The requirements for quoting the source of work of other people will appear less confusing to PYP students if this form of thinking is applied to everything they do (bear in mind that “original” does not here mean new or never done before; it is more related to the ideas that support constructivist learning in which the student builds and finds the meaning of things independently and individually).

MYP students comply with academic honesty by:

- Document the use of resources and other people’s work, and where applicable the abilities of the approach to learning of the work they are developing.
- Use appropriate format for indicating the use of resources: the citation may be informal and general but must include as a minimum the name of the author, the date of publication, the title of the resource and the relevant page numbers.
- Asking for clarification when they are unsure, including those situations where they may be using another IB student’s work, which may lead to collusion.

DP students comply with academic honesty by:

- Making an effort to learn writing, research and academic citation skills.
- Asking for clarification when they are unsure, including those situations where they may be using another IB student’s work, which may lead to collusion.
- Follow guidelines on referencing techniques: coherence and traceability are important when evaluating how students use citations.
- Use time management and self control skills to proactively plan their academic work.

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<sup>63</sup> Carrol, Jude. IB Academic honesty. IBO, 2012

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## Parents

Parents must read and sign the Community Handbook, in which the Academic Honesty policy is set forth and which also explains the conducts and attitudes expected of Santiago College parents.

It is expected that parents will encourage academic honesty, by <sup>64</sup>:

- Encouraging their children to plan each assignment.
- Providing support with time management, as they may have many assignments to complete.
- Communicating with the school so as to understand school requirements and expectations for students.
- Encouraging their children to ask their teachers for advice if they are having difficulty with their work.
- Collaborating with the school in nurturing the culture of academic honesty.

## Procedures deriving from improper conduct

In the case of oral or written work:

- Detection by the teacher. For this, all the available material is revised including the use of Turnitin to detect the source of fragments that have been copied.
- Moderation by part of the teaching team of the area in which the alleged infringement was committed.
- **Diploma Program**
  - Conversation between the teacher and student in the presence of the program coordinator and in communication with the homeroom teacher, seeking information or to hear the student's version of the situation.
  - Presentation of the situation to the principal and homeroom teacher by the corresponding program coordinator.
- **Middle Years Program**
  - Conversation between the teacher and student in the presence of the tutor and/or homeroom teacher and/or principal, depending on the situation, seeking information or to hear the student's version of the situation.
  - In the case of academic honesty issues related to the MYP Personal Project, the MYP program coordinator must participate in all the process.
- Revision of the student's situation by the Principal in conjunction with the homeroom teacher. Definition and recording of an action plan to be followed, based on formative and reparatory consequences and disciplinary measures stipulated in the Community Handbook (RIE) and the school's Assessment Policy.
- Subject teacher records corresponding annotation in the school's academic platform, while the tutor records consequences and measures.
- Recording of academic misconduct and applied consequences in the historical of academic misconduct records (Coordinator).

<sup>64</sup> International Baccalaureate. Academic Honesty in the Diploma Program. IBO, 2018

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In the case of written assessments (tests, quizzes):

- If copying is suspected, the teacher may require the student to move to another seat, indicating the reasons for doing so.
- The possession of any unauthorized material during the assessment will be considered as an academic infringement.
- Should a student be caught copying, providing or using illicit information during the assessment, the assessment should be taken away and the student should be sent to the tutor's office or the principal's secretary.

## Consequences and Sanctions

1. As any lack of academic honesty is considered serious, these shall be recorded in the school's computer system. Each of these misdemeanors requires a written statement by the student. This statement shall be included in the student's file, and should consider the values involved in the situation, corrective measures and a warning regarding consequences for future faults of this type. The written statement shall be made at the time and place defined by the school and should be signed by the student and the parent(s). Parents may be summoned to address the situation if it is a first offense, however, parents will be required to attend a meeting if the student is a repeat offender. Should the student or parent refuse to sign the record of the interview or statement, a note to this effect should be made together with the arguments they had for not doing so.
2. The assessment shall be repeated under supervision in a time period defined by the school and will be assessed using the same criteria as the original. The new grade will be registered in the grade book.
3. Accumulation of academic misconduct situations will be determinant in decisions related to a student's participation and representation in academic events, sports and institutional traditions. Academic misconduct is an argument contemplated in the Diploma Programme admission policy and for awarding the IB Diploma.

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## **ANNEX 18. Modification to the Community Handbook during COVID 19 Pandemic.**

The use of technology to mediate practically all interactions between members of the Santiago College learning community during preventive lockdown and suspension of classes due to the COVID 19 virus, presents its own opportunities and challenges that require new agreements and regulations.

The following annex complements the Santiago College Community Handbook (Reglamento Interno Escolar or RIE). In general, this annex regulates those situations that were not contemplated in the RIE since they are particular to the current situation. This may be modified as the need arises.

Except for the specific situations discussed below, all the rules and regulations set out in the main document are maintained. It is expected that this Annex will be read in conjunction with the RIE published in the SIGE and on our website, as it is a complement to the RIE that takes into account the particularities of the current distance learning conditions. This document includes only those sections of the RIE that have been modified, in the order in which they occur in the RIE.

### **Modification Section 2.2 Parents and guardians Duties (pg. 14 Community Handbook 2021)**

Under the point, “To comply with the school security norms” add:

- comply with all protocols and procedures related to the COVID pandemic emergency. Specifically parents are not allowed on campus except for administrative reasons and / or to pick up their sons/daughters for emergencies.

In particular, entrance to the school is limited for parents for activities in which physical presence is required.

### **Section 3.2 Schedules (pg. 21 Community Handbook 2020)**

The school will open for parents and students at 7:30 AM.

Extracurricular activities will not be offered until the sanitary conditions allow.

The After School program that is offered for Infant, Lower and Middle School may be modified or suspended according to sanitary conditions.

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### **Modification Section 3.3 Student access, late arrival and departure (pg. 25 Community Handbook 2021)**

It is very likely that during the 2021 academic year will have episodes of distance learning for some or all students. In this context the following guidelines apply:

#### **Modification Section 3.3.2.5 Absences to School**

The following regulations apply exclusively to students that are attending classes remotely, either because their parents have decided not to send them to school during the COVID-19 pandemic, or because they are complying with quarantine restrictions,

Students that are attending online classes have the following responsibilities:

- Students must connect to all classes, from homeroom at 7:55 until the end of the day. They must wear their school uniform and have their camera on.
- Attendance is mandatory and is the responsibility of the parents.
- Students must be seated in an appropriate work space.
- Students must carry out all class activities
- Assessment will be carried out remotely (as necessary)
- Lessons that take place within a class room will have streaming. In all cases, activities will also be available in Google Classroom. Physical Education and Sports classes will also be available in Google Classroom

It is important to note that for the purposes of school attendance on schoolnet students will be marked as absent. This is because during an emergency or campus evacuation it is vital that we can establish an accurate student count as quickly as possible. As currently attendance is voluntary, attendance records will not necessarily be used to promote students.

The above notwithstanding, teachers may take attendance using google tools to verify student participation. Should a student be absent to an online class the teacher may inform the parents, who must provide the corresponding excuse. In general parents must inform the school of any impediment to participating in regular school activities,

#### **Modification Section 3.3.3.7 (page 27 Community Handbook 2021)**

Seniors' and juniors' privilege to leave campus for lunch will be evaluated according to sanitary conditions.

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### **Modification Section 3.7 Communication and regular channels between parents/guardians and the school (pg. 30 Community Handbook 2021)**

The following modifications have been made:

From PK to 5th grade the agenda is replaced by electronic communications.,

Additions:

#### ***Online Parent Interviews.***

1. The parents will be invited by the school (Principal, secretary, head teacher) through an email in which a link to the corresponding platform will be included (Google Meet, Zoom, or others).
2. The head teacher or other school representative will record a summary of the interview including agreements, situations discussed during the interview, including names of participants and the student's name and homeroom.
3. This summary is sent to parents/guardians by email, who must confirm receipt by the same means. When responding, they may make comments or add observations to the summary.
4. The parents' response (with or without comments) must be copied to the school secretary:
  - i. Infant School, Berta: [secretaria\\_infant@scollege.cl](mailto:secretaria_infant@scollege.cl)
  - ii. Lower School: Pamela Rodríguez [prodriguez@scollege.cl](mailto:prodriguez@scollege.cl)
  - iii. Middle School, Kathy Pizarro: [kpizarro@scollege.cl](mailto:kpizarro@scollege.cl)
  - iv. High School, Ximena Carvacho: [xcarvacho@scollege.cl](mailto:xcarvacho@scollege.cl)
5. The parent's reply will be considered as equivalent to the signing of the interview.
6. The printed document will be included in the student's file.

### **Modification Section 3.8 d (page 31 Community Handbook 2021)**

Students will not have use of their locker until sanitary conditions allow.

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## Modification Chapter 4: Regulations about the Admission Process

### *Vacancies*

Santiago College offers 162 vacancies for Pre-Kindergarten, to be distributed among applicants participating in the regular admissions process, belonging both to school families and new families.

### *Pre-Kindergarten application process dates*

#### Application period

The application period for families with children enrolled in Santiago College will be in December the year before the start of the regular admissions process. From late February or in March, during a period of two to three weeks, new families' applications will be received.

The call for applications will be published by the school on its web page, posters and signs by January of the year the admission process is carried out.

Assessments: March and April

Parents and guardians interviews: April

Results: The date to deliver results will be published in the call for applications of the relevant process. In general, it is established within the first weeks of March.

### *Application Requirements*

Age requirement for entering Pre-Kindergarten: 4 years-old by March 31st on the relevant school year (upon entering). The required age will be detailed at the moment of the call for applications in each admission process.

The guardian shall complete the information required in the entry form. It will be available online in the school website [www.scollege.cl](http://www.scollege.cl) only during the defined application period for this process.

The guardian shall attach electronic copies of the birth certificate of their child (the one provided by the Civil Registry Service) and in the case of foreign applicants, a copy of the identification card must be presented. If this document is not available, a copy of their passport will be accepted.

Both guardians (if applicable) must sign the document entitled "Declaration" in which they recognize having been informed by the School about the different

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stages and characteristics of the process. These documents will be sent through the Docusign platform a few days after finalizing the application process online. It is important to note that the signature of this document is a requirement to move forward with the relevant admission process.

#### *Information delivery about the School to new families.*

As a part of the process, information will be provided to guardians through an online talk, which will be carried out as long as the technical conditions are available. If it is not possible, due to a quarantine, prior to or during the applicants' assessment period, the School leadership team will send an email guardians, along with a presentation with information about the admission process and also about the characteristics of Santiago College.

#### *The Admission Process*

Guardians who have finalized the process and sent the "Declaration" document duly signed will be contacted by the Admission Office by email on the email addresses registered in the application forms. The email will include the relevant date and time of the remote assessment session for the applicant and the link for guardians to join the online session with the applicant and the evaluators.

Along with this information, a Protocol will be sent, including the material which will be requested and other specifications about the preparation.

The estimated time for the online assessment is approximately 30 minutes.

In the evaluation, maturity and development of the applicant in the different observation areas at the moment of the assessment will be observed. This is not a diagnosis assessment, it measures expected skill for their age.

The different areas will be observed through guidelines that will provide a score. The assessment's objective is to determine if the applicant has the necessary maturity to enter Pre-Kindergarten. No special preparation is required.

The applicant's assessment will be worth 60% of the admission process of the applicants who continue at the end of the process.

#### *Review of Scores*

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Once the results for these assessments are available, a review of the applicants' scores is made. The review criteria is based on the compliance with the evaluation scores established by the school to carry out this process.

Usually, the number of applicants that comply with the requirements is higher than the number of vacancies.

The guardians of applicants who after the review do not reach the minimum score established by the school to continue in the process will be notified by email. This notification will be made before the end of the admission process.

Guardians of applicants from new applicants who, after the review of scores continue in the process will be invited to an online guardians interview.

### *Admission Interviews New Families*

The purpose of the interview is to know the applicants' family while at the same time allowing them to further learn about our educational project, beyond the material that was already provided by mail or on our website.

The school establishes principles that seek to foster the global development of students, and for this purpose, it requires the commitment of all actors of the community, particularly, from parents and/or guardians. Therefore, in the interview, aimed at new families, coherence between the family's expectations and the school's mission, educational project and understanding and adherence to them will be observed.

The guardians' interview and the participation of new families in the admission process will be considered at the time of allocating vacancies and this will be worth 40% of the result. The score obtained in the interview will be associated to a concept (grade) for the vacancy allocation. Each interview will last 45 minutes at the most, and will be scheduled in advance with the responsible adults who will accompany the student during their school years.

#### Grades

Outstanding: 6,0 to 7,0

Good: 5,0 to 5,8

Sufficient: 4,0 to 4,8

Insufficient: 3,9 or less

Families with children enrolled in the School will not be interviewed, unless only one of the parents is a guardian at the School at the moment of introducing the

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new family. In this case, both parents will be invited to an interview (old and new guardian).

Guardians of new families whose children do not comply with the minimum required performance standards in the maturity assessment will not be interviewed.

### *Final Stage of the Process and Vacancy Allocation*

Once the guardians' interviews have been finalized, the Admission Committee will meet and review the information of the applicants' assessment which is worth 60% of the final score. A mathematical formula of age correction will be applied to the gross score obtained in order to get a standard matched score that allows organizing and comparing the applicants' scores independently from their age; also reviews the interview and participation of parents in the process, which is worth the remaining 40%. The applicants from new families who completed the admission process are organized by highest to lowest score.

In accordance with our admission policies, applicants with siblings in the school have priority to occupy vacancies. They will not be compared to the other applicants. Priority does not mean that applicants have entered; they must comply with the minimum score established for their admission.

Among new families with similar results, priority will be given to applicants who are alumni or school staff children.

Gender parity will be a factor to consider when vacancies are allocated, admitting an approximate difference margin of 12%.

### *Delivery of Results*

The results delivery date will be informed to guardians at the moment of the call for applications, through the web page, posters or signs and in the information meeting to be held remotely during this process.

Results will be delivered by email at the end of the admission process on the established date. In case the admission process ends prior to this date, results may be sent beforehand. Once parents have been informed, the list of admitted applicants will be published according to the regulations in force.

The date to confirm the enrollment will be informed along with the acceptance letter or by a financial letter to be sent separately by email to the guardians of those applicants being offered admission.

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## Modification Section 9.1.1 Expected Behaviors

Added:

*Expected Behaviors of Students in the Distance Learning Environment:*

- Participate in the class through video (not just audio or avatars);
- Students should have their camera on during the class except for students that have a written medical or psychological authorization that says otherwise.
- Students should position themselves in a place where there will be no distractions, safeguarding the privacy of the family environment;
- Comments in chats should be restricted to topics related to the subject matter;
- Microphones should be muted when entering a class.
- Ensure an environment conducive to online learning.
- Wait your turn to participate in online conversations.
- Turn off or disconnect devices that will not be used in class (for example, not looking at the phone when in class).
- Use only the platform tools that have been authorized.
- In case of being authorized not to use video, they must use the student's official photograph as their avatar.

### 9.1.3.1.1 Minor faults categories

Added:

*Categorization of Minor Absences Distance Learning:*

- Refusing to turn on the video camera to participate in class when the teacher requests it. (The reiteration of this behavior may be considered a serious fault)
- Speaking out of turn without the teacher's permission in classroom sessions.
- Entering the class with the microphone on and interrupting the teacher.
- Staying in a "meet" or reusing the "mmet" link without the teacher's authorization.

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- Using platform tools during classes when this has not been authorized.
- Using the class chat to communicate with classmates on topics that are not relevant to the class.
- Entering school classes from email addresses that are not in the SC domain (unless expressly authorized by the teacher in case of problems with the SC account).
- Disrupting the class with visual distractions (eg costumes, intentional erratic movements, etc.).
- Leave the class without authorization.

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### 9.1.3.2.1. Serious faults categories

Added:

#### *Categorization of Serious Faults during Distance Learning:*

- Refusing to turn on the video camera, despite repeated requests from the teacher (s).
- Staying in a "meet" or reusing the link of the "meet" without the teacher's authorization and using this space for disrespectful behavior that threatens a positive school climate.
- Disrespecting any member of the learning community on a chat.
- Providing the URL or links to virtual school meetings to anyone outside of school.
- Meet bombing classes
- Taking pictures or screenshots or recording classmates or teachers during online classes without their authorization (see responsible use policy).
- Recording classes without authorization.
- Using images of members of the SC educational community to make "stickers" or avatars.
- Use of avatars which violate school values (eg, references to at-risk behavior, offensive signs or pictures, cartoons or pictures of classmates, etc.)

### **ANNEX 8 Rules for Tests in Middle and High School (pg. 133 Community Handbook 2020)**

Added:

#### *Assessments during distance learning:*

During online tests or evaluations, students must strictly follow the instructions given by their teachers. These may vary according to the type of instrument and subject. It is not possible to control home environments, so it is up to students and their parents to safeguard the necessary conditions. Should there be any counts in this regard the school may request the parents to accompany the student during an evaluation.

In general, during an online assessment students should:

- Keep their device connected to a power source to prevent sudden disconnections during the assessment.



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- Limit devices connected to the home network to a minimum during evaluation hours to avoid signal loss during the evaluation.
- Keep the video camera on and oriented according to the test instructions, at all times. If there are problems with the operation of the video camera, the parents must send the corresponding justification before the test.
- Report any unexpected events during the evaluation as soon as possible. This information must be confirmed by parents.
- Respect the duration of the test.
- Respect the confidentiality of the instrument, (for example, printing copies, taking screenshots, etc.).
- Respect the school's academic honesty policy and the responsible use of technology regulations.

Students that do not present a justification when absent to an online evaluation will be sanctioned based on this handbook. They will have to take the evaluation during another moment (at school or online). Students that are absent to this second evaluation will receive the minimum grade for the corresponding work.